



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: LUIS MUNOZ MARIN BILINGUAL SCHOOL**

**DBN: 10X159**

**PRINCIPAL: LUIS LIZ**

**EMAIL: LLIZ@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: SONIA MENENDEZ**

**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 |
|-----------------|--|-----------|
| Luis Liz        | *Principal or Designee   |           |
| Evelyn Ortiz    | *UFT Chapter Leader or Designee  |           |
| Judy Lopez      | *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  |           |
| Isabel Ramirez  | Member/Parent  |           |
| Norma Rodriguez | Member/Parent  |           |
| Maria Martinez  | Member/Parent  |           |
| Yaska Roman     | Member/Parent  |           |
| Maria Diaz      | Member/Teacher   |           |
| Hilda Quinzon   | Member/Teacher   |           |
| Rosa Ojeda      | Member/Teacher   |           |

## **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

By June of 2012 we will provide all our students rigorous differentiated lessons that respectfully challenge and enhance student learning. Students in grades 4 and 5 performing below, on or above standards in English Language Arts, as measured by NYS ELA assessment will achieve the following;

- 50% of Level 1 students will achieve one year's growth;
- 60% of level 2 students will achieve one year's growth;
- 30% of level 3 and 4 will achieve one year's growth.

### Comprehensive needs assessment

Our progress report grade for this year was a C. The report indicates that 35% of our students in grades 3,4 and 5 are proficient in English Language Arts as measured by the new cut scores established by the state this year. These results are less than our previous years. The report also indicates the even less students made adequate yearly progress. Further analysis of the student data indicate that our students are struggling with making inferences and identifying main idea.

### Instructional strategies/activities

- Modify schedule to have at least two instructors during ELA reading block to lower student teacher ratio and increase teacher effectiveness.
- Differentiate instruction to meet the needs of the students.
- Apply common core standards to all instructional objectives.
- Explore Universal Design for Learning and apply to instruction.
- Determine what will be differentiated based on student assessments and analyzed student work.
- Teachers will incorporate DOK strategies into their lessons.
- Provide staff development on DOK (Depth of Knowledge). Teachers will incorporate DOK strategies to create more rigorous tasks and ask questions and engage in student discussions that require higher order thinking. Creating lesson plans that incorporate differentiated strategies to increase student learning based on student data

### ASSESSMENT/MONITORING:

- Use DRA to monitor student progress and target instruction three times a year.
- Administer running records monthly to monitor student-reading progress and modify instruction
- Collect data on student learning styles and interests through surveys administered twice one in early fall and late winter to match student to learning style and maximize instructional effectiveness.
- Analyze Acuity targeted and predictive assessments to monitor students' strengths and needs.

### RESPONSIBLE STAFF:

- The literacy coach along with administrators will meet on monthly bases with every classroom teacher to plan the instruction for

the upcoming month and make adjustments and modifications as needed to enhance student learning.

#### ROLE OF ADMINISTRATORS

- Administrators will insure implementation of strategies and effective instruction through frequent informal observations.
- Purchase of New York State Coach students workbooks (ELA and Mathematics) aligned with the Common Core Standards for students in grades 2-5.
- Modify budget to create after school activities specifically targeted at students needs based on ongoing assessments.
- Provide substitutes to encourage teachers to attend outside professional development opportunities.

#### ROLE OF TEACHERS

- Teachers will attend professional development.
- Teachers will meet monthly at grade team meetings with coach.
- Teachers will meet monthly with administration.
- Teachers will regularly collect data on student learning.

#### TIME LINE:

- Conduct baseline assessments in early fall of 2011
- Conduct monthly grade team meeting to analyze student work and modify instructional strategies.
- Continuously (weekly) monitor, reflect and modify instruction.
- Use ARIS targeted and predictive assessments to target instruction and monitor student growth.
- Frequent formal/informal observations and timely feedback to enhance teacher effectiveness.

#### Strategies to increase parental involvement

##### Instructional strategies/activities

##### Our goal is

- Hold an annual Parent Curriculum Open House Day to discuss ELA initiatives;
- Hold Two Parent-Teacher Conferences 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 parent workshops;
- Hosting events to support parents in supporting their children
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress on a monthly basis;
- Develop 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;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- We will continue to develop relationships with Colleges to provide student teachers with their practicum. This brings a good source of certified teacher.
- Continue to attend hiring fairs to find available teachers in shortage areas when needed.
- Work closely with Network Human Resource Director to fill vacancies with qualified candidates when needed.
- Continue our relationship with colleges to conduct practicum's for future teachers.
- Continue to set aside funding to assist teachers in obtaining credits to achieve Highly Qualified status.

**Service and program coordination**

- We participate in the NYC Healthy Snack program which provides healthy fruits and vegetables snacks daily to all students. Teachers integrate healthy eating and healthy habits into all curriculum areas.

**Budget and resources alignment**

Being a Title I School wide Program school we have the flexibility of “**Conceptual**” **Consolidation of Funds** available to us to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, we can address our needs using *all* of the resources available to it. This gives us more flexibility in how we use available resources to meet the identified needs of our students.

## 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**

By June 2012, teachers will encourage all students to think critically through the increased use of questioning techniques that result in interpretation, analysis, evaluation, and inference. 65% of all students will think more critically as a result which will be evident through qualitative and formal assessments.

### **Comprehensive needs assessment**

Our progress report grade last year was a B this year we are a C. Less of our students in grades 3,4 and 5 are proficient in English Language Arts as measured by the new cut scores established by the state this year. The report also indicates that even less students made adequate yearly progress. Further analysis of the student data indicate that our students are struggling with making inferences and identifying main idea. We believe by instructing them and providing them with the tools they need we will increase their ability to think critically and become problem solvers who will be able to evaluate, infer and work independently.

### **Instructional strategies/activities**

Our goal is;

- Promote interaction and conversation among students as they learn.
- Continue exploring the common core standards and making connections with our curriculum map.
- Apply common core standards to all instructional objectives.
- Explore Universal Design for Learning and apply to instruction.
- Provide staff development on DOK(Depth of Knowledge).
- Teachers will incorporate DOK strategies into their lessons.
- Teachers will provide opportunities for students to make connections to newly acquired critical thinking skills and/or strategies.
- Teachers will show students how critical thinking skills can be applied to other situations and/or across content areas and also to students own experiences.
- Technology integration (iPads, smartboards, web applications; BrainPop, IXL, iReady)
- Teachers will allow adequate time before soliciting responses from students helping them understand that they are expected to think,

deliberate, and question.

- Students will learn that immediate responses are not always the best response.
- Increase Cooperative learning opportunities that will motivate each member to think, reflect, question, and achieve more success.
- Teachers will teach skills related to an overall ability to think critically by discussing relationships between texts and pieces of information, determine relevance and validity of information, problem solve, evaluate solutions and alternate ways of solving problems.
- During grade planning meeting teacher will use Depth Of Knowledge rubric to analyze teacher task.
- Teachers will implement strategies to make their tasks rigorous.
- These tasks will be implemented in the classroom with reading and writing assignments that will produce student work.

#### ASSESSMENT/MONITORING:

- Teacher teams will analyze the student work during the monthly grade team meetings
- Use Acuity Targeted assessments to determine students strengths and needs
- Use NY Ready to monitor student progress and to assign students tasks that support students' needs.
- Use Acuity Predicative's to monitor students' progress towards meeting state standards.

#### RESPONSIBLE STAFF:

- The literacy coach along with administrators will meet on a monthly bases with every classroom teacher to plan the instruction for the upcoming month.

#### ROLE OF ADMINISTRATORS

- Purchase of New York State Coach students workbooks (ELA and Mathematics) aligned with the Common Core Standards for students in grades 2-5.
- Will provide all needed curriculum materials
- Schedule time for grade team meetings
- Administrators will insure implementation of strategies and effective instruction through frequent informal observations.

#### ROLE OF TEACHERS

- Teachers will attend professional development.
- Teachers will meet monthly at grade team meetings with coach.
- Teachers will meet monthly with administration.
- Teachers will regularly collect data on student learning.
- Teachers will modify and alter instruction as needed to enhance student learning.

#### TIME LINE:

- Conduct monthly grade team meeting to analyze student work and modify instructional strategies.
- Continuously monitor, reflect and modify instruction.
- Use ARIS to facilitate instruction and monitor student growth.
- Use running records to monitor student learning.

**Strategies to increase parental involvement**

- Hold an annual Parent Curriculum Open House Day
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress on a monthly basis;
- Supporting or hosting parent workshops;
- Hosting events to support parents in supporting their children
- 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;
- Providing parents with the information and workshops 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;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- We will continue to develop relationships with Colleges to provide student teachers with their practicum. This brings a good source of certified teacher.
- Continue to attend hiring fairs to find available teachers in shortage areas when needed.
- Work closely with Network Human Resource Director to fill vacancies with qualified candidates when needed.
- Continue our relationship with colleges to conduct practicum's for future teachers.
- Continue to set aside funding to assist teachers in obtaining credits to achieve Highly Qualified status.

**Service and program coordination**

- We participate in the NYC Healthy Snack program which provides healthy fruits and vegetables snacks daily to all students. Teachers integrate healthy eating and healthy habits into all curriculum areas. Teachers will conduct accountable talk activities related to health.

**Budget and resources alignment**

Being a Title I Schoolwide Program school we have the flexibility of **"Conceptual" Consolidation of Funds** available to us to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, we can address our needs using *all* of the resources available to it. This gives us more flexibility in how we use available resources to meet the identified needs of our students.

### 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**

Increase teacher effectiveness through a process of frequent informal observations and meaningful teacher feedback.

By June of 2012 100% of all teachers will have been observed a total of five times and given written feedback about their instruction.

#### **Comprehensive needs assessment**

Our most recent quality review indicated that we must broaden the curriculum to emphasize rigorous habits and higher order thinking skills across all subject areas in order to increase performance for all students. Our ELA state results also indicate that only 35% of our students are at or above proficiency. It is our opinion that good effective instruction is the key in supporting the needs of our students. Therefore we will engage in frequent (teacher practice) observations that will strengthen and enhance instruction.

#### **Instructional strategies/activities**

Our challenge is to ensure that every class has a highly effective teacher. That requires us to observe our teachers at teaching and provide them with the kind of feedback that continues to build their expertise.

Our goal;

- The Principal and Assistant Principal will conduct the observations.
- The first few rounds will be conducted jointly to establish a clear and effective protocol.
- Schedules will be created in collaboration with the teachers to conduct remaining observations.
- Time will be allotted to permit debriefing discussions between teacher and administrators.
- Every teacher will receive written feedback on all formal and informal observations.
- Teachers will participate in ongoing professional development on effective teaching strategies and best practices.
- Searchable database of all observations will be created to further analyze teacher effectiveness.
- Title I and Tax Levy funds will be utilized.

#### **ASSESSMENT/MONITORING:**

- Short, frequent cycles of classroom observation and timely feedback.
- Collaborative examination of student work,
- Provide timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction and increase student learning
- Increase teacher and administrator time discussing instruction and developing effective lessons.

#### **RESPONSIBLE STAFF:**

- The Principal and Assistant Principal

## ROLE OF TEACHERS

- Teachers will meet with administration to discuss observation and feedback.
- Teachers will meet monthly with administration.
- Teachers will regularly collect data on student learning.
- Teachers will implement suggestions and strategies to enhance student learning.
- Teachers will share best practices with staff.

## TIME LINE:

- Conduct Monthly teacher observations starting September of 2011.
- Monthly teacher feedback sessions.
- Conduct monthly Professional Development on effective teacher practice.

## Strategies to increase parental involvement

- Providing parents with the information and workshops 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;

## Strategies for attracting Highly Qualified Teachers (HQT)

- We will continue to develop relationships with Colleges to provide student teachers with their practicum. This brings a good source of certified teacher.
- Continue to attend hiring fairs to find available teachers in shortage areas when needed.
- Work closely with Network Human Resource Director to fill vacancies with qualified candidates when needed.
- Continue our relationship with colleges to conduct practicum's for future teachers.
- Continue to set aside funding to assist teachers in obtaining credits to achieve Highly Qualify status.

## Service and program coordination

- We participate in the NYC Healthy Snack program which provides healthy fruits and vegetables snacks daily to all students. Teachers integrate healthy eating and healthy habits into all curriculum areas.

**Budget and resources alignment**

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

**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.

|           | <b>ELA</b>                         | <b>Mathematics</b>                 | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|           | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b>  | 18                                 |                                    | N/A                                | N/A                                |   |  |  |  |
| <b>1</b>  | 25                                 | 25                                 | N/A                                | N/A                                |   |  |  |  |
| <b>2</b>  | 24                                 | 24                                 | N/A                                | N/A                                |   |  |  |  |
| <b>3</b>  | 31                                 | 31                                 | N/A                                | N/A                                |   |  |  |  |
| <b>4</b>  | 27                                 | 27                                 | 27                                 | 27                                 |   |  |  |  |
| <b>5</b>  | 18                                 | 18                                 | 18                                 | 18                                 |   |  |  |  |
| <b>6</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>7</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>8</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>9</b>  |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>10</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>11</b> |                                    |                                    |                                    |                                    |   |  |  |  |
| <b>12</b> |                                    |                                    |                                    |                                    |   |  |  |  |

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><b>ELA</b></p>                            | <ul style="list-style-type: none"> <li>• Students in Grades K – 3 who are targeted as being academically at-risk in ELA by summative and formative assessment data (DRA2, Baseline Assessments, Conference Notes, Student Work Teacher Reflections). These students are designated as promotion in doubt and parents are notified on a monthly basis of student’s strengths, needs, and next steps.</li> <li>• Students in Grades 4 – 5 who are performing at Level 1 or Level 2 and are not meeting grade-level standards receive academic intervention services four times a week during the school day. Decisions are based on assessment data. (New York State English language arts (ELA), mathematics and science assessments, Acuity interim assessments, teacher notes)</li> <li>• Interventions include; Daily Flexible Small Group Instruction, <i>Reading A to Z</i>, <i>RAZ Kids</i>, <i>Brain Pop</i>, Uptown Education, IXL, iReady, NY Ready and Additional Guided Reading, Flexible Strategy Groups in Reading, Math, Science and Social Studies.</li> <li>• All students who receive AIS are tracked for progress. AIS providers keep accurate records based on data including conference notes, observations, and a variety of assessments depending on the program. Students are discussed during monthly AIS meetings and programs are evaluated/re-evaluated.</li> <li>• Students also at-risk in grades K through 5 participate in the extended day 37.5-minute program four days a week and after-school. Programs consist of guided reading or strategy groups based on specific skills and strategies.</li> </ul> |
| <p><b>Mathematics</b></p>                    | <ul style="list-style-type: none"> <li>• Students in Grades K – 3 who are targeted as being academically at-risk in Mathematics by summative and formative assessment data (Everyday Math, Baseline Assessments, Conference Notes, Student Work Teacher Reflections). These students are designated as promotion in doubt and parents are notified on a monthly basis of student’s strengths, needs, and next steps.</li> </ul>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Students in Grades 4 – 5 who are performing at Level 1 or Level 2 and are not meeting grade-level standards receive academic intervention services. Decisions are based on assessment data. (New York State Mathematics, English language arts (ELA), and science assessments)</li> <li>• Interventions include; Daily Flexible Small Group Instruction, <i>Hands On Math Activities</i>, <i>IXL</i>, <i>RAZ Kids</i>, Uptown Education, iReady, NY Ready and Strategy Groups (Reading, Math, Science, Social Studies).</li> <li>• All students who receive AIS are tracked for progress. AIS providers keep accurate records based on data including conference notes, observations, and a variety of assessments depending on the program. Students are discussed during monthly AIS meetings and programs are evaluated/re-evaluated.</li> <li>• Students also at-risk in grades K through 5 participate in the extended day 37.5-minute Program four days a week and after-school. Programs consist of guided reading or strategy groups based on specific skills and strategies.</li> </ul> |
| <b>Science</b>  | <ul style="list-style-type: none"> <li>• Students receive small group instruction focusing on specific science content, process, and inquiry skills. Science is also incorporated into the Literacy block. Both formative and summative assessment data is used to determine students at-risk. Science instruction supports intervention in the sciences due to content area work. Classroom teachers also provide supplement activities, homework, and center work/activities on student needs, particularly those at-risk. Differentiated planning also supports student learning. Instructional technology tools like Brain Pop are also incorporated to enhance student understanding.</li> </ul>   |
| <b>Social Studies</b>                                       | <ul style="list-style-type: none"> <li>• Students receive small group instruction focusing on specific content, process, and inquiry skills. Both formative and summative assessment data is used to determine students at-risk. Classroom teachers also provide supplement activities, homework, and center work/activities around student needs, particularly those at-risk. Differentiated planning and instruction also supports student learning. Instructional technology tools like iPads and BrainPop are also incorporated to engage and enhance student understanding.</li> </ul>   |
| <b>At-risk Services provided by the Guidance Counselor</b>  | <ul style="list-style-type: none"> <li>• Counseling Individual and/or Small Group as per IEP or identified as at risk During School</li> </ul>  |
| <b>At-risk Services provided by the School Psychologist</b> | <ul style="list-style-type: none"> <li>• Counseling Crisis Intervention Individual as needed During School Individual or small group</li> </ul>   |

|   |   |
|---|---|
| <b>At-risk Services provided by the Social Worker</b> | <ul style="list-style-type: none"><li>• Counseling Crisis Intervention Individual as needed During School Individual or small group</li></ul> |
| <b>At-risk Health-related Services</b>                | <ul style="list-style-type: none"><li>• Individual as needed During School Individual provided by school nurse as needed.</li></ul>           |

**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.

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**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 and students with disabilities. 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 1<sup>st</sup> 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 1<sup>st</sup> 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.

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

CEP Appendix 6

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 <b>Maria Quail</b>     | District <b>10</b> | Borough <b>Bronx</b> | School Number <b>159</b> |
| School Name <b>LUIS MUNOZ MARIN BILINGUAL SCHOOL</b> |                    |                      |                          |

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

|  |  |
|--|--|
| Principal <b>LUIS LIZ</b>                                  | Assistant Principal <b>MICHELLE MENDEZ</b> |
| Coach <b>MARIA DIAZ</b>                                    | Coach <b>type here</b>                     |
| Teacher/Subject Area <b>EVELYN ORTIZ/BILINGUAL TEACHER</b> | Guidance Counselor <b>type here</b>        |
| Teacher/Subject Area <b>HILDA QUINZON/BILINGUAL SE</b>     | Parent <b>type here</b>                    |
| Teacher/Subject Area <b>Anette Berrios/ Math</b>           | Parent Coordinator <b>Nerieda Ramirez</b>  |
| Related Service Provider <b>type here</b>                  | Other <b>type here</b>                     |
| Network Leader <b>MARIA QUIAL</b>                          | Other <b>type here</b>                     |

### 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                          | <b>1</b> | Number of Certified Bilingual Teachers                   | <b>15</b> | Number of Certified NLA/Foreign Language Teachers              | <b>0</b> |
| Number of Content Area Teachers with Bilingual Extensions | <b>0</b> | Number of Special Ed. Teachers with Bilingual Extensions | <b>8</b>  | Number of Teachers of ELLs without ESL/Bilingual Certification | <b>2</b> |

### D. School Demographics

|                                    |            |                      |            |   |               |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total Number of Students in School | <b>205</b> | Total Number of ELLs | <b>113</b> | ELLs as Share of Total Student Population (%) | <b>55.12%</b> |
|------------------------------------|------------|----------------------|------------|---|---------------|

## Part II: ELL Identification Process

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

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

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

Once the students are assessed with the LAB-R the Assistnat Principal or Bilingual Teacher gathers their HLIS, makes a copy of the survey and places the original HLIS in their cumulative record. The copy of the HLIS is retained by the Assistant Principal. Parents of student who fall below the cut off scores in the LAB-R are invited to participate in a Parent Orientation to discuss program options for their child. The Parent Orientations are held throughout the year as needed, the first orientation always being in September. Parents are sent invitations to the orientation in their native language and a follow up phone call is made remembering parents of the upcoming orientation. At the orientations the parents will be presented with information about the various programs available to their child through the orientation video and pamphlets in their native languages. Once the orientation is complete and the parents are well aware of the different programs available to their child they are given the parent selection form. They are requested to complete the form during the orientation and return to the ELL teacher. Parents who do not attend the orientation are contacted by phone and informed of the different programs. They are then told that the will be receiving a parent selection form for them to fill out and return the next day with their selection. These forms are photocopied-the original is placed in the student's cumulative record and the copy is held with the Assistant Principal. Depending on the parents' selection students are placed in their requested program. A placement letter is then sent out to the parents in their native language informing them that their child will be participating in their requested program. If the parent requests a program that is not available at our school the parent is informed that they can obtain a transfer to another school were their program is offered. If the parent opts to maintain their student in our school they are informed that the student will receive Bilingual/Dual Language services and if the program they select becomes available at our school they will be notified. We currently have a Dual Language and a Bilingual Extension program designed to assist ELL students to achieve New York State and New York City standards for their grade level. Through academic subject area instruction in

English, using Balanced Literacy methodologies and instructional strategies of ESL, we target their specific needs by strengthening their reading skills with particular emphasis on decoding skills, phonemic awareness, comprehension, fluency, vocabulary development and writing. Using the New York State English as a Second Language Achievement Test (NYSESLAT) assessment scores, the ELL students are evaluated. We use the NYSESLAT results to group the students based on their needs. The Bilingual classrooms teachers identify the ares of concern and use differentiated instruction to address the student needs. We also use Title III funding for after school programs to support the needs of our ELL students.

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

PS 159 runs a Bilingual Program from K-5 and the parents are aware that all students must participate in our Transitional Bilingual Program . The parents are informed that all ELL students will receive their mandated ELL instruction within our program, if parents do not choose an ELL program, the default is bilingual education.

## 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* | No* | If yes, indicate language(s): Spanish |
| Dual language program                    | Yes* | No* | 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 | To<br>t # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) | 13 | 29 | 19 | 22 | 19 | 11 |   |   |   |   |    |    |    | 113       |
| <b>Dual Language</b><br>(50%:50%)  |    |    |    |    |    |    |   |   |   |   |    |    |    | 0         |
| <b>Freestanding ESL</b>  |    |    |    |    |    |    |   |   |   |   |    |    |    |           |
| <b>Self-Contained</b>  |    |    |    |    |    |    |   |   |   |   |    |    |    | 0         |
| <b>Push-In</b>   |    |    |    |    |    |    |   |   |   |   |    |    |    | 0         |
| <b>Total</b>   | 13 | 29 | 19 | 22 | 19 | 11 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 113       |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |    |                               |    |
|-----------------------------|-----|--|----|-------------------------------|----|
| All ELLs                    | 113 | Newcomers (ELLs receiving service 0-3 years) | 88 | Special Education             | 35 |
| SIFE                        | 5   | ELLs receiving service 4-6 years             | 25 | Long-Term (completed 6 years) | 1  |

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

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

|               | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
|---------------|-----|------|-------------------|-----|------|-------------------|-----|------|-------------------|-------|
| TBE           | 112 |      |                   |     |      |                   |     |      |                   | 112   |
| Dual Language |     |      |                   |     |      |                   |     |      |                   | 0     |
| ESL           |     |      |                   |     |      |                   |     |      |                   | 0     |
| Total         | 112 | 0    | 0                 | 0   | 0    | 0                 | 0   | 0    | 0                 | 112   |

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

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |           |           |           |           |           |           |          |          |          |          |          |          |          |            |
|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Number of ELLs by Grade in Each Language Group |           |           |           |           |           |           |          |          |          |          |          |          |          |            |
|  | K         | 1         | 2         | 3         | 4         | 5         | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL      |
| Spanish  | 13        | 29        | 19        | 22        | 19        | 11        |          |          |          |          |          |          |          | 113        |
| 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          |
| <b>TOTAL</b>                                   | <b>13</b> | <b>29</b> | <b>19</b> | <b>22</b> | <b>19</b> | <b>11</b> | <b>0</b> | <b>113</b> |

| 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        |
| <b>TOTAL</b>                                   | <b>0</b> |

| 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        |
| <b>TOTAL</b> | <b>0</b> |

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 22

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 21

Asian: 0

Hispanic/Latino: 194

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

## 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?

Our school community is predominantly Spanish with a small percentage of African-American students. Approximately 54% of the school is English Language Learners. The school has changed to a Transitional Bilingual program this year. The literacy program at P.S. 159 follows a balanced literacy program in both languages with a Co-Teaching model with at least two instructors in every class one being a certified bilingual teacher, with a word study component in both languages. Teachers also teach a content area subject either Science or Social Studies where scaffolding strategies are used to support student learning. All ELL students have access to Spanish texts. Every classroom has a Spanish library with a rich resource of leveled, multi subject books. Teachers also incorporate ESL methodologies and technology to enhance and enrich language development. Differentiated instruction is used throughout all curriculum areas. Our students are held to high standards and are expected to become biliterate students. Our school is composed of one Kindergarten and fifth grade and two classes in grades 1, 2, 3 and 4. All of our classes are comparatively stocked with materials in both languages. The environments are print rich in English and Spanish and conducive to the workshop models of instruction. Many of our students remain in the school for their entire elementary school years. A Buddy system is in place where ELL students and EP students are partnered to support each other.

Our plan for ELLs in school for less than three years and SIFE students;

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

Our plan for ELLs in school receiving service for four to six years and long term ELLs;

- Ongoing assessment to monitor strengths and weaknesses to target instructional needs.
- Extended time four times a week for 37 minutes
- Team teaching during Literacy and Mathematics with a Bilingual certified teacher
- Title III Afterschool programs targeting ELLs
- Academic Intervention Services focused on small group instruction with a Bilingual certified teacher

## A. Programming and Scheduling Information

- Monitoring Data to adjust instructional needs
- Differentiate instruction to meet the individual needs of our students
- Intergrating technology to facilitate student learning
- Parent workshops on providing support to their children at home
- Parent ESL classes so they may become partners in educating our students

Our plan for ELLs identified as having Special Needs;

- IEP review and monitoring
- Modification of instruction based on IEP
- Ongoing assessment to monitor strengths and weaknesses to target instructional needs.
- Extended time four times a week for 37 minutes
- Team teaching during Literacy and Mathematics with a Bilingual certified teacher
- Title III Afterschool programs targeting ELLs
- Academic Intervention Services focused on small group instruction with a Bilingual certified teacher
- Monitoring Data to adjust instructional needs
- Differentiate instruction to meet the individual needs of our students
- Intergrating technology to facilitate student learning
- Parent workshops on providing support to their children at home
- Parent ESL classes

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

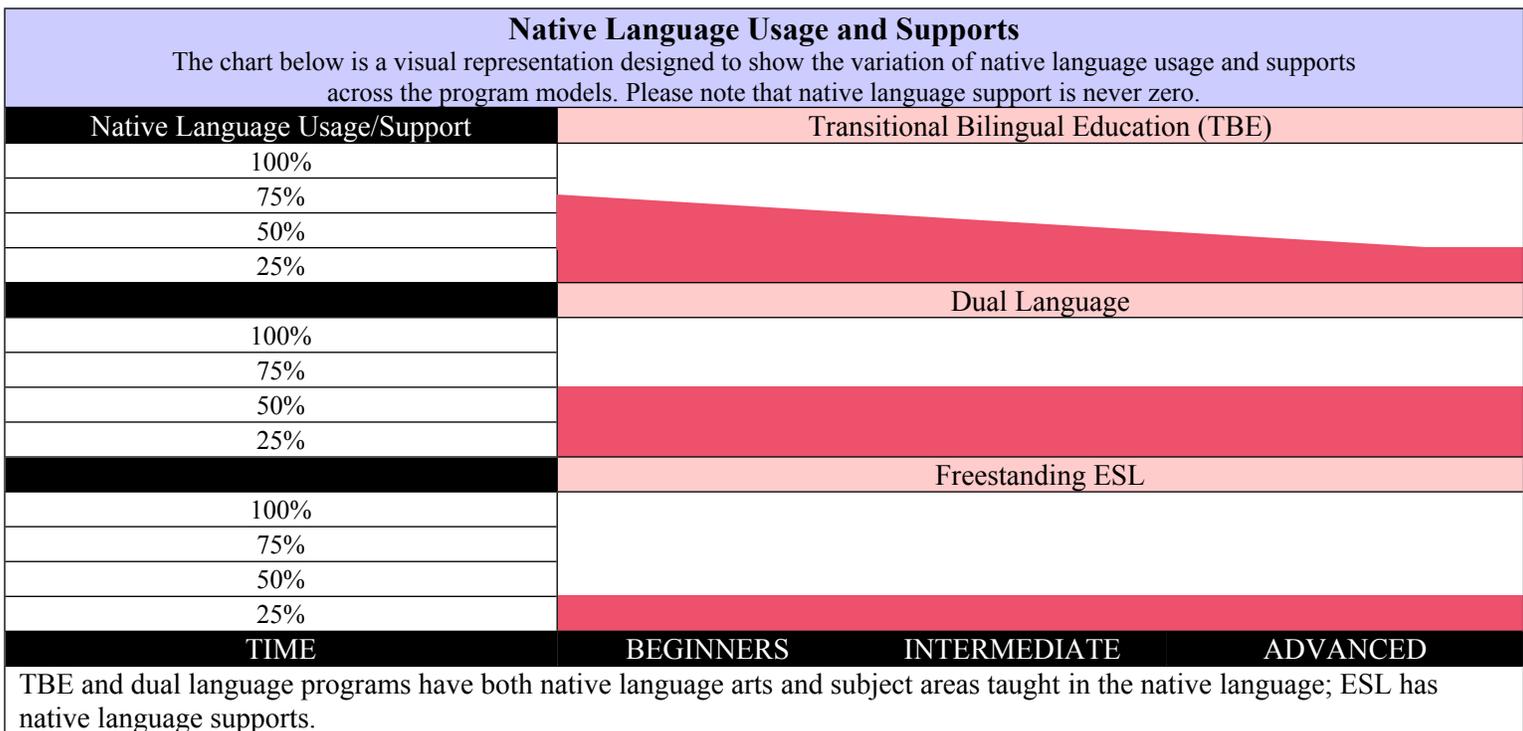
| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | Spanish                    |  |                    |                            |
| Social Studies:      |                            |  |                    |                            |
| Math:                |                            |  |                    |                            |
| Science:             |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |

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

|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |

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

| <b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b> |                      |                      |                      |
|--|----------------------|----------------------|----------------------|
|  | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154                | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154                |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                             | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |



## **B. Programming and Scheduling Information--Continued**

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

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

## 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?

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

The literacy program at P.S. 159 follows a balanced literacy program in both languages with a word study component in both languages. All students are held to high standards and are expected to become biliterate students. Our ELLs make up more than 56% of our school and are afforded equal access to all programs. Our school is composed of one K, two 1st, two 2nd, two 3rd, two 4th and one 5th. All of our classes are comparatively stocked with materials in both languages. The environments are print rich and conducive to the workshop models of instruction. Every class has laptops and or desktop computers and an interactive whiteboard. This year we have added Tablet technology in the form of iPads to deliver engaging self paced instruction for our ELL population.

We are adding the Award Reading Program to the ELA reading block to further support or ELL students. Award Reading is a comprehensive, researched based K-3 program which integrates animated, interactive technology with precisely-leveled, entertaining print materials. Each book is animated with activities after every story. Technology can be used on a daily basis and is an integral part of instruction. The program contains powerful assessments and hundreds of engaging and thought provoking print and electronic texts in different genres. It guides children along a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness, phonics, fluency, vocabulary, comprehension, and technology skills necessary for today's classrooms. The program has over 800 animated, interactive skill activities, and over 300 animated print books. There are 188 engaging stories (narrative, informational, and phonics focused) in print and audio CDs, 14 Big Books, Alphabet cards, content word cards, Literacy Task Cards with guided reading support, extensive Teacher's Guides, and lots more.

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

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

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

### C. Schools with Dual Language Programs

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

### D. Professional Development and Support for School Staff

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

All of our staff development is centered on student work and achievement. Our school runs a schoolwide bilingual program so ELL instruction is addressed at all professional development sessions. Language proficiency at a high standard for both ELL's and EP's is a major focus in our staff development sessions. We review student work and progress in both languages and we provide AIS in both languages. We will continue to work on best practices and focus on assessing student work for the purpose of planning lessons that support all students with a focus on ELL student achievement.

We continue our efforts to increase teacher effectiveness by concentrating our monthly professional development on Higher Order Questioning and Depth of Knowledge. We will also focus on technology integration to support and enhance learning for all of our students.

### E. Parental Involvement

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

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

Workshops topics include:

Understanding the ELA and Mathematics exams

Homework help, how to support and help your students with homework

St. Barnabus Hospital holds several workshops on varied health issues

## 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)   |   | 16 | 2  | 1  | 0  | 2  |   |   |   |   |    |    |    | 21    |
| Intermediate(I)   |   | 9  | 7  | 15 | 2  | 5  |   |   |   |   |    |    |    | 38    |
| Advanced (A)  |   | 1  | 2  | 6  | 17 | 3  |   |   |   |   |    |    |    | 29    |
| Total   | 0 | 26 | 11 | 22 | 19 | 10 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 88    |

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

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      | 0       | 6       | 4       | 0       | 10    |
| 4                      | 3       | 3       | 2       | 0       | 8     |
| 5                      | 0       | 7       | 5       | 0       | 12    |
| 6                      |         |         |         |         | 0     |
| 7                      |         |         |         |         | 0     |
| 8                      |         |         |         |         | 0     |
| NYSAA Bilingual Spe Ed |         |         |         |         | 0     |

| NYS Math               |         |    |         |    |         |    |         |    |       |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      | 0       | 0  | 7       | 0  | 2       | 0  | 1       | 0  | 10    |
| 4                      | 0       | 2  | 4       | 0  | 4       | 0  | 0       | 0  | 10    |
| 5                      | 0       | 0  | 6       | 0  | 6       | 0  | 0       | 0  | 12    |
| 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                            | 0       | 0  | 1       | 2  | 5       | 0  | 2       | 0  | 10    |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>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<br>(based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                        |                        |                        |  |
|                            | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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?

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** PUBLIC SCHOOL 159

**School DBN:** 10X159

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

| Name (PRINT)    | Title                | Signature | Date (mm/dd/yy) |
|-----------------|----------------------|-----------|-----------------|
| LUIS LIZ        | Principal            |           | 11/30/11        |
| MICHELLE MENDEZ | Assistant Principal  |           | 11/30/11        |
| NERIEDA RAMIREZ | Parent Coordinator   |           | 11/30/11        |
|                 | ESL Teacher          |           | 1/1/01          |
|                 | Parent               |           |                 |
| MARIA DIAZ      | Teacher/Subject Area |           | 11/30/11        |
|                 | Teacher/Subject Area |           | 1/1/01          |
|                 | Coach                |           | 1/1/01          |
|                 | Coach                |           | 1/1/01          |
|                 | Guidance Counselor   |           | 1/1/01          |
| MARIA QUAIL     | Network Leader       |           | 11/30/11        |
|                 | Other                |           | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 10X159      **School Name:** LUIS MUNOZ MARIN BILINGUAL SCHOOL

**Cluster:** 1      **Network:** 109

**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**

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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.

Public School 159 is a Bilingual School. Our primary languages of instruction and communications are English and Spanish. Our schools population is about 90% Hispanic and 10% African American. Our Staff is over 95% bilingual (English/Spanish). All correspondence and communication is conducted in two languages. Our office is always staffed with bilingual personnel handling parental questions and concerns. Parental language of communication is determined by the ATS Home Language Survey. Teachers also informally survey the parents to determine language preference for home/school communication.

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.

Our findings indicate that we don't have many issues with our ability to provide translation and oral interpretation services to our school community. 85% of the parents at Public School 159 speak Spanish and prefer we communicate to them in Spanish the remaining 15% request English, for that reason all correspondence is sent in both languages English and Spanish. We realize that we do have a population of parents who lack the reading skills in either language to comprehend and respond to written communications. At our monthly Parent Association meetings parents are informed of their rights to come to our school or call with any questions or concerns they may have. They are also informed that our bilingual Parent Coordinator is available to support them in all their translation needs and they are also encouraged to use the services of the Department of Education Translation Unit..

## Part B: Strategies and Activities

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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.

At Public School 159 all parental written correspondence is provided in two languages English and Spanish. Our staff is over 95% bilingual. All of our translation needs will be provided by school staff. In the event a parents language is one we are not able to communicate in, we will contact the NYCDOE Translation and Interpretation Unit for support.

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.

At Public School 159 all oral interpretation is provided by our staff. Our staff is over 95% bilingual. In the event a parents language is one we are not able to communicate in, we will contact the NYCDOE Translation and Interpretation Unit for support.

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>.

Public School 159 post near the primary entrance to the school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. New students registered at PS159 fill a language survey which indicates home language. Parents are informed about our written and oral translation policies. We also inform them that our office is always staffed with bilingual personnel prepared to handle parental questions and concerns.



## 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: PS 159   | DBN: 10X159                 |
| Cluster Leader: Corinne Rello Ansemi   | Network Leader: Maria Quial |
| This school is (check one):    ✱conceptually consolidated (skip part E below)<br>●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):<br>●Before school      ✱After school      ●Saturday academy      ●Other:                  |
| Total # of ELLs to be served: 123<br>Grades to be served by this program (check all that apply):<br>✱K    ✱1    ✱2    ✱3    ✱4    ✱5<br>●6    ●7    ●8    ●9    ●10    ●11    ●12 |
| Total # of teachers in this program: 15<br># of certified ESL/Bilingual teachers: 13<br># of content area teachers: 2   |

### 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:

The Title III funds at our school will be used for after school per session activities. The instructional program will provide support in literacy and English language acquisition, second language skills, and mathematics. The workshop model will support the program by providing instruction in English. The program will focus on ELL students in grades K – 5 as an extended afternoon program. We anticipate having 12 to 15 educators; each teacher/class will have approximately 10-15 students each. The students will be flexibly grouped based on NYSESLAT results and teacher recommendations. The total number of students to be serviced is anticipated to be 120 students. Content area teachers paid with Tax Levy funds will support the Certified Bilingual Teachers by working with students in small groups on English language acquisition on a rotating basis. Teachers will meet regularly and group students by strengths and needs. Materials will be selected collectively with the Assistant Principal and literacy coach. Planning and designing activities will be created collaboratively and implemented by all teachers with a focus on differentiated instruction, language acquisition and comprehension. Materials will be made available to all classes. The teachers will be using Empire State NYSESLAT ESL/ELL and several Web based programs like Raz Kids, Uptown Education and Award Reading. All grade levels kindergarten through fifth grade will have workbooks for all students. The classes will be held on Tuesdays from 3:05pm to 4:35pm starting on or about January 24th.

### 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: We as a school place a great emphasis on on-going staff development so as to provide a strong academic foundation. Classroom teachers are offered common preparation periods twice a week to facilitate teacher articulation and professional development. Our school is supported by on site literacy and mathematics staff developers; lab sites; F-Status consultants. Training is passed on to the faculty on a bi-weekly basis every Friday for 40 minutes. With this year's focus on "Common Core Standards" and "DOK" we will continue with an emphasis of examining student work and how to effectively reach our ELL students. We are also exploring Universal Design for Learning. The objectives to be accomplished will be to modify the units of study for reading and writing, improving the skill of

### Part C: Professional Development

conferring with students, developing differentiated lessons to address all sub groups with a focus on our ELL students, increasing the academic rigor to meet state standards as well as providing teachers of grade K-5 with ongoing staff development and support in implementing a more rigorous instructional program the challenges our students to reach state standards. New teachers have been assigned a senior teach as a mentor to assist and model effective instruction.

Tentative PD Scedule.

September-October 2011-Revisting the Common Core and making connections with our current curriculum maps and ELL students. Conducted by Principal, Assistant Principal, Literacy Coach

November 2011- Depth of Knowledge and the impotence of good questioning. Conduced by Outside consultant (Digital Learning)

December 2011- January 2012- Universal Design for Learning and how it is emplemented for our ELL population. Conducted by Principal, Network ELL specialist and Literacy specialist.

February- March 2012 - Building Reading Stamina and comprehesion. Conducted by Literacy Coach, Assistant Principal, Network Literacy Specialist.

April - May 2012- Looking at student work to plan for next year. Conducted by Principal, Assistant Principal

### 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: Public School 159 strongly believes that strong relationships between parents and school are essential in the educational development of all students. We conduct ongoing workshops for our parents on a monthly basis focused on student instruction and what parents can do to support their children. The workshops a conducted in English and Spanish by our classroom teachers, content area teachers and parent coordinator. The Workshops are usually conducted in the morning from 9:00 AM to 10:30 AM based on parental preference and occasionally repeated in the afternoon from 1:45PM till 2:50PM if needed. The Parent Coordinator, Parent Association and the School leadership Team work closely with faculty to address the parental needs and concerns. Parents are also given surveys where they can express areas of concern. Parents are informed by flyer in English and

**Part D: Parental Engagement Activities**

Spanish of upcoming workshops.

Workshops are conducted mostly in the mornings from 9:00AM till 10:30AM, based on parent preference and occasionally repeated in the afternoon from 1:45PM till 2:50PM if needed.

Tentative Workshops topics include:

Sept-Oct: Parent workshop on “What will my child learn this year” overview of grade specific curriculum for the school year, conducted by classroom teachers, Assistant Principal and Parent Coordinator.

Nov- Dec: Homework Help, how to support your children with their homework, conducted by Literacy specialist and parent coordinator. Jan - Feb: Understanding the ELA and Mathematics exams. Conducted by Assistant Principal and Parent coordinator.

April: What is the NYSESLAT? parental workshop discussing the NYSESLAT. Conducted by Assistant Principal and Parent Coordinator.

St. Barnabus Hospital and other outside organizations hold several workshops on varied health issues; Asthma, Diabetes, Hypertention, Healthy Eating and Stress management.

**Part E: Budget**

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

Allocation Amount: \$0

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>                                       |                 |   |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul> |                 |   |

**Part E: Budget**

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

Allocation Amount: \$0

| Budget Category                           | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Educational Software<br>(Object Code 199) |                 |   |
| Travel                                    |                 |   |
| Other                                     |                 |   |
| <b>TOTAL</b>                              |                 |   |