



PUBLIC SCHOOL 159

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X159

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 159 SCHOOL NAME: LUIS MUNOZ MARIN BILINGUAL SCHOOL

SCHOOL ADDRESS: 2315 WASHINGTON AVENUE BRONX NY 10458

SCHOOL TELEPHONE: 718 584-6140 FAX: 718 584-7794

SCHOOL CONTACT PERSON: LUIS LIZ EMAIL ADDRESS: lliz@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Evelyn Ortiz

PRINCIPAL: Luis Liz

UFT CHAPTER LEADER: Evelyn Ortiz

PARENTS' ASSOCIATION PRESIDENT: Judy Lopez

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 CHILDREN FIRST NETWORK (CFN): 109

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menedez

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
Luis Liz	*Principal or Designee	
Evelyn Ortiz	*UFT Chapter Chairperson or Designee	
Judy Lopez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yaska Roman	Member/Parent	
Carmen Rodriguez	Member/Parent	
Maria Martinez	Member/Parent	
Norma Rodriguez	Member/Parent	
Hilda Quinzon	Member/Teacher	
Rosa Ojeda	Member/Teacher	
Maria Diaz	Member/ Teacher	

(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.

Public School 159 is a bilingual K-5 school located in District Ten in the northern section of the Bronx. Community School District 10 is one of the largest districts in New York City serving families from highly diverse backgrounds. Our priority is the literacy and language development for all students. We are committed to "Building a Community of Learners and Leaders" through clear expectations and high standards in literacy, math, technology, science, social studies and the arts.

PS 159 is a school with approximately 220 students registered. There are two major language groups (English and Spanish). About forty-seven percent of the students are English Language Learners as measured by the NYSESLAT test. Our entire school participates in the Universal Meals Program. One of our major goals in the school is to provide the students and their families with the means and opportunities to achieve English and Spanish literacy. As we are a bilingual school, we firmly believe that developing the native Spanish language skills will improve the transition into English language proficiency. All of our students receive instruction in both English and Spanish.

Our goal for all students is to comprehend, speak, read and write in English and Spanish. The students are expected to meet or exceed New York State and City standards, develop proficiency in their first language and second language, attain a higher level of self-esteem and to develop an appreciation for cultural diversity.

Our school program implements a balanced literacy approach using a reading workshop model for all LEP and EP students. This includes a "print-rich" environment, shared reading, guided reading, interactive read aloud, independent reading, and time for reflection from students. The same rigor is maintained in a native language instructional period at all grade levels using a balanced literacy approach. The writing workshop is conducted daily using the "writing process" model from Teacher's College at Columbia University. Our staff continues to explore the science standards, while emphasizing the scientific method during science instruction. We integrate Social Studies into other curriculum areas, which enable us to expose our students to wider range of Social Studies units. Integrating social studies, mathematics, art, literacy and science develops test-taking skills. We continue to use the Everyday Math Program as part of our math curriculum. We also practice differentiated instruction in order to reach all our students and respectfully challenge their abilities.

Our parental involvement includes parents attending workshops, adult education, and curriculum training classes. PS 159 has an open door policy encouraging parents to participate in the educational process not only at home but also at school. There is a high interest by the staff for continuous learning. Therefore, we support ongoing training and workshops for all staff.

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 Luis Munoz Marin Biling							
District:		10	DBN:	10X159	School BEDS Code:		321000010159		
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.2	94.2	TBD		
Kindergarten	43	39	42	Student Stability - % of Enrollment:					
Grade 1	47	51	46	<i>(As of June 30)</i>					
Grade 2	39	39	46		2007-08	2008-09	2009-10		
Grade 3	37	34	25		97.8	95.5	TBD		
Grade 4	33	36	25	Poverty Rate - % of Enrollment:					
Grade 5	33	32	34	<i>(As of October 31)</i>					
Grade 6	0	0	0		2007-08	2008-09	2009-10		
Grade 7	0	0	0		89.6	89.6	95.4		
Grade 8	0	0	0	Students In Temporary Housing - Total Number:					
Grade 9	0	0	0	<i>(As of June 30)</i>					
Grade 10	0	0	0		2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	19	TBD		
Grade 12	0	0	0	Recent Immigrants - Total Number:					
Ungraded	0	0	1	<i>(As of October 31)</i>					
Total	232	221	219		2007-08	2008-09	2009-10		
					8	3	1		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>				<i>(As of June 30)</i>					
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
# In Self-Contained Classes	0	0	0		Principal Suspensions	0	0	TBD	
# In Collaborative Team Teaching (CTT) Classes	29	32	29		Superintendent Suspensions	0	0	TBD	
Number all others	11	21	21	Special High School Programs - Total Number:					
These students are included in the enrollment information above.				<i>(As of October 31)</i>					
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					CTE Program Participants	0	0	0	
<i>(BESIS Survey)</i>					Early College HS Program Participants	0	0	0	
<i>(As of October 31)</i>				Number of Staff - Includes all full-time staff:					
# In Transitional Bilingual Classes	0	113	0	<i>(As of October 31)</i>					
# In Dual Lang. Programs	133	113	113		2007-08	2008-09	2009-10		
# receiving ESL services only	0	0	0		Number of Teachers	21	20	TBD	

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	0	37	Number of Administrators and Other Professionals	8	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	0	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	71.4	75.0	TBD
				% more than 5 years teaching anywhere	42.9	40.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	81.0	100.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by 'highly qualified' teachers (NCLB/SED)	93.5	95.8	TBD
American Indian or Alaska Native	0.9	0.5	0.9				
Black or African American	8.6	6.8	11.0				
Hispanic or Latino	90.1	90.5	85.4				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.5				
White	0.4	0.5	0.0				
Male	50.0	52.0	52.1				
Female	50.0	48.0	47.9				
2008-10 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/Differentiated Accountability Status (2008-10) Based on 2008-08 Performance:							
	<u>Phase</u>			<u>Category</u>			
	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						

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			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	97.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	14.1			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	25			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 20% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	55.8						
(Comprises 60% of the Overall Score)							
Additional Credit:	3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{PH} = 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/hyc/APAMemos/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?
-

Our progress report grade for this year was a B. The report indicates that 50% of our students in grades 3,4 and 5 are proficient in English Language Arts as measured by the new cut scores established by the state this year. The report also indicates that 54% of our students were proficient in Mathematics. These numbers are less than our previous year.

Our data from ECLAS and DRA indicates that our students are making gains in English Language Arts. Teacher assessments in Mathematics using end of unit assessments also demonstrates that our students are making gains in mathematics as well. Our greatest aid is being able to provide a team teaching approach in the areas of Literacy and Mathematics which lowers the student to teacher ratio, enabling more effective instruction. Our focus on differentiated instruction and lesson tiering has enabled our teacher to provide more effective instruction. Our other focus on strengthening teacher practice through the use of the Professional Teaching Standards has provided our staff with a tool to self asses and enhances instruction. We are also fortunate to have an active parents association and School Leadership Team who are our partners in our efforts to have our students meet or exceed New York State and City standards. This year we will be part of a Special Education Initiative (Phase 1) the mandates that schools provide all services needed by students with special needs. Having limited space and resources will require us to be innovative and resourceful in meeting the needs of all our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Provide our students performing below, on or above standards in English Language Arts, differentiated lessons that respectfully challenge and enhance their learning. Lower the ratio of teacher to student to provide the students small group instruction focused on student needs and strengths. By the end of the 2011 scholastic year 65% of our students will have made one year of academic progress as measured by the New York State ELA assessment

Provide our students performing below, on or above standards in Mathematics, differentiated lessons that respectfully challenge and enhance their learning. Lower the ratio of teacher to student to provide the students small group instruction focused on student needs and strengths. By the end of the 2011 scholastic year 65% of our students will have made one year of academic progress as measured by the New York State Mathematics assessment.

By providing our students differentiated lessons and lowering teacher to student ratios our goal is for at least 60 percent of our students achieve proficiency in both ELA and Mathematics.

Continue to provide an enriched professional development program focused on enhancing instruction through technology integration tools that will increase student learning. By the end of the 2011 scholastic year 95 % of teachers will participate in professional development session activities that facilitate learning based on students' needs, strengths and interest. 15% of our lowest performing students will move at least one performance level based on the state ELA exam.

We will implement the use of DRA as a tool to measure student reading strengths and deficiencies from grades Kindergarten to 5th grade. Having a uniform tool that spans all grade levels will enable us to better gauge student progress and better target students' needs. By the end of the 2011 school year 100% of our students will have been administered at least two DRA assessments.

We will also implement the Award Reading Program in grades K-3 as an additional resource to our literacy block. AWARD Reading is based on current scientific evidence-based literacy research and best practices and meets the requirements of NCLB and Reading First.

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 2009-10 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 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): Student Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Provide our students performing below, on or above standards in English Language Arts, differentiated lessons that respectfully challenge and enhance their learning. Lower the ratio of teacher to student to provide students small group instruction focused on student needs and strengths.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers and administrators will engage in activities that will enable them to:</p> <ul style="list-style-type: none"> • Have at least two instructors during ELA instruction • Collect data on student learning styles and interests • After school activities specifically for students at or above state standards • Use DRA to monitor student progress and target instruction • Determine what will be differentiated • Creating lesson plans that incorporate differentiated strategies to increase student learning. • Continuously monitor, reflect and modify instruction. • Use ARIS to facilitate instruction and monitor student growth
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Scheduling modified to enable team teaching • Scheduling funding for after school per session activities • Scheduling funding for after school teacher team meetings • Substitutes will be used to allow our teachers to attend ongoing workshops on differentiation. • Scheduling of funds for Per Diem Substitutes for professional development • Scheduling funding for F-Status staff developers • Scheduling of funds to purchase materials and resources

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Monthly/weekly teacher made student assessments
- Acuity interim, predictive and targeted assessments
- RazKids assessments
- Progress as indicated on DRA
- Increased student performance as evident on Acuity targeted and predictive assessments
- Lessons plans that indicate the use of data to group students by needs and strengths
- Teachers using acuity data to guide instruction
- Student increase performance on DRA
- Use ARIS to facilitate instruction and monitor student growth

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 2009-10 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 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): Student Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Provide our students performing below, on or above standards in Mathematics, differentiated lessons that respectfully challenge and enhance their learning. Lower the ratio of teacher to student to provide students small group instruction focused on student needs and strengths.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers and administrators will engage in activities that will enable them to:</p> <ul style="list-style-type: none"> • Have at least two instructors during Mathematics instruction • Collect data on student learning styles and interests • After school activities specifically for students at or above state standards and far below • Monitor student progress and target instruction • Determine what will be differentiated • Creating lesson plans that incorporate differentiated strategies to increase student learning. • Continuously monitor, reflect and modify instruction. • Use ARIS to facilitate instruction and monitor student growth • Use IXL math software to facilitate instruction and monitor student growth •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Scheduling modified to enable team teaching • Scheduling funding for after school per session activities • Substitutes will be used to allow our teachers to attend ongoing workshops on differentiation and technology tools. • Scheduling of funds for Per Diem Substitutes for professional development • Scheduling funding for F-Status staff developers • Scheduling of funding to purchase online software (IXL)

	<ul style="list-style-type: none"> • Scheduling of funds to purchase materials and resources
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<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"> • Monthly/Weekly teacher made student assessments • Acuity interim, predictive and targeted assessments • Increased student performance as evident on Acuity targeted and predictive assessments • Lessons plans that indicate the use of data to group students by needs and strengths • Teachers using acuity data to guide instruction • Use ARIS to facilitate instruction and monitor student growth
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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 2009-10 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 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): Professional Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Continue to provide an enriched professional development program focused on enhancing instruction through technology integration tools that will increase student learning and assist in differentiating instruction. By the end of the 2011 scholastic year 95 % of teachers will participate in professional development sessions and activities that will enhance teaching based on students’ needs, strengths and interest. 15% of our lowest performing students will move at least one performance level based on the state ELA exam.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers and administrators will engage in activities that will enable them to:</p> <ul style="list-style-type: none"> • Collect data on student learning styles and interests • Participate in professional development focused on technology integration • Determine what technologies tools to integrate • Create lesson plans that incorporate differentiated strategies and technology to increase student learning. • Continuously monitor, reflect and modify instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Scheduling funding for staff developers • Scheduling of funds to purchase materials and resources • Scheduling modified to enable common grade meetings for curriculum planning • Substitutes will be used to allow our teachers to attend ongoing professional development workshops. • Scheduling of funds for Per Diem Substitutes for professional development

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Workshop agendas
 - Online teacher survey responses
 - Teacher attendance
 - Lesson observations and plans that incorporate differentiated strategies and technology tools integration
 - Student work that demonstrate differentiated products and technology integration
- 15% of our lowest performing students will move at least one performance level based on the state ELA exam.

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	30	30	N/A	N/A				
1	25	25	N/A	N/A				
2	35	35	N/A	N/A				
3	35	35	N/A	N/A				
4	27	27	24			2		
5	25	25		12	2			
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: Kindergarten Grades 1-5 Grades 1-5 Grades 2-5	Fletcher’s Place reading program, delivered in small groups, before school for 40 minutes Monday – Thursday. Wilson , delivered in small groups, before and during school day. Award literacy computer program for grades K-3, before and during school day. Guided Reading - Small group instruction, delivered daily during school day. Reading A-Z , RazKids computer aided instruction program in mathematics and ELA twice a week for 45 minutes.
Mathematics: Math Steps Problem- solving	Small group instruction, delivered before, after and during school hours. IXL computer aided instruction program in mathematics
Science: Inquiry based problem solving	Science magazine, Exploring Science, delivered in small group and whole class after school and on Saturdays.
Social Studies:	After school social studies instruction to increase time on task. Social Studies team teaching once per week. Weekly Reader magazine for every student.
At-risk Services Provided by the Guidance Counselor:	Weekly small group meetings to build socialization skills during school hours.
At-risk Services Provided by the School Psychologist:	One to one counseling sessions on a weekly basis during school hours.
At-risk Services Provided by the Social Worker:	

At-risk Health-related Services:	
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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: 136 LEP 0 Non-LEP
Number of Teachers 15 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.

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.

Form TIII – A (1)(b)

School: PS159 BEDS Code: 321000010159

**Title III LEP Program
School Building Budget Summary**

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	\$12473	250 hours of per session for ESL and General Ed teacher to support ELL Students: 250 hours x \$49.89 (current teacher per session rate with fringe) = \$12473
Supplies and materials - Must be supplemental. -	\$ 2299	General supplies copy paper, markers, etc....
Educational Software (Object Code 199)	\$1908	Awards network software for online access for grades K, 2 and 3.
Travel	0	0
Other		
TOTAL	\$16680	

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.

Our population is such that more than 70% of our parents only speak Spanish. All documents that are distributed must be made available in both English and Spanish.

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 Parent's Handbook, CEP, By Laws, meetings, workshops and all notices are translated as needed.

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 must translate all documents from English into Spanish. The school staff does in-house translation when documents are not available in Spanish. Student report cards are distributed in Spanish to those parents who are not English speakers. The School's Annual Report Card (which is only available in English) is distributed to all parents and a meeting is held in both languages to explain the data contained in the report. A Title I meeting is conducted in both languages to review funding, discuss parent needs and develop the School-Parent Compact. The Parent Coordinator is also actively involved in translating and interpreting for the parents as well as offering various workshops. We have our secretary and two teachers that are proficient translators. All teaching staff is bilingual.

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 must conduct all meetings in English and Spanish. In mid-September parents have the opportunity to meet with their child's new teacher. Requirements and expectations for each grade level are orally presented in both Spanish and English. The School's Annual Report Card (which is only available in English) is distributed to all parents and a meeting is held in both languages to explain the data contained in the report. . A Title I meeting is conducted in both languages to review funding, discuss parent needs and develop the School-Parent Compact. The Parent Coordinator is also actively involved in translating and interpreting for the parents as well as offering various workshops. The school secretary and two teachers are bilingual and proficient translators.

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>.

At PS 159 we will have timely provision of translated documents either through existing resources or in-house translations. We will also provide parents whose primary language is Spanish with a translation of any document that contains student-specific information. We will have available all the centrally and regionally produced critical communications documents as well as student specific critical documents. These include:

- **Registration process**
- **Student Report Cards**
- **Conduct Safety and Discipline Code**
- **Special Education and related service**
- **Transfers and discharge**
- **Entitlement to placement in any special education, English language learner or non-standard academic program**
- **Student Permission slips/consent forms**
- **School's Parent Handbook**
- **Workshops**
- **Monthly Calendars**

4. .

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:	\$234,500	\$61,845	\$296,345
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,345	\$618,45	\$2963,45
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,725	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$23,450	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%
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. All teachers are supported in their efforts to gain accreditation

We support our teachers in attaining all needed accreditations to achieve High – Quality status. We support them by compensating them for up to one Graduate credit per semester. We allow for flexible scheduling to permit them to attend classes.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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.
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:
 - o 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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy 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.
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.
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.
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.

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 (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) 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 (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	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.

Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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: Not Applicable **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: Not Applicable

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.)

At the present time we have two students in temporary housing

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

Academic programs and educational support services
Outreach efforts to identify the STH population
Parental involvement activities
Access to guidance counselor
Counseling services
Access to parent coordinator
Access to family worker
Access to social worker
Facilitate access to family services
Student Metro Cards/transportation
Small group instruction/intervention programs if needed
School supplies and basic necessities assistance

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.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 159 Luis Munoz Marin Biling						
District:	10	DBN:	10X15	School		321000010159	
DEMOGRAPHICS							
Grades Served:	Pre-K		3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		94.2	94.2	93.3
Kindergarten	39	42	46	Student Stability - % of Enrollment:			
Grade 1	51	46	40	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	39	46	40		97.8	95.5	98.1
Grade 3	24	25	41	Poverty Rate - % of Enrollment:			
Grade 4	36	25	26	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	32	34	23		89.6	95.4	95.4
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		4	19	2
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		8	3	1
Grade 12	0	0	0	Special Education			
Ungraded	0	1	1	Suspensions (OSYD Reporting) - Total Number:	2007-	2008-	2009-
Total	221	219	217	<i>(As of June 30)</i>	0	0	0
				Principal Suspensions	0	0	0
				Superintendent Suspensions	0	0	0
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:	2007-	2008-	2009-
# in Transitional Bilingual Classes	113	0	TBD	<i>(As of October 31)</i>	21	20	19
# in Dual Lang.	113	113	TBD	Number of Teachers	21	20	19
# receiving ESL services only	0	0	TBD	Number of Administrators and Other Professionals	8	8	4
# ELLs with IEPs	0	37	TBD	Number of Educational Paraprofessionals	1	0	3
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.4	75.0	94.7
				% more than 5 years teaching anywhere	42.9	40.0	63.2
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		81.0	100.0	94.7
American Indian or Alaska Native	0.5	0.9	0.5	% core classes taught by "highly qualified" teachers	93.5	95.8	90.0
Black or African American	6.8	11.0	10.1				
Hispanic or Latino	90.5	85.4	89.4				
Asian or Native Hawaiian/Other Pacific	0.0	0.5	0.0				
White	0.5	0.0	0.0				
Male	52.0	52.1	53.9				
Female	48.0	47.9	46.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific							
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	54.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

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

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

10X159 Compact/PIP

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Public School 159's School Leadership Team reviewed the school's program and student's achievement. We trained for the Learning Walks and conducted learning walks at our own site. This orientation helped to bring a sense of community where all constituents speak the same language. The School's Progress Report will be distributed to all parents and a meeting will be held to explain and discuss results. The School Leadership Team carefully reviewed the findings and implications for the instructional program. Each member of the staff received their own copy of the school's Progress Report at a faculty's conference and together we discussed, interpreted and disaggregated the data. Using all available information, teachers examined their class and individual student's achievement data and compared it to the data for their grade and the school as a whole.

Other measures and indicators were included in our needs assessment as listed:

ECLAS 2- Early Childhood Literacy Assessment System

State and City Assessments Results

Acuity interim assessment Reports

NY Start data

Student Portfolios

DRA

Student Writing Samples

Other Teacher Developed Tests

All of these indicators were discussed at the School Leadership Team meeting and shared with staff and parents.

2. Instruction by highly qualified staff.

In-house professional development is offered to teachers bi-monthly or more frequently as the need arises. Teachers are also encouraged to attend workshops provided by NYCDOE and Colleges and Universities. Lab site are offered and teachers are encouraged to work on curriculum units collaboratively. Teachers are also offered tuition reimbursement to attain state accreditation.

3. 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.

We place a great emphasis on on-going staff development so as to provide a strong academic foundation. Classroom teachers are offered common preparation periods to facilitate teacher articulation and professional development. Our school is supported by

on site literacy and mathematics staff developers; lab sites; and Network literacy coaches. Professional development is provided for supervisors on a monthly basis and for coaches on a bi-monthly basis focused on best practices. This year's focus on "Lesson Effectiveness" will continue with an emphasis on examining the new Common Core standards and student indicators. The objectives to be accomplished will be implementing our units of study for reading and writing, improving the skill of Metacognition with students, and increasing the academic rigor to meet state standards as well as providing teachers of grade K-5 with on going staff development and support in exploring and familiarizing themselves with the New Common Core Standards.

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

We will to continue to develop relationships with Colleges to provide student teachers with their practicum. This brings a good source of certified teacher. 2. Continue to attend attending hiring fairs to find available teachers in shortage areas. 3. Continue our relationship for colleges to conduct practicum's for future teachers.

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

We encourage parents to join us as learners in our educational community and become actively involved in the learning process of their children. Parents are given monthly workshops on curriculum areas. ESL, health, and technology classes are offered for parents. The school Parent Coordinator is very active in keeping the parents informed and active participants in all school initiatives.

6. **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.**
Local preschool classes visit for ½ day session. Students mix in with existing Kindergarten students and have several lessons.

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.**

Local preschool classes visit for ½ day session. Students mix in with existing Kindergarten students and have several lessons.

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.

The School's Annual Progress Report has distributed to all teachers. As a staff, we carefully reviewed the findings and implications for the instructional program. Each member of the staff received their own copy of the school's Progress Report at a faculty conference and together we discussed, interpreted and disaggregated the data. Using all available information, teachers examined their class and individual student's achievement data and compared it to the data for their grade and the school as a whole. Other measures and indicators were included in our needs assessment as listed:

State and City Assessments Results

Acuity interim assessments

NY Start

eClass data

DRA data

Student Portfolios

Student Notebooks

Other Teacher Developed Tests

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.

In order to maximize the opportunity for high achievement, students will be provided with additional small group instruction in reading, math, and/or ESL students having difficulties will be provided support services such as counseling and tutoring.

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

Title I Parent Involvement Policy and Parent-School Compact for PS26Q1

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS26Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

PS 159's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team and Parent Association,

PS 159 will support parents and families of Title I students

by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math
2. and use of technology);
3. providing parents with the information and training needed to effectively become involved in planning and decision making in
4. support of the education of their children;
5. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's
6. progress;
7. providing assistance to parents in understanding City, State and Federal standards and assessments;
8. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that
9. parents can understand
10. providing professional development opportunities for school staff with the assistance of parents to improve outreach,
11. communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

•
Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- **TEMPLATE - MAY 2010 33**
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- **Provide parents reasonable access to staff by:**
- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and planning activities for parents during the school year (e.g., Open School Week);
-
- **Provide general support to parents by:**
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and
- guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by
- providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

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

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and
- learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school
- or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

**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 109	District 10	School Number 159	School Name Luis Munoz Marin
Principal Luis Liz		Assistant Principal Michelle Mendez	
Coach Maria Diaz		Coach	
Teacher/Subject Area Annette Berrios/ Math		Guidance Counselor	
Teacher/Subject Area Evelyn Ortiz/ELA		Parent	
Teacher/Subject Area Hilda Quinzon/ Special Educati		Parent Coordinator	
Related Service Provider		Other	
Network Leader Maria Quail		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	0	Number of Certified Bilingual Teachers	16	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	6	Number of Teachers of ELLs without ESL/Bilingual Certification	4

C. School Demographics

Total Number of Students in School	218	Total Number of ELLs	126	ELLs as Share of Total Student Population (%)	57.80%
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Part II: ELL Identification Process

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

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

returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Parents of newly admitted ELL students meet with the in-take team, which consist of the Assistant Principal, Bilingual Teacher and Parent Coordinator when they arrive. A Home Language Survey, in their native language, is issued to the parent to help identify if there's a second language spoken at home. As the parent is completing the survey the ELL teacher conducts an informal oral interview with the student and parent to gather additional information on the student. If the parent requires an interpreter to communicate with we have staff members available in the languages Spanish. When a parent whose language is not represented at our school we turn to either a parent volunteer or the Translation and Interpretation Unit's Interpretation hotline for help. Once the parent completes the HLIS the Assistant Principal then reviews the survey and identifies whether or not the student is eligible for testing. If the student is eligible the ELL teacher informs the parent that the student will be assessed within 10 days of their registration to determine proficiency in the English language and based on their overall score they will be identified as an ELL and will be eligible for additional services.

Once the students are assessed with the LAB-R the Assistnat Principa or Bilingual Teacher gathers their HLIS, makes a copy of the survey and places the original HLIS in their cumulative record. The copy of the HLIS is retained by the Assistant Principal. Parents of student who fall below the cut off scores in the LAB-R are invited to participate in a Parent Orientation to discuss program options for their child. The Parent Orientations are held throughout the year as needed, the first orientation always being in September. Parents are sent invitations to the orientation in their native language and a follow up phone call is made remembering parents of the upcoming orientation. At the orientations the parents will be presented with information about the various programs available to their child through the orientation video and pamphlets in their native languages.

Once the orientation is complete and the parents are well aware of the different programs available to their child they are given the parent selection form. They are requested to complete the form during the orientation and return to the ELL teacher. Parents who do not attend the orientation are contacted by phone and informed of the different programs. They are then told that the will be receiving a parent selection form for them to fill out and return the next day with their selection. These forms are photocopied-the original is placed in the student's cumulative record and the copy is held with the Assistant Principal. Depending on the parents' selection students are placed in their requested program. A placement letter is then sent out to the parents in their native language informing them that their child will be participating in their requested program. If the parent requests a program that is not available at our school the parent is informed that they can obtain a transfer to another school were their program is offered. If the parent opts to maintain their student in our school they are informed that the student will receive Bilingual/Dual Language services and if the program they select becomes available at our school they will be notified. We currently have a Dual Language and a Bilingual Extension program designed to assist ELL students to achieve New York State and New York City standards for their grade level. Through academic subject area instruction in English, using Balanced Literacy methodologies and instructional strategies of ESL, we target their specific needs by strengthening their reading skills with particular emphasis on decoding skills, phonemic awareness, comprehension, fluency, vocabulary development and writing.

Using the New York State English as a Second Language Achievement Test (NYSESLAT) assessment scores, the ELL students are evaluated. We use the NYSESLAT results to group the students based on their needs. The Bilingual classrooms teachers identify the areas of concern and use differentiated instruction to address the student needs. We also use Title III funding for after school programs to support the needs of our ELL students.

Pedagogues administering LAB/LABR: Maria Diaz Licensed Bilingual Teacher(English/Spanish), Marisol Ramirez Common Branches (English/Spanish)

PS 159 runs a Dual Language/Bilingual Program from K-5 and the parents are aware that all students must participate in our Dual Language Program . The parents are informed that all ELL students will receive their mandated ELL instruction within our program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	2	2	2	1	1								10
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	2	2	2	2	1	1	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	126	Newcomers (ELLs receiving service 0-3 years)	85	Special Education	34
SIFE	0	ELLs receiving service 4-6 years	29	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Language	<input type="checkbox"/> 97	<input type="checkbox"/> 0	<input type="checkbox"/> 34	<input type="checkbox"/> 29	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 126
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Total	<input type="checkbox"/> 97	<input type="checkbox"/> 0	<input type="checkbox"/> 34	<input type="checkbox"/> 29	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 126

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP										
Spanish	36	11	21	20	21	20	22	19	14	12	12	11							126	93
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	36	11	21	20	21	20	22	19	14	12	12	11	0	0	0	0	0	0	126	93

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): <u>88</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino: <u>88</u>
Native American:	White (Non-Hispanic/Latino): Other:

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

Part IV: ELL Programming

A. Programming and Scheduling Information	
1.	How is instruction delivered? <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> Describe your instructional plan for SIFE. 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. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs.

The program will fulfill mandated units of ELL (as per CR Part 154 requirements) for each student depending on English language proficiency level. Our ELL's are grouped heterogeneously by grade. If the ELL is at a beginning or intermediate level, the ELL will be serviced five times a week for a total of 375 minutes. If the ELL is at an advanced level, the ELL will be serviced four times a week for 180 minutes per week. Instruction will focus on reading/writing skills and meaningful content so that students understand why they need to learn details of language use. Integration of reading and math content, with emphasis on problem solving will incorporate ESL strategic instruction that is aligned with grade level math curriculum. Our school community is predominantly Spanish with a small percentage of Afro-American students. Approximately 57% of the school is English Language Learners. The school runs a dual language program. English language literacy and native language literacy is instructed on a daily basis for 90 minutes of instruction. The literacy program at P.S. 159 follows a balanced literacy program in both languages with a Push-In Co-Teaching model with at least two instructors collaboratively in every class, with a word study component in both languages. Teachers also teach a content area subject either Science or Social Studies where scaffolding strategies are used to support student learning. All ELL students have access to Spanish texts. Every classroom has a Spanish library with a rich resource of leveled, multi subject books. Teachers also incorporate ESL methodologies and technology to enhance and enrich language development. Differentiated instruction is used throughout all curriculum areas. Our students are held to high standards and are expected to become biliterate students. Our school is composed of two classes per grade in grades K, 1, 2, and 3 and one class each in grades 4 and 5. All of our classes are comparatively stocked with materials in both languages. The environments are print rich in English and Spanish and conducive to the workshop models of instruction. Many of our students remain in the school for their entire elementary school years. A Buddy system is in place where ELL students and EP students are partnered to support each other.

Our plan for ELLs in school for less than three years and SIFE students;
Ongoing assessment to monitor strengths and weaknesses to target instructional needs.
Extended time four times a week for 37 minutes
Team teaching during Literacy and Mathematics with a Bilingual certified teacher
Afterschool programs targeting ELLs
Academic Intervention Services focused on small group instruction with a Bilingual certified teacher
Monitoring Data to adjust instructional needs
Differentiate instruction to meet the individual needs of our students
Integrating technology to facilitate student learning
Parent ESL classes

Our plan for ELLs in school receiving service for four to six years and long term ELLs;
Ongoing assessment to monitor strengths and weaknesses to target instructional needs.
Extended time four times a week for 37 minutes
90 minutes of Team teaching during Literacy and 60 minutes of Mathematics with a Bilingual certified teacher
Title III Afterschool programs targeting ELLs
Academic Intervention Services focused on small group instruction with a Bilingual certified teacher
Monitoring Data to adjust instructional needs
Differentiate instruction to meet the individual needs of our students
Integrating technology to facilitate student learning
Parent workshops on providing support to their children at home
Parent ESL classes

Our plan for ELLs identified as having Special Needs;
IEP review and monitoring
Modification of instruction based on IEP
Ongoing assessment to monitor strengths and weaknesses to target instructional needs.
Extended time four times a week for 37 minutes
90 minutes of Team teaching during Literacy and 60 minutes of Mathematics with a Bilingual certified teacher
Title III Afterschool programs targeting ELLs
Academic Intervention Services focused on small group instruction with a Bilingual certified teacher
Monitoring Data to adjust instructional needs

Differentiate instruction to meet the individual needs of our students
Intergrating technology to facilitate student learning
Parent workshops on providing support to their children at home
Parent ESL classes

B. Programming and Scheduling Information--Continued

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

Students are instructed daily in English and Spanish for 90 minutes and during Mathematics by two teachers in grades K through 5 where at least one is a bilingual certified teacher. This intervention is used to lower the teacher to student ratio and allows us to target ELL sub groups based on assessed needs and NYSESLAT results.

The literacy program at P.S. 159 follows a balanced literacy program in both languages with a word study component in both languages. All students are held to high standards and are expected to become biliterate students. Our ELLs make up more than 56% of our school and are afforded equal access to all programs. Our school is composed of two classes per grade in grades K, 1, 2,3 and 4th grade. All of our classes are comparatively stocked with materials in both languages and are print rich and conducive to the workshop models of instruction. Every class has laptops and or desktop computers.

We are not planning to discontinue any programs or strategies this year. We are adding the Award Reading Program to the ELA reading block to further support our ELL students. Award Reading is a comprehensive, researched based K-3 program which integrates animated, interactive technology with precisely-leveled, entertaining print materials. Each book is animated with activities after every story. Technology can be used on a daily basis and is an integral part of instruction. The program contains powerful assessments and hundreds of engaging and thought provoking print and electronic texts in different genres. It guides children along a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness, phonics, fluency, vocabulary, comprehension, and technology skills necessary for today's classrooms. The program has over 800 animated, interactive skill activities, and over 300 animated print books. There are 188 engaging stories (narrative, informational, and phonics focused) in print and audio CDs, 14 Big Books, Alphabet cards, content word cards, Literacy Task Cards with guided reading support, extensive Teacher's Guides, and lots more.

Every class has a Spanish literacy period based on our Dual Language model, delivered by a certified bilingual teacher. The lessons are supported with a comparatively stocked classrooms with materials in both languages and appropriate age and grade levels. The environments are print rich and conducive to the workshop models of instruction. Every class has laptops and or desktop computers plus an interactive whiteboard. All classes are scheduled to visit our computer lab at least twice a week. Many of our students remain in the school for their entire elementary school years. This provides us with an abundance of assessments and student work to identify students' needs and the strengths of our instruction program. The size of our school supports a nurturing environment with close family ties and parental support. The students are grouped heterogeneously by academic ability and by language dominance.

Newly enrolled ELLs are supported by engaging the parents in workshops describing and reviewing the learning expectations of all students. We also purchase student activities workbooks that are given to each student to practice reading, writing and mathematics strategies. The parents are also advised to contact the parent coordinator for any questions and concerns. They are also instructed on how to access our school web site for more information.

Public School 159 is an elementary school covering grades k-5 therefore no language electives are offered.

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)?

Our Language Allocation Policy is based on research, which states that students taught in L1 will progress quicker and transfer their English language skills. Students receive 450 minutes of ELA instruction, and 450 minutes of native language instruction. ESL and native language instruction is conducted during literacy block and in a content area instruction like science or social studies.

Public School 159 conducts two simultaneous literacy blocks one in English for 90 minutes and one in Spanish for 90 Minutes.

Any students that are SIFE, ELL's for more than four years, or struggling are given academic intervention services in small groups and extended day services before and after school. All students are monitored for progress on a three month cycle. Intervention programs for native and English language support are available at the school.

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.

All of our staff development is centered on student work and achievement. Language proficiency at a high standard for both ELL's and EP's is a major focus in our staff development sessions. We review student work and progress in both languages and we provide AIS in both languages. Our school has done well in literacy and mathematics in state and citywide assessments. We will continue to work on best practices and focus on assessing student work for the purpose of planning lessons that support all students with a focus on ELL student achievement.

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?

Public school 159 strongly believes that strong relationships between parents and school are essential in the educational development of all students. We conduct ongoing workshops for our parents on a monthly basis focused on student instruction and what parents can do to support their children. The workshops are conducted in English and Spanish by our classroom teachers, content area teachers and parent coordinator. The Parent Coordinator, Parent Association and the School leadership Team work closely with faculty to address the parental needs and concerns. Parents are also given surveys where they can express areas of concern.

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)		14	0	2	2	0								18
Intermediate(I)		1	5	12	9	10								37
Advanced (A)		5	15	8	2	2								32
Total	0	20	20	22	13	12	0	0	0	0	0	0	0	87

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B		1	0	0	1	0							
	I		11	8	2	0	1							
	A		7	11	19	5	9							
	P		2	0	5	6	6							
READING/WRITING	B		15	0	2	1	1							
	I		6	12	12	2	2							
	A		1	4	10	9	9							
	P		0	3	2	0	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	12	6	3	23
4	0	13	12	0	25
5	1	12	13	7	33
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	1	12		5		6		24
4	1		13	1	7		4		26
5	0		10	0	12		11		33
6									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
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	0		3		16		4		23
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		2		23		9		34
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
English	Native Language	English	Native Language	
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)					12	18	26	6
Chinese Reading Test								

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

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

This year we have decided to use DRA to assess the levels of our ELL's in grades K-2 in previous years we used ECLAS while grades 3-5 used DRA. We found a disconnect when discussing student progress because of the two different assessments. We believe using DRA for grades K-5 will provide us with a consistent assessment to better analyze ELL student progress, needs and growth.

The NYSESLAT assessments show a pattern of less beginning level students as they move up the grades and an increasing number of students in the intermediate and advanced levels. The pattern also indicates that we have to place more attention on reading and writing therefore we have put in place a schoolwide focus on student writing in all curriculum areas. On other standardized state tests such as the EL more than 50% of the students have achieved level 3 and 4. Public School 159 does not use the ELL periodic assessment. All assessments are used to understand the level of proficiencies for any individual student. As a school, we practice using assessments as a tool to drive instruction in the classroom. The continued study of the native language and raising the level of proficiency in both languages is a priority goal in our school. The cultural value, self esteem, and transfer of skills are the objectives identified in our school as instructional goals. All students are given Spanish language assessments as well as English 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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 10X159

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	234,500		
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,345		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,725	*	
4. Enter the anticipated 10% set-aside for Professional Development:	23,450	*	

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

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.

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.

Public School 159's School Leadership Team reviewed the school's program and student's achievement. We trained for the Learning Walks and conducted learning walks at our own site. This orientation helped to bring a sense of community where all constituents speak the same language. The School's Progress Report will be distributed to all parents and a meeting will be held to explain and discuss results. The School Leadership Team carefully reviewed the findings and implications for the instructional program. Each member of the staff received their own copy of the school's Progress Report at a faculty's conference and together we discussed, interpreted and disaggregated the data. Using all available information, teachers examined their class and individual student's achievement data and compared it to the data for their grade and the school as a whole.

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.

3. Instruction by highly qualified staff.

In-house professional development is offered to teachers bi-monthly, more frequently as the need arises. Teachers are also encouraged to attend workshops provided by NYCDOE. Lab site are offered and teachers are encouraged to work on curriculum units collaboratively.

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.

We place a great emphasis on on-going staff development so as to provide a strong academic foundation. Classroom teachers are offered common preparation periods twice a week to facilitate teacher articulation and professional development. Our school is supported by on site literacy and mathematics staff developers; lab sites; consultants; and Network coaches.

Professional development is provided for supervisors on a monthly basis and for coaches on a bi-monthly basis focused on best practices. This year's focus on "Metacognition" will continue with an emphasis of examining student work. The objectives to be accomplished will be implementing the regional curriculum units of study for reading and writing, improving the skill of conferring with students, and increasing the academic rigor to meet state standards as well as providing teachers of grade K-5 with on going staff development and support in implementing the mathematics program, Everyday Mathematics.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
We will to continue to develop relationships with Lehman College to provide student teachers with their practicum. This brings a good source of certified teacher. 2. Continue to attend attending hiring fairs to find available teachers in shortage areas. 3. Continue our relationship for colleges to conduct practicum's for future teachers.

6. Strategies to increase parental involvement through means such as family literacy services.
We encourage parents to join us as learners in our educational community and become actively involved in the learning process of their children. Parents are given monthly workshops on curriculum areas. ESL, health, and technology classes are offered for parents. The school Parent Coordinator is very active in keeping the parents informed and active participants in all school initiatives.

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.
Local preschool classes visit for ½ day session. Students mix in with existing Kindergarten students and have several lessons.

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.

The School's Annual Progress Report will be distributed to all teachers. As a staff, we carefully reviewed the findings and implications for the instructional program. Each member of the staff received their own copy of the school's Progress Report at a faculty conference and together we discussed, interpreted and disaggregated the data. Using all available information, teachers examined their class and individual student's achievement data and compared it to the data for their grade and the school as a whole.

Other measures and indicators were included in our needs assessment as listed:

State and City Assessments Results

Acuity interim assessments

NY Start

eClass data

DRA data

Student Portfolios

Student Notebooks

Other Teacher Developed Tests

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.

In order to maximize the opportunity for high achievement, students will be provided with additional small group instruction in reading, math, and/or ESL students having difficulties will be provided support services such as counseling and tutoring.

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

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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	YES			196,980		
Title I, Part A (ARRA)	Federal	YES			61,227		
Title II, Part A	Federal	YES			380,155		
Title III, Part A	Federal	YES			16,680		
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

10X159 Compact/PIP

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

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

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

effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Public School 159's School Leadership Team reviewed the school's program and student's achievement. We trained for the Learning Walks and conducted learning walks at our own site. This orientation helped to bring a sense of community where all constituents speak the same language. The School's Progress Report will be distributed to all parents and a meeting will be held to explain and discuss results. The School Leadership Team carefully reviewed the findings and implications for the instructional program. Each member of the staff received their own copy of the school's Progress Report at a faculty's conference and together we discussed, interpreted and disaggregated the data. Using all available information, teachers examined their class and individual student's achievement data and compared it to the data for their grade and the school as a whole.

Other measures and indicators were included in our needs assessment as listed:

ECLAS 2- Early Childhood Literacy Assessment System

State and City Assessments Results

Acuity interim assessment Reports

NY Start data

Student Portfolios

DRA

Student Writing Samples

Other Teacher Developed Tests

All of these indicators were discussed at the School Leadership Team meeting and shared with staff and parents.

2. Instruction by highly qualified staff.

In-house professional development is offered to teachers bi-monthly or more frequently as the need arises. Teachers are also encouraged to attend workshops provided by NYCDOE and Colleges and Universities. Lab site are offered and teachers are encouraged to work on curriculum units collaboratively. Teachers are also offered tuition reimbursement to attain state accreditation.

3. 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.

We place a great emphasis on on-going staff development so as to provide a strong academic foundation. Classroom teachers are offered common preparation periods to facilitate teacher articulation and professional development. Our school is supported by on site literacy and mathematics staff developers; lab sites; and Network literacy coaches. Professional development is provided for supervisors on a monthly basis and for coaches on a bi-monthly basis focused on best practices. This year's focus on "Lesson Effectiveness" will continue with an emphasis on examining the new Common Core standards and student indicators. The objectives to be accomplished will be implementing our units of study for reading and writing, improving the skill of Metacognition with students, and increasing the academic rigor to meet state standards as well as providing teachers of grade K-5 with on going staff development and support in exploring and familiarizing themselves with the New Common Core Standards.

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

We will to continue to develop relationships with Colleges to provide student teachers with their practicum. This brings a good source of certified teacher. 2. Continue to attend attending hiring fairs to find available teachers in shortage areas. 3. Continue our relationship for colleges to conduct practicum's for future teachers.

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

We encourage parents to join us as learners in our educational community and become actively involved in the learning process of their children. Parents are given monthly workshops on curriculum areas. ESL, health, and technology classes are offered for parents. The school Parent Coordinator is very active in keeping the parents informed and active participants in all school initiatives.

- 6. 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.

Local preschool classes visit for ½ day session. Students mix in with existing Kindergarten students and have several lessons.

- 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.

Local preschool classes visit for ½ day session. Students mix in with existing Kindergarten students and have several lessons.

- 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.

The School's Annual Progress Report has distributed to all teachers. As a staff, we carefully reviewed the findings and implications for the instructional program. Each member of the staff received their own copy of the school's Progress Report at a faculty conference and together we discussed, interpreted and disaggregated the data. Using all available information, teachers examined their class and individual student's achievement data and compared it to the data for their grade and the school as a whole.

Other measures and indicators were included in our needs assessment as listed:

State and City Assessments Results

Acuity interim assessments

NY Start

eClass data

DRA data

Student Portfolios

Student Notebooks

Other Teacher Developed Tests

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.

In order to maximize the opportunity for high achievement, students will be provided with additional small group instruction in reading, math, and/or ESL students having difficulties will be provided support services such as counseling and tutoring.

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

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore

PS 159's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team and Parent Association,

PS 159 will support parents and families of Title I students

by:

- 1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math**
- 2. and use of technology);**

- 3. providing parents with the information and training needed to effectively become involved in planning and decision making in**
- 4. support of the education of their children;**
- 5. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's**
- 6. progress;**
- 7. providing assistance to parents in understanding City, State and Federal standards and assessments;**
- 8. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that**
- 9. parents can understand**
- 10. providing professional development opportunities for school staff with the assistance of parents to improve outreach,**
- 11. communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;**

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's

Standards and Assessments by:

- **using academic learning time efficiently;**
- **respecting cultural, racial and ethnic differences;**
- **implementing a curriculum aligned to State Standards;**
- **offering high quality instruction in all content areas; and**
- **providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;**

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Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- Provide parents reasonable access to staff by:
- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively. notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and planning activities for parents during the school year (e.g., Open School Week);
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- Provide general support to parents by:
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

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

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and
- learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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