

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Dr. Monica Duncan	*Principal or Designee	
Richard Martello	*UFT Chapter Leader or Designee	
Bernadette Curry	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gayle Clement	Member/UFT Member	
Trecia Grant	Member/UFT Member	
Cindy Kitrosser	Member/UFT Member	
Carlos Socorro	Member/UFT Member	
Victoria Carro	Member/Parent	
Michelle Green	Member/Parent	
Lucy Layne	Member/Parent	
Mizann Granham	Member/Parent	

Sultana Maniyead	Member/Parent	
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DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, English Language Learners (ELL), Students with Disabilities (SWD) and African-American/Black student groups will demonstrate progress towards achieving state standards as measured by a 5% increase in those subgroups scoring at Levels 3 and 4 on the NYS ELA assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a two year analysis of student performance data on state and classroom assessments, it was determined that all student groups showed increases in the ELA assessment, except for African-American/Black, ELL and SWD student groups, which have underperformed all other student groups for the past two years. As a result of these analyses, coupled with recommendations from our recent Quality Review, we have made improvement and progress for our ELL, SWD and African-American/Black subgroups a priority for the 2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Professional Development and Parent Meetings: PD will be given on the following topics: Interim assessments to monitor and review curriculum; use of rubrics with the CCLS standards language to provide feedback to students regarding their work; use of student data to plan and set goals; using ARIS to further individual progress; development of inquiry as teams of teachers use case studies and data for differentiated lesson planning. These professional developments will assist teachers in creating accurate workable monthly progress reports for differentiated instruction. As a result of refined understanding of individual students and student subgroups, we will then be able to provide parents with more applicable and customized events and training. Parent meetings will provide parents

guidance and insights to working with their children at home as an extension of school.

Target populations: Teachers servicing ELLs, SWDs and African-American/Black students in subgroups, general education teachers and parent groups.

Responsible Staff Members: Administration, Staff Developers (internal and external), Data Specialist, ELA Coaches and Parent Coordinator.

Implementation Timeline: September 2011 through May 2012

Activity #2

Creation of a Data Library Area: A section of the library will be designated so that coaches and other instructional teacher teams will have access to ELL, SWD and African-American/Black student data information. This will include the use of cross curriculum data, made accessible in the room. Activities carried out with this information include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of student s' progress and strategies for improved student outcomes, including L1-4 students.

Target populations: Teachers servicing ELLs and SWDs and students in subgroups, and general education classes.

Responsible Staff Members: Administration, Librarian, Data Specialist, ELA Coaches.

Implementation Timeline: Continued implementation through May 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in the CEP.

Strategies:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlines in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and workshop programs.
- Conduct parent workshops with Literacy topics that may include: understanding educational accountability grade-level curriculum, reading at home, helping with homework and using technology to teach reading.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Maintain current staff: professional developments, training opportunities and individual coaching.
 - Coordinate hiring qualified teachers through the CFN channels that provide available candidates from the job pool.
 - Continue working with Medgar Evans College, the NYC Teaching Fellows and Brooklyn College to identify qualified new teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Federal, state and local service programs that incorporate literacy, reading and science include: Fitting It all Together (Federal Nutrition/Technology Program); 4R Program (Remedial Reading Program) and the Cornell University's Cooperative Extension Nutrition Works program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIG Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.

- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional developments.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, ELL, SWD and African-American/Black groups will demonstrate progress towards achieving state standards as measured by a 5% increase in those subgroups scoring at Levels 3 and 4 on the NYS Math assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a two year analysis of student performance data on state and classroom assessments, it was determined that all student groups showed increases in the Math assessment, except for ELL, SWD and African-American/Black student groups, which have underperformed all other student groups for the past two years. As a result of these analyses, coupled with recommendations from our recent Quality Review, we have made improvement and progress for our ELA, SWD and African-American/Black subgroups a priority for the 2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Professional Development and Parent Meetings: PD will be given on the following topics: Interim assessments to monitor and review curriculum; use of rubrics with the CCLS standards math language to provide feedback to students regarding their work; use of student data to plan and set goals; using ARIS to further individual progress; development of inquiry as teams of teachers use case studies and data for differentiated lesson planning. Parent meetings will provide parents guidance and insights to understanding grade level math and working with their children at home as an extension of school.

Target populations: Teachers servicing ELLs and SWDs and students in subgroups, general education teachers and parent groups.

Responsible Staff Members: Administration, Staff Developers (internal and external), Data Specialist, Math Coach.

Implementation Timeline: September 2011 through May 2012

Activity #2

Updating and Extending Math Resource Area: Currently the office of the Math Coach houses materials and publications as well as data information. This area will continue to provide the use of cross curriculum data and learning materials to extend the math curriculum. Activities carried out with this information include monitoring student progress, setting initial goals for groups and individual students in Math, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff (teachers and Math Coach) will facilitate discussions of students' progress and strategies for improved student outcomes, including L1-4 students.

Target populations: Teachers servicing ELLs and SWDs and students in subgroups.

Responsible Staff Members: Administration, Data Specialist, Math Coach.

Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family math and parenting skills.
- Conduct parent workshops with Math topics that may include: understanding educational accountability grade-level curriculum, "math at home," helping with homework and using technology to teach reinforce and teach math skills.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Maintain current staff: professional developments and training opportunities.
- Coordinate hiring qualified teachers through the CFN channels that provide available candidates from the job pool.
- Continue working with Medger Evans College, the NYC Teaching Fellows and Brooklyn College to identify qualified new teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Federal, state and local service programs that incorporate literacy, reading and science include: Fitting It all Together (Federal Nutrition/Technology Program); 4R Program (Remedial Reading Program) and the Cornell Cooperative Extension Nutrition and Health workshops/programs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Supervisor per session (2 days per week).
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional developments.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, we will have developed and implemented content rich monthly parent information sessions to improve parental understanding of school academic programs, state assessments (ELA, Math and Science) and initiatives as they relate to their children, particularly ELL, SWD and African American subgroups.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our analysis of student performance puts parental involvement as a critical success factor for student extend programs and events to foster relationships with parents who, to date, have not made a connection to the school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Information Sessions and Evening Events for PTA and Parents: Information sessions and evening events focused on learning with your child, student learning styles and techniques, understanding student data, family reading, SWD home support, science in the home will be scheduled for one event a month.

Target populations: Parents who are members of the PTA, parents who have not attended any school events, particularly those parents of ELLs and SWDs and student subgroups.

Responsible Staff Members: Administration, PTA staff, Staff Developers, Data Specialist, ELA and Math Coaches, Social Worker.

Implementation Timeline: September 2011 through May 2012

Activity #2

Parent/Teacher conferences based on Data Analysis and Next Steps: Develop a template/format for data analysis review with parents so that both teacher and parent can discuss student achievements and issues.

Target populations: Teachers, clusters and parents.

Responsible Staff Members: Administration, Coaches, and Data Specialists.

Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlines in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
 - Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family math, reading and science, nutrition and parenting skills.
 - Conduct parent workshops with curriculum topics that may include: understanding educational accountability grade-level curriculum, "math, literacy and science at home," helping with homework and using technology to teach reinforce and teach academic subjects and skills.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Maintain current staff: professional developments and training opportunities.
 - Coordinate hiring qualified teachers through the CFN channels that provide available candidates from the job pool.

- Continue working with Medger Evans College, the NYC Teaching Fellows and Brooklyn College to identify qualified new teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Federal, state and local service programs that incorporate literacy, reading and science include: Fitting It all Together (Federal Nutrition/Technology Program); 4R Program (Remedial Reading Program) and the Cornell University's Nutrition Works program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below:
Supervisor per session (2 days per week)
 - Professional instructional materials to provide parent materials and hand-outs and school web-development.
 - Consumable instructional materials for use during parent events and programs.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, ELLs, SWDs and African-American/Black student groups will demonstrate progress towards achieving state standards as measured by a 5% increase in those subgroups previously scoring at Levels 1 and 2 on the NYS Science assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a two year analysis of student performance data on state science tests, it was determined that P.S. 159 achieved a 97% overall passing rate. The 3% of SWD students performed at the lowest levels with a 1% decline overall scores from the previous year. A breakout of data between the self-contained and ITC shows a broad discrepancy between students achieving Level 3 and 4 and those at Level 1. As a result of these analyses, we have made improvement and progress in the science program for our ELA, SWD and African-American/Black subgroups a priority for the 2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Professional Development and On-on-One Training Sessions: PD will be given on the following topics: science curriculum and lab review; use of rubrics with the CCLS standards language to provide feedback to students regarding their science work; use of student assessment data to plan and set goals per science unit; continuation of inquiry team to review monthly science data analyses.

Target populations: Teachers servicing ELLs and SWDs and students in subgroups.

Responsible Staff Members: Administration, Staff Developers, Data Specialist, Science Cluster.

Implementation Timeline: September 2011 through May 2012

Activity #2

Development and implementation of additional technology based learning units designed for the special needs of ELL, SWD and African American populations. Activities carried out include creation of SMARTBoard science lessons, using websites to post homework and important links, coordinate Tuesday Hands-On-Science activities between clusters and classroom teachers. Responsible staff will facilitate discussions of student progress and strategies for improved student outcomes, including L1-4 students.

Target populations: Teachers servicing ELLs and SWDs and students in subgroups.

Responsible Staff Members: Administration, Data Specialist, Math Coach and Science cluster.

Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlines in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
 - Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family math and parenting skills.
 - Conduct parent workshops with science topics that may include: understanding educational accountability grade-level curriculum, "science at home" , helping with homework and using technology to teach reinforce and teach science/math skills.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Maintain current staff: professional developments and training opportunities.
 - Coordinate hiring qualified teachers through the CFN channels that provide available candidates from the job pool.
 - Continue working with Medger Evans College, the NYC Teaching Fellows and Brooklyn College to identify qualified new teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Federal, state and local service programs that incorporate literacy, reading and science include: Fitting It all Together (Federal Nutrition/Technology Program); 4R Program (Remedial Reading Program) and the Cornell University's Nutrition Works program.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Supervisor per session (1 day per month)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during regular day science programs.
- Teacher per session (1 day per month) during Teacher Team meetings and any differentiated professional developments.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	0	0	N/A	N/A	2	N/A	6/week	16
1	40	0	N/A	N/A	0	N/A	6/week	16
2	0	0	N/A	N/A	1	N/A	6/week	20
3	21	0	N/A	N/A	3	N/A	6/week	25
4	21	0	N/A	N/A	1	N/A	6/week	18
5	20	0	N/A	N/A	6	N/A	6/week	20
6								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>RIA (Reading Assessment Indicator), Grades 3,4,5, Early October ELCAS (Early Childhood Literacy), Grades K,1,2,3,4,5, Fall/Spring DRA's (Developmental Reading Assessment), Grades K, 1,2,3,4,5 Sept, Nov, March, May, June Kaplan ELA, Grades 3,4,5 End of Unit, individual and small group Reading Street Assessments, Grades 3,4,5 End of Unit, individual Running Records, Grades K, 1,2,3,4,5 Daily, Individual Small Group Instruction(daily)for preventative tutoring Paraprofessional support in Grades K-2 and Special Education classes: Push-In/Pull-Out support Grades K-5, small group and individual</p>
<p>Mathematics</p>	<p>Intervention and remedial pull-out tutoring targeting Levels 1 and 2 populations. Morning math groups provide small group review sessions for Levels 3 and 4 populations.</p>
<p>Science</p>	<p>Tuesday Hands-On science program extends experimentation and investigation from the science lab to classrooms and reinforces hands-on with content.</p> <p>Sunrise Science provides intervention and remedial small group and individual tutoring sessions for all levels.</p> <p>Harcourt Brace Science end-of-unit Test Preps and Assessments.</p> <p>Cluster monthly assessments.</p>

Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Individual and family sessions are provided on an as-needed basis and consist of weekly and monthly meetings with students and their caretakers.
At-risk Services provided by the School Psychologist	Conducts testing services.
At-risk Services provided by the Social Worker	Provides individual and family intervention services on an as-needed basis.
At-risk Health-related Services	Provides individual medication and emergency services (on an as-needed basis) CPR trained team for emergencies.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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, our school, 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners, students with disabilities, and African-American/Blacks. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;

- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- Convening an Annual Title I Parent Meeting prior to December 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 or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

DEC 9, 2011

School DBN: 19K159 **School Name:** P.S. 159 Issaic Pitkin School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) X External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

- For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

ARIS data indicates that Special Education and African-American subgroups decreased in ELA and Math test scores from 2009-2010 to 2010-2011. This downward trend was discussed in the November Quality Review with the recommendation that action research projects that identify learning trends and issues in both Special Education and African-American populations commence to develop timely corrective measures.

Black and African-American ELA Test Scores (2009-2010 and 2010-2011)*

Year	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	Passing Rate (Levels 2,3,4)
2009-2010	37	24	27	12	63%
2010-2011	23	44	33	0	77%
% Change in Score	↓ 4	↑ 20	↑ 6	↓ 12	↑ 14

* African-American populations included in General Education and Special Education classes.

ELA test score data indicates that over a two year period, students scoring a Level 1 declined from 37% to 23%, a 4% drop from the previous year. However, students achieving a Level 4 in 2010-2011 dropped from 12% to 0%. Overall passing rate for African-American Black students increased 14% from the previous year despite no students achieving a Level 4.

Black and African-American MATH Test Scores (2009-2010 and 2010-2011)*

Year	MATH Level 1	MATH Level 2	MATH Level 3	MATH Level 4	Passing Rate (Levels 2,3,4)
2009-2010	18	43	30	9	82%
2010-2011	10	49	29	12	90%
% Change in Score	↓ 2	↑ 6	↓ 1	↑ 3	↑ 8

* African-American populations included in General Education and Special Education classes.

Math test score data indicates that over a two year period, students scoring a Level 1 declined from 18% to 10%, a 2% drop from the previous year. Students achieving a Level 2 in 2010-2011 increased 6% from the previous year. However, Level 3 scores dropped 1% (from 30% to 29%). Level 4 scores increased 3% from 9% to 12%. Overall passing rate for African-American Black students increased 8% from the previous year.

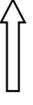
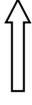
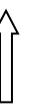
Special Education ELA Test Scores (2009-2010 and 2010-2011)*

Year	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	Passing Rate (Levels 2,3,4)
2009-2010	66	32	2	0	34%
2010-2011	50	44	6	0	50%
% Change in Score	↓ 16	↑ 12	↑ 4	0	↑ 16%

* *Special Education includes Self-Contained and ICT classes.

ELA test score data indicates that over a two year period, students scoring a Level 1 declined from 66% to 50%, a 16% drop from the previous year. Level 2 scores increased 12% and Level 3 increased 4%. However, there were no students who achieved a Level 4 in either 2009-2010 or 2010-2011.

Special Education MATH Test Scores (2009-2010 and 2010-2011)*

Year	MATH Level 1	MATH Level 2	MATH Level 3	MATH Level 4	Passing Rate (Levels 2,3,4)
2009-2010	40	52	8	0	60%
2010-2011	24	56	19	1	76%
% Change in Score	 16	 4	 8	 1	 16

*Special Education includes Self-Contained and ICT classes.

Special Education math test data indicates that over a two year period, students scoring a Level 1 declined from 40% to 24%, a 16% drop from the previous year. Students achieving a Level 2 in 2010-2011 increased 4% from the previous year. Level 3 scores increased 8% (from 8% to 19%). Level 4 scores increased 1% from 0%. Overall passing rate for Special Education students increased 16% from the previous year.

Looking at both the data for the African-American/Black and Special education populations we can make the following statements for 2010-2011:

- African-American/Black ELA test scores showed a decrease in Level 1 students, however, there were only a 1% Level 4 scoring students. We are not addressing the needs of the higher end students, nor are we bringing our Level 3s to a Level 4. The largest pool of students remains in Level 2.
- African-American/Black MATH test scores showed a decrease in Level 1 students and a small increase of 3% of Level 4. We increased our Level 2s and decreased our Level 3s showing that we are not addressing the needs of the middle scoring ranges.
- Special Education ELA scores indicate that while we are showing a decrease in the lower Level 1 students, we continue to keep students in Level 2 (largest %) and Level 3 (small %). We have not brought any students up to Level 4.
- Special Education MATH scores indicate a significant decrease in Level 1 students, however, Level s 2 and 3 increased with 1% achieving a Level 4. We continue to maintain a large population of Level 2s.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Based on our data analysis we recognize the need to address the needs of our Special Education and African-American/Black populations through curriculum modifications and customization as well as increase parental involvement with students.

Intervention	Actions to Be Taken	Responsible Staff
African-American/Black students	Individual assessments (Acuity, ARIS) On-going daily and month Classroom/work assessments	Administration Teachers Math Coach Reading Coach AIS Specialist Staff Developer
Special Education (Self-Contained/ITC)	Individual assessments (Acuity, ARIS) On-going daily and month Classroom/work assessments	Administration Teachers Math Coach Reading Coach AIS Specialist Staff Developer
Parents/Custodians	Teacher/Parent Conferences Student/Parent workshops Technology tools to improve timely and accurate school/home communications	Teachers Parents (Individual and PTA) Technology staff support

Professional Developments will be given on the following topics: Interim assessments to monitor and review curriculum; use of rubrics with the CCLS standards language to provide feedback to students regarding their work; use of student data to plan and set goals; using ARIS to further individual progress; development of inquiry as teams of teachers use case studies and data for differentiated lesson planning. These professional developments will assist teachers in creating accurate workable monthly progress reports for differentiated instruction. As a result of refined understanding of individual students and student subgroups, we will then be able to provide parents with more applicable and customized events and training. Parent meetings will provide parents guidance and insights to working with their children at home as an extension of school.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIG Funds and human resources to implement timely professional developments from September 2011 to June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.

- Teacher per session (2 days per week) for after school programs and differentiated professional developments.

All professional developments will be based on our own data analysis to insure the content is applicable to the need.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Teachers have been tiered and those who are at-risk will receive customized mentoring, individual training through on-on-one conferences and observations.
 - All teachers will continue to receive professional developments geared to addressing the skills necessary to change the current student population distribution for Special Education and African-American/Black populations.
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.
 - There will be a parent letter sent home by January 19th that explains the Accountability Status and next steps.
 - The January PTA and School Leadership meetings will also explain the Accountability Status and answer parent questions regarding next steps.

APPROVED: CGH 12-20-11

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Tubridy, Patricia	District 19	Borough Brooklyn	School Number 159
School Name PS 159 K ISAAC PITKIN			

B. Language Allocation Policy Team Composition [?](#)

Principal MONICA J. DUNCAN	Assistant Principal LINDA DELLUOMO / YVETT GRANT
Coach RICHARD MARTELLO (math)	Coach MARIA AMADOR (reading)
ESL Teacher A. SANDOVAL DE MOORE	Guidance Counselor JAYME BEGUN
Teacher/Subject Area MELANIE. FISHER, ELL TEACHER	Parent TANYA DALTON
Teacher/Subject Area MERISSA DAVIS, ELL TEACHER	Parent Coordinator PRISCILLA WELCH
Related Service Provider VIOLETTA BOTFELD (SETSS)	Other
Network Leader Tubridy, Patricia	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	4
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	830	Total Number of ELLs	141	ELLs as share of total student population (%)	16.99%
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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. 

Describe the steps followed for ELL identification.

- The intake personnel for the admission process are the secretaries in PS 159; at the time there is no other personnel, such as bilingual teachers, to assist with the process.
- To support the different languages spoken by parents, the intake secretaries provide the parents with translated Home Language Surveys and other intake documents. The parents are interviewed to make sure they have answered all the questions and filled all the paperwork to enroll a new student.
- Home Language Survey (HLIS) – Filled by parents who are admitted for the first time to a NYC schools. The HLIS is a language identification document filled by the parents to determine the language spoken and understood by the child. When the parent answers one question from the first part and at least two questions from the second part indicating that the child speaks and understands a language other than English, then a student becomes eligible to take the LAB-R test. This determination is made by the ESL/LAB-R coordinator.
- LAB-R test is administered the first 10 days of school if they're eligible according to HLIS responses. The test is administered by a certified teacher. If the student does not pass the test he/she is placed in an ESL program.
- If the student does not pass the test and he/she speaks Spanish, they are eligible to take the Spanish LAB to find the level of proficiency in this language. The test is administered by a certified bilingual teacher.
- If a transfer student comes from another NYS school, we check the NYSESLAT or LAB results for appropriate ESL services
- Parents are notified by letter in their home language of their child's eligibility of ESL services, or their transition to a regular classroom according to their scores on the LAB-R tests.
- Every year ELL students take the NYSESLAT test until they score out/become Proficient. The ESL coordinator oversees that all eligible ELLs are tested by printing reports such as the RLER report on ATS. The distribution and collection of tests is done by the testing coordinator. The testing is administered by the self-contained teachers in ELL classrooms for the Listening, Reading and Writing components. The Speaking component is administered individually by the ESL coordinator and second bilingual licensed pedagogue.
- ELL Parents are notified of their child's yearly progress on the NYSESLAT by letter in their Home Language. They receive a letter stating their 'Continued Entitlement', if the student did not pass, and they receive a 'Transition' letter if the student scores proficient.

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

At P.S 159K meetings have been conducted throughout the year in order to have the parents sign the Parent Survey and Program Selection Form. This form indicates the parent's choice of the program that they prefer for their child. This meeting also lets the parents know that they have the option to transfer their child to another school where a Dual Language, or Transitional Bilingual Program is offered, if the program would be available in their home language. In collaboration with the Parent Coordinator, the ESL coordinator offered a parent orientation at the beginning of the year and two times afterwards for newly enrolled ELL parents. The school utilizes the resources in the E.P.I.C. kit. The kit provides letters in each home language as well as a DVD in each home language. For the meetings, letters and reminder notices were sent home in English and in their home language (Spanish and Bengali).. During the Orientation a DVD was played in their home language explaining each program choice

program is not in high demand, the principal has projected to have a TBA program in the future for the new comers in Kindergarten to make an easier transition into English; however, we have not found certified personnel to teach, as well as not having sufficient numbers in consecutive grades

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	1	1	0	0	0								3
Push-In	3	2	4	3	1	5								18
Total	4	3	5	3	1	5	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	141	Newcomers (ELLs receiving service 0-3 years)	124	Special Education	12
SIFE	3	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0

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	
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	124	3	7	17	0	5	1	0	1	142
Total	124	3	7	17	0	5	1	0	1	142

Number of ELLs in a TBE program who are in alternate placement: 0

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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	9	2	5	5	5	5								31
Chinese			1											1
Russian														0
Bengali	24	20	20	13	12	14								103
Urdu														0
Arabic						1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1	1												2
Albanian														0
Other		1	1			1								3
TOTAL	34	24	27	18	17	21	0	141						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

a) Organization and Program Model

PS 159 in CSD 19 offers a Free-standing ESL program. In our ESL program, we have two teaching models: (1) ESL push-in, (2) pull-out teaching model (1-5).

(1) The ESL teacher does the Push-In model for some classrooms, such as the 1st to 3rd grade; the teacher comes in and gathers a group of students that requires her services. Most times, the ESL teacher will service the whole class at one time, and do smaller grouping after the lesson to assist the Beginners for the most part.

(2) Pulling students out of the classroom to provide services in a smaller class in a smaller setting with students in their own level of proficiency.

b) What are the program models?

We have four Self-Contained classes: Kindergarten, 1st, 2nd and 3rd grade. In the other two classrooms, the majority are ELL students and/or former ELLs: 4th and 5th, grade. In all classes, from Kg to 5th the ESL teachers push-in or pull-out students to service them according to their level and mandated minutes per level.

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?

This year PS 159 has an ESL teacher servicing all ELLs in a push-in or pull-out manner, the teacher keeps attendance records and a schedule demonstrating the amount of time provided to each student. This schedule is also checked by the administration.

The Beginner and Intermediate students across grades are serviced 360 minutes a week; while the Advanced students are serviced 180 minutes a week, plus 180 minutes of ELA.

Due to the fact that there is only one ESL teacher, the administration has provided a new, larger classroom to accommodate larger groups of ELLs and comply with the required amount of minutes for the students.

a) How is explicit ESL delivered in each program?

For our ESL program, we have two teaching models: ESL push-in and pull-out teaching model. Push-in and pull-out teaching model is done across the grades. ESL pull-out/push-in teaching models: The push-in model is provided for almost half the population of ELL across the grades. Pull-out models are provided for most ELLs across the grades.

o Beginning level and Intermediate level ELLs receive either pull-out or push-in ESL services for 360 minutes per week.

o Advanced ELLs levels receive either pull-out or push-in ESL services for 180 minutes per week, plus 180 minutes per week of

A. Programming and Scheduling Information

ELA.

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

The content areas are delivered with the same curriculum and standards in addition to the ESL standards. The difference is the delivery method, rich in realia, technology and differentiated instruction. The programs used in math and ELA, for instance, have specific sections and vocabulary for ELLs. For Science and Social Studies realia and hands-on is relied upon heavily for retention and comprehension. Furthermore; the students use the Oxford Picture Dictionary, which contains non-fiction for the content areas to enhance language development.

4. How do you ensure that ELLs are appropriately evaluated in their native language?

The only native language evaluation we have is the Spanish LAB as a new student in the NYC school system. We do not administer other native language test, such as 'El Sol' test because we do not have a bilingual program.

5. How do you differentiate instruction for ELL subgroups?

a) Describe your instructional plan for SIFE students.

SIFE students need special attention to fill in missing gaps in their education. For SIFE students we start with the basic Kindergarten curriculum: ABC, sounds, blends, etc. For math, we work with the basics as well: numbers, addition, etc. using manipulatives. For all subjects we have an extensive use of visual aids, and do as much hands-on as possible. Whenever possible, we have one-to-one to aid the child comprehend a subject.

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

We use scaffolding techniques to reinforce and foster comprehension for SIFE and newcomer students; manipulatives, visual aids, computers and Smart-Boards and leveled libraries to develop reading skills as well. Most of our newcomers form the body of the self-contained ESL classrooms that are taught by qualified and certified personnel. PS 159 has also chosen a new literacy program (Reading Streets) that addresses the needs of our ELLs. Lastly, our school belongs to the Core Knowledge program; with this program we will be able to take the students to reach comprehension in the various ways in which a unit will be presented across subjects.

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

This current year 25% of our ELL population has been served from 4 to 6 years. A large amount of this students receive additional services to support their academic performance; which according to the data, consists of lower scores on the writing component strand in the NYSESLAT, guiding us to support them with our after-school, Saturday academy and/or additional support staff in those classes. Furthermore, one quarter of this group of ELLs is additionally supported since they have an IEP as well.

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

The students who are long term ELLs receive ESL services the mandated time according to their proficiency level. Any Long term ELL receives intensive reading and writing support since that is the area in which they are the weakest at. In addition, they are invited to after-school and extended day activities. During the 2011-2012 year we do have a few students considered long term ELLs; most of these students also have had an IEP; therefore, we are providing the services needed according to their IEP.

6. What instructional strategies & grade-level materials do teachers of ELL-SWD use that both provide access to academic content areas & accelerate English Language development?

With our Special Education students we work together with their teacher to review their Individualized Education Plan (IEP) to assess their specific special needs. The students who have special needs receive AIS services and/or speech and/or resource room, as well as ESL services; all services are provided by fully licensed teachers. These goals are determined by their IEP's goals. Those students who require ESL services according to IEP, they are serviced by pull-out or push-in to be serviced 180 min. a week or 360 min. a week; this time is determined by their level of proficiency in the NYSESLAT.

a) X-Coded Students are serviced according to their level of proficiency and mandated minutes.

b) ESL only students are serviced according to their level of proficiency and mandated minutes

c) Bilingual instruction students have a para-professional that speaks and writes the students' home language. Furthermore, the ESL teacher also holds a Bilingua-Spanish licence.

A. Programming and Scheduling Information

7. How does your school use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL –SWDs within the

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Further, students with an IEP interact with the general population in other settings, such as Library, Computer class, Gym, gatherings in the auditorium and lunch.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention programs for ELLs in ELA, math and other content areas. List the range of intervention services offered in your school for the above areas.
The following programs are in place for all students and our ELLs to TARGET intervention in Social Studies, Math, ELA and Science:

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

B. Programming and Scheduling Information--Continued

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

Once the student scores proficient, s/he's placed for one or two more years in a self-contained classroom. Occasionally, former ELLs are placed in regular classrooms on a case to case basis. Their progress is still closely monitored because of their previous ELL status. As the law recently changed, we have also provided our former ELLs with extended time for testing for the state tests: ELA, Math, Social Studies and soon, the Science tests.

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

The monies received by Title III will be mostly used to improve the classroom technology use. The goal is that all ELL classrooms have a Smart-Board installed and in use in every self contained ELL classroom.

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

Budget cuts led PS 159K to shorten the Saturday program this year; however, our students did not lose their After-School program at all because our school received through the State, we were able to have even more students invited from Kindergarten to 5th grade. The After-School SES programs are ran by Liberty Learning Lab, Brienza, Academic Advantage and other providers.

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

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

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

Students are invited, including ELLs to all extra-curricular activities, such as:

- Extended Day (September to June)
- After-school (November to June)
- After-School for ELLs and Saturday Clubs (April to June)

B. Programming and Scheduling Information--Continued

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To ensure that ELLs are represented, aside from invitations in three languages, attendance is taken in all programs

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

N / A

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

D. Professional Development and Support for School Staff

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

1. Describe the professional development plan for ELL personnel at the school. (Include all teachers of ELLs.)
 Teachers involved will be trained by our school staff developers during the professional development planning meetings. Training sessions will focus on Title III program goals. Teachers will learn to implement specific strategies to work with ELLs during the Saturday Program and/or After School. Teachers will participate in Smart Board training to learn to fully use all the instructional features that this technology offers to teachers and students. Additional training will be provided in the use of Achieve 3000. In addition, they will participate in professional development sessions facilitated by the Assistant Principals, the Coaches and Teacher Specialist. Titles include:

- o Analyzing student work and student progress
- o Writer's workshop
- o ELA/ESL standards and their alignment to core curriculum
- o Culture and language characteristics of ESL students
- o ESL in content area / Math for ELLs
- o Achieve 3000
- o Using the Smart Board
- * Questioning techniques Danielson's training
- * Fishbowling - Grade meetings accountable talk

* Special education teachers attend the above workshops and
 - promotional policy

* Paraprofessionals attend some of the above workshops

* Guidance counselors, psychologist attend some of the above workshops and:
 - Building Response Training

* O.T, speech and Setts teachers attend some of the above workshops and:

* Secretaries attend workshops outside the school, or webinars such as:
 - ATS, Budgeting, Stars, Exell, Payroll, etc.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school?
 All teachers who have ELLs in their general education classrooms attend professional development each semester.

In the professional development sessions there are examples of explicit ESL methodology lesson, updates on regional cross curriculum initiatives, general ELL needs are addressed, and NYSESLAT preparation materials are distributed.

There is also collaboration between ESL/bilingual teachers and the General Education teachers. Specialists in teaching and learning will work with all staff members to improve instructional practices through the Knowledge Network LSO partnership.

3. Describe the minimum 7.5 hrs. of ELL training for all staff (including non-ELL teachers as per Jose P.)
 Professional Development costs to Title III funds are included in the budget. Title III program teachers will be paid training rate to attend training sessions after school and/or on Saturdays.

Each teacher will be allowed 6 hours of training time to support his/her work with ELLs in the Title III program.

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

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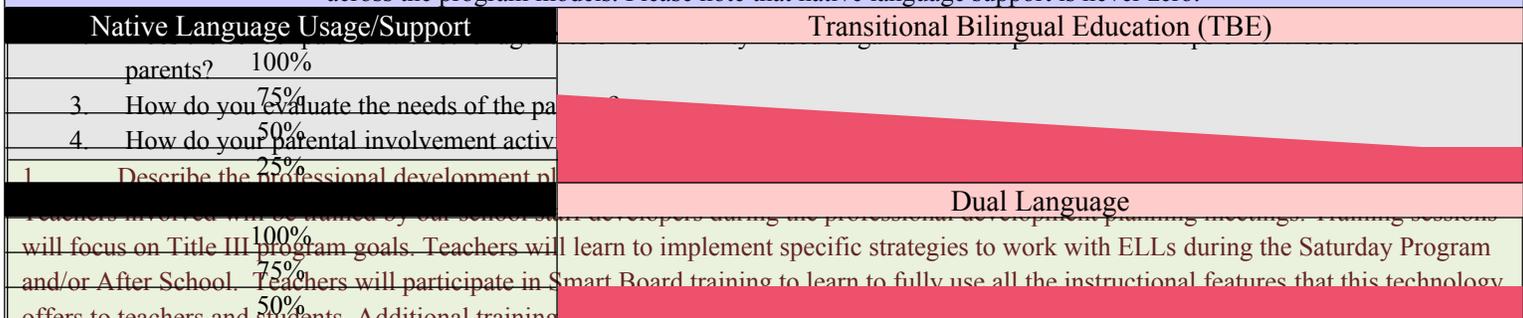
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Native Language Usage and Supports

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



E. Parental Involvement

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

1. Describe the professional development plan for ELL personnel at the school. (Include all teachers of ELLs.) Teachers involved will be trained by our school staff developers during the professional development planning meetings. Training sessions will focus on Title III program goals. Teachers will learn to implement specific strategies to work with ELLs during the Saturday Program and/or After School. Teachers will participate in Smart Board training to learn to fully use all the instructional features that this technology offers to teachers and students. Additional training will be provided in the use of Achieve 3000. In addition, they will participate in professional development sessions facilitated by the Assistant Principals, the Coaches and Teacher Specialist. Titles include:

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

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Attendance is recored at each workshop.

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

PS 159K addresses the needs of the parents by providing workshops aligned with their requests as well as the available budget and/or grants.

- * The PTA and the parent coordinator ensure the invlvement of all parents in all extra-curricular activities and PTA meetings
- * Translations are available in Spanish and Bengali by our staff when possible, orally, as well as written

B. Programming and Scheduling Information--Continued

8. 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.

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

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

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- Speech therapy and Language

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

Once the student scores proficient, s/he's placed for one or two more years in a self-contained classroom. Occasionally, former ELLs are placed in regular classrooms on a case to case basis. Their progress is still closely monitored because of their previous ELL status. As the law recently changed, we have also provided our former ELLs with extended time for testing for the state tests: ELA, Math, Social Studies and soon, the Science tests.

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

The monies received by Title III will be mostly used to improve the classroom technology use. The goal is that all ELL classrooms have a Smart-Board installed and in use in every self contained ELL classroom.

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

Budget cuts led PS 159K to shorten the Saturday program this year; however, our students did not lose their After-School program at all because our school received through the State, we were able to have even more students invited from Kindergarten to 5th grade. The After-School SES programs are ran by Liberty Learning Lab, Brienza, Academic Advantage and other providers.

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

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

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

Students are invited, including ELLs to all extra-curricular activities, such as:

- Extended Day (September to June)
- After-school (November to June)
- After-School for ELLs and Saturday Clubs (April to June)

B. Programming and Scheduling Information--Continued

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

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

The following programs are in place for all students and our ELLs to TARGET intervention in Social Studies, Math, ELA and Science:

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

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Students are invited, including ELLs to all extra-curricular activities, such as:

- Extended Day (September to June)
- After-school (November to June)
- After-School for ELLs and Saturday Clubs (April to June)

To ensure that ELLs are represented, aside from invitations in three languages, attendance is taken in all programs

Additional Information

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

The purpose of this report is to compare the growth from one year to another per student regardless of their proficiency level or their years of service. This information reports the GAINS for each grade, K to 5th. The second set of findings only compares 3rd to 5th grade; where most students have been here at least three years to be able to compare their growth.

Comparing Growth on the NYSESLAT test from 2010 to 2011 (K to 5)

Findings:

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- o From 123 students, 28% stayed on the same level of proficiency
- o From those 123 students 9% decreased one level of proficiency

Furthermore, the levels compared from 1st grade, is the LAB-R in Kindergarten, this test is short compared to the NYSESLAT they take in 1st grade; therefore, test scores seem to go down on this grade in disparity to any other grade.

Comparing Growth on the NYSESLAT test from 2009 to 2010 (3 to 5)

Findings:

- o From the 118 (only tested students) students tested in 2011, 58% increased one level of proficiency
- o From the same amount of students, 14% increased two or more levels of proficiency
- o From 118 students, 29% stayed on the same level of proficiency
- o From those 118 students no students decreased a level of proficiency

Trends:

In both comparisons of these three years, we can safely assume that half the students increased one level of proficiency (i.e. Beginner to Intermediate, or Advanced to Proficient).

Likewise, 15% of the ELL population most likely will keep increasing two levels of proficiency in a given year (i.e. Beginner to Advanced).

A little above a quarter of the students will remain in the same level of proficiency for two years; this happens across grades and levels. They do make gains; but not enough to make it to the next level.

A small amount of students, less than 10% from K to 1st and none to 1% will decrease a level; this happens usually when, for Kindergarten, we compare the LAB - R to the NYSESLAT (10%); and for the other grades, if a student was at a cut - score of a certain level, the difficulty increased on the next level; therefore, not making it.

C. Schools with Dual Language Programs

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

N / A

D. Professional Development and Support for School Staff

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

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1. Describe the professional development plan for ELL personnel at the school. (Include all teachers of ELLs.)
Teachers involved will be trained by our school staff developers during the professional development planning meetings. Training sessions will focus on Title III program goals. Teachers will learn to implement specific strategies to work with ELLs during the Saturday Program and/or After School. Teachers will participate in Smart Board training to learn to fully use all the instructional features that this technology offers to teachers and students. Additional training will be provided in the use of Achieve 3000. In addition, they will participate in professional development sessions facilitated by the Assistant Principals, the Coaches and Teacher Specialist. Titles include:

- o Analyzing student work and student progress
- o Writer's workshop
- o ELA/ESL standards and their alignment to core curriculum
- o Culture and language characteristics of ESL students
- o ESL in content area / Math for ELLs
- o Achieve 3000
- o Using the Smart Board
- * Questioning techniques Danielson's training
- * Fishbowling - Grade meetings accountable talk

* Special education teachers attend the above workshops and
- promotional policy

* Paraprofessionals attend some of the above workshops

* Guidance counselors, psychologist attend some of the above workshops and:
- Building Response Training

* O.T, speech and Setts teachers attend some of the above workshops and:

* Secretaries attend workshops outside the school, or webinars such as:
- ATS, Budgeting, Stars, Exell, Payroll, etc.

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

All teachers who have ELLs in their general education classrooms attend professional development each semester.

In the professional development sessions there are examples of explicit ESL methodology lesson, updates on regional cross curriculum initiatives, general ELL needs are addressed, and NYSESLAT preparation materials are distributed.

There is also collaboration between ESL/bilingual teachers and the General Education teachers. Specialists in teaching and learning will work with all staff members to improve instructional practices through the Knowledge Network LSO partnership.

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

Professional Development costs to Title III funds are included in the budget. Title III program teachers will be paid training rate to attend training sessions after school and/or on Saturdays.

Each teacher will be allowed 6 hours of training time to support his/her work with ELLs in the Title III program.

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

E. Parental Involvement

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

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Attendance is recored at each workshop.

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

PS 159K addresses the needs of the parents by providing workshops aligned with their requests as well as the available budget and/or grants.

- * The PTA and the parent coordinator ensure the invlvement of all parents in all extra-curricular activities and PTA meetings
- * Translations are available in Spanish and Bengali by our staff when possible, orally, as well as written

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)	5	5	3	2	1	2								18
Intermediate(I)	9	7	7	3	7	1								34
Advanced (A)	5	14	10	12	12	6								59
Total	19	26	20	17	20	9	0	0	0	0	0	0	0	111

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	0	0	0					0		
	I	10	6	2	2	2	1							
	A	9	19	8	7	6	5							
	P	1	3	13	17	20	6							
READING/ WRITING	B	5	5	3	2	1	2							
	I	4	4	7	3	7	1							
	A	5	8	10	12	12	1							
	P	6	12	3	9	8	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	11	4	0	21
4	7	14	7	1	29
5	6	4	0	0	10
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	0	10	0	7	0	0	0	26
4	3	0	14	0	13	0	2	0	32
5	3	0	3	0	5	0	0	0	11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	2	0	11	0	11	0	27
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

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Part VI: LAP Assurances

School Name: PS 159 Isaac Pitkin

School DBN: 19K159

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MONICA DUNCAN	Principal		
LINDA DELLUOMO	Assistant Principal		

School Name: PS 159 Isaac Pitkin

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
P. WELCH	Parent Coordinator		
A. SANDOVAL	ESL Teacher		
TANYA DALTON	Parent		
M. FISHER	Teacher/Subject Area		
M. DAVIS	Teacher/Subject Area		
R. MARTELLO (math)	Coach		
M. AMADOR (searding)	Coach		
J. BEGUN	Guidance Counselor		
Tubridy, Patricia	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K159 **School Name:** PS 159 Isaac Pitkin

Cluster: 2 **Network:** 212

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.

When a child is admitted to our school a Parent/Guardian Home Language Identification Survey (HLIS) is required to be filled out so that our school has appropriate information about the language spoken and written at home. This data helps the school to service parents and ensure that all parents are provided with appropriate and timely information in a language they can understand. The administration of P.S. 159 regularly distributes to every child all bulletins from the district and from our school in English, Spanish and Bengali when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child.

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

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

- Notices are sent to parents as well as staff.
- Curriculum Conference with an oral interpreter is used.
- Teacher/parent conference are held with an oral interpreter
- PTA meeting are also held with an oral interpreter present
- Administrator/Parent meeting when there is a need for an oral interpreter it is used
- Report Cards are given in the home language which the parents understand
- IEP meetings are held with an oral interpreter present

Part B: Strategies and Activities

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

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

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

B. P.S. 159/District 19 shall translate such critical communication in a timely manner, in each of the covered languages and make such translations available to the schools.

* Covered languages mean the eight most common primary languages other than English spoken by persons living in New York City as identified by the Department of Education ("The Department").

C. P.S. 159/District 19 will provide an in-house school staff member or parent volunteer to help translate written documents to parents determined to be in need of language assistant services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

* Covered languages mean the eight most common primary languages other than English spoken by persons living in New York City as identified by the Department of Education ("The Department").

C. P.S. 159/District 19 will provide an in-house school staff member or parent volunteer to help orally interpret for parents who are determined to be in need of language assistant services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 159 Isaac Pitkin	DBN: 19-K-
Cluster Leader:	Network Leader: Tubridy, Patricia
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 144 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Title III Program Description

Language instruction education programs funded under Title III, Part A, of NCLB will help LEP students attain English proficiency while meeting State academic achievement standards. Teachers will use both English and the student's native language as support. The program is designed to include the participation of English proficient students in a model that supports language instruction. This model will allow ELLs and former ELLs to benefit from small groups instruction, buddy work and tutorial sessions with partners of the other language. The use of this model will not only foster improved instruction but also support cultural understanding and tolerance of all members of the school community. The programs implemented under Title III, Part A, will enhance and further support ELL programs required under CR Part 154. The Title III program will include three components; Saturday Academy, After School Program and the Parent/Adult Education Program.

Saturday Academy

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

The teachers will concentrate the work /instruction in the content curriculum for the grade by reinforcing vocabulary acquisition, reading strategies and writing. The program will be implemented for 5 weeks, 3 hours each session from february to May. We do not have the names of the teachers that will work for this program yet. The teachers will facilitate technology assisted instruction using a Smart Board purchased with Title III funds. This current classroom technology allows teachers to navigate to sites on the internet to explore topics in Science and Social Studies. Teachers are able to enhance instruction through visuals that further student understanding and support language development.

Part B: Direct Instruction Supplemental Program Information

After School Program for ELLs

English Language Learners in grades 3 – 6 will have the opportunity to attend the Extended Day Program. Title 3 Funding supports per-session activities and instructional supplies. There will be 2 certified ESL/Bilingual teachers working in the after school program. There will be three groups of approximately 15 students in each group. Each group will be for students in grades 3, 4 and the other group will be for grades 5 and 6. The program will focus on ESL/ELA standards and strategies, math standards and strategies and social studies standards and strategies. The ESL certified teachers will work with ELL groups on ESL/ ELA standards to prepare students for NYSED assessments in the spring including ; the NYSESLAT assessment, the ELA, the Mathematics test and the Science benchmark for grade 4 students. The ESL/bilingual certified teachers will work with students on content area instruction focusing on Math, Science and Social studies in preparation for the NYS assessments and provide native language support for these students through this after school program.

The teachers will work with both groups for 1.5 hours session each day on Monday and Fridays, from 3 to 4:30pm. The program will begin in January and end in May. There will be one and a half hour session two times a week for 17 weeks. We do not have the names of the teachers that will be working for this program yet. Materials will be purchased that will be used in both extended learning opportunity provided in the program including the Oxford Dictionary for the Content Areas, All materials for Math and Science will be purchased with other school funds for this program.

A technology assisted approach will be used to further support student development and understanding of content specific topics. Content area topics will frame the English as a second language instruction for ELLs while allowing former ELLs to continue and further their understanding of the second language. Teachers will use two computers and Smart-Boards to teacher lessons including vocabulary development, concepts and frame content understandings. In addition, students will work on the computer using the Achieve 3000 program to support literacy. This program will be of no cost to Title III but will be implemented during the Title III After school program implementation.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

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

Part C: Professional Development

3000. In addition, they will participate in professional development sessions facilitated by the Assistant Principal, the ESL teacher and the Coaches/Teacher Specialist.

Titles include:

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

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent/Adult Education Program

The third component of the Title III Program is Adult / Parent Education. Both computer education classes and ESL for parents. The computer teacher, Mr. Socorro, and the ESL teacher, Mrs. Sandoval de Moore will be teaching these courses in the Spring 2012 beginning in January. The program will be offered for 9 weeks on Thursday from 3:40 to 5:40pm. This program is offered to parents in response to a demonstrated great interest in the use of computers, internet, and English for adults.

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

Part D: Parental Engagement Activities

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

- ELA/ESL Standards- NYS ELA Assessments
- ELA and how to help your child improve reading
- Math Standards- NYS Math Assessments
- NYSESLAT
- Health Issues
- Promotional Policy
- Science and Social Studies Standards- NYS Assessments
- Identifying Strategies for Family Improvement

Part E: Budget

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

Allocation Amount: \$16535

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) <ul style="list-style-type: none"> • Per session • Per diem 	\$	
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$16535

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		