



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 159 ISAAC PITKIN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): DISTRICT 19, BROOKLYN, CLUSTER 2, NETWORK 209

PRINCIPAL: DR. MONICA DUNCAN

EMAIL: MDUNCAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: JOYCE STALLINGS-HARTE

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.

| Name | Position and Constituent Group Represented | Signature |
|-------------------|--|-----------|
| Dr. Monica Duncan | *Principal or Designee | |
| Richard Martello | *UFT Chapter Leader or Designee | |
| Bernadine Curry | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Gayle Clement | Member/UFT Member | |
| Trecia Grant | Member/UFT Member | |
| Cindy Kitroser | Member/UFT Member | |
| Carlos Socorro | Member/UFT Member | |
| Adrianna Sandoval | Member/UFT Member | |
| Sultana Maniyead | Member/UFT Member | |
| Atalaya Johnson | Member/Parent | |
| Jasanta Charles | Member/Parent | |
| Mizann Granham | Member/Parent | |

Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an S 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.

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, English Language Learners (ELL), Students with Disabilities (SWD) and African-American student groups will demonstrate progress towards achieving state standards as measured by a 3% increase in students meeting grade level reading benchmarks .

Comprehensive needs assessment

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

Data analysis determined that overall all grades showed increases in the ELA assessment, except for African-American, ELL and SWD student groups which continue to underperform all other student groups for the past two years. ¹ ARIS data also shows differences between the three sub-groups' attendance (0% to 5%): ELL 72%, IEP 5%, Blacks 43%. It should be pointed out that ELL students have higher ELA scores in grades 4 and 5 once language skills are acquired.

As a result of our findings, we recognize that we need to address the specific needs of these subgroups and modify curriculum and support services including outreach to families. During February through March we will develop and conduct meetings with all teachers to identify factors for subgroup underachievement and areas of curriculum weaknesses. Customized professional developments will follow to strengthen and support grade goals and outcomes. Our target ELA goal, to make improvement and progress for our ELL, SWD and African-American subgroups, is a priority for the 2013 school year.

In addition we have implemented the following changes:

1. Additional Kindergarten and 3rd classes have been formed to reduce class size and increase teacher-to-child ratio.
2. Voyager intervention reading program will be provided to select students classified as Level 1/at-risk. Weekly assessments will give timely progress reports for classroom teachers and administration.

Instructional strategies/activities

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

¹ LOWER SCORES FOR 5TH GRADE ELL MAY BE A RESULT OF A NEW TREND OF OLDER BENGALI CHILDREN ADMITANCE.

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

Activity #1

Data Inquiry Team/Teacher Analysis Meetings:

The Data Inquiry Team is evaluating the success of the current RTI Intervention Program that targets the lower 1/3 of the student subgroup populations. (**Level 1 student populations are found in contained classrooms and integrated into general education classes.**) The RIT program is constructed on the 5 Pillars of Reading and provides the Data Inquiry Team with **base-line** and **on-going assessment data** in:

- Comprehension
- Phonics
- Phonetic awareness
- Vocabulary
- Fluency

For the next three months, there will be weekly meetings with the Data Inquiry Team and teachers from grades 3-5 to determine areas for improvements/modifications of the RTI program that is used for targeted differentiated instruction. On-going data analyses (Standardized tests, monthly assessments, daily/weekly teacher assessments, benchmark ACUITY, ARIS) and identification of any trends will be reported weekly at all Grade Team meetings to ensure real-time collaborative exchange of information with the goal of adopting specific instructional strategies to address individual students needs. We recognize that these three Level 1 subgroups progress differently through grades 3-5 and that it is critical to understand what factors are affecting the progress of students in these sub-groups.

Assessment results provided to the Data Inquiry Team are scheduled for:

- Phase 1 – Mid October – mid January
- Phase 2- Mid January – end of March
- Phase 3 – End of March – mid April

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

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

Implementation Timeline: January 2013 through May 2013

Activity #2

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

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

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

Implementation Timeline: September 2012 through May 2013

Activity #3

Maintain Teacher/Data Library Area: The Teacher/Data Library area continues to provide literacy and data support to coaches and other instructional teacher teams including access to ELL, SWD and African-American student data information, cross curriculum data, curriculum maps and program resources. Activities carried out with this information include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of student s' progress and strategies for improved student outcomes, including L1-4 students.

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

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

Implementation Timeline: Continued implementation through May 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Strategies:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlines in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and workshop programs.
- Conduct parent workshops with Literacy topics will include: understanding educational accountability grade-level curriculum, reading at home, helping with homework and using technology to teach reading.
- Provide website with Reading/Language tools and links to increase and improve parent understanding and support.
- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Maintain current staff: professional developments, training opportunities and individual coaching.
 - Coordinate hiring qualified teachers through the CFN channels that provide available candidates from the job pool.
 - Continue working with Medgar Evers College, the NYC Teaching Fellows and Brooklyn College to identify qualified new teachers.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 _____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Funding Sources:

As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIG Funds and human resources to implement this action plan from September 2012 to June 2013 as indicated below:

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

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

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fiscal year 13 PS and OTPS funding identified above (Teacher per-session and supervisor per session along with Professional Development Services will be used to align Federal, state and local service programs that incorporate literacy, reading and science including : Fitting It all Together (Federal Nutrition/Technology Program); 4R Program (Remedial Reading Program) and the Cornell University's Cooperative Extension Nutrition Works program.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, ELL, SWD and African-American groups will demonstrate progress towards achieving state standards as measured by a 3% increase in those subgroups scoring at Levels 3 and 4 on the NYS Math assessment.

Comprehensive needs assessment

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

A recent a two year analysis of student performance data on the State and classroom assessments determined that all student groups showed increases in the Math assessment, except for ELL, SWD and African-American student groups, which have consistently underperformed all other student groups for the past two years.² (It should be pointed out that ELL students have higher math scores in grades 4 and 5 despite learning to acquire a new language. In addition, 5th grade ELL Math scores are decreasing as a result of an increase of older children entering 5th grade with no English language skills.

ARIS data also shows differences between the three sub-groups' attendance (0% to 5%): ELL 72%, IEP 5%, Blacks 43%.

We recognize the need to address the specific needs of these subgroups and modify current curriculum and support services. During February through March we will develop and conduct staff/teacher meetings to identify possible factors for subgroup underachievement and areas of curriculum weaknesses. Customized professional developments will follow to strengthen and support grade math goals and outcomes:

1. ACUITY benchmarks, end of unit tests, Pearson Envision Quick Checks are used for
2. Students will be exposed to more CCLS style questioning and rigor, rich instruction and expectations of fluency and conceptual understanding.
3. A dedicated test sophistication period will be implemented.
4. Material (both printed and digital) will be explored and used to advance student fluency, content/process competence and confidence.
5. More time will be spent on fluency exercises (starting in the lower grades) and, attention will be focused on the instructional shifts: Focus, coherence, fluency, Deep understanding, application, and duel intensity.

² LOWER SCORES FOR 5TH GRADE MATH MAY BE A RESULT OF A NEW TREND OF OLDER BENGALI CHILDREN ADMITANCE.

6. Teaching initiatives will include time for mathematical exploration through group work and Higher Order Level questioning.
7. Additional Kindergarten and 3rd classes have been formed to reduce class size and increase teacher-to-child ratio.
8. “Math Stars”, a math program targeting Levels 3 and 4, will be implemented by January 22nd, 2013 and administrated by Administration to bring individual student grades up into the higher Level 4 ranges.
9. JumpMath (partnered with John Hopkins University) will be implemented to 4th grade by February 1, 2013 and targets Levels 2, 3, 4 to bring student scores up to higher levels.

Provide “Math Nights” (once a month) at PTA evening sessions to provide parents and guardians coaching on math concepts for each grade. These concepts will be reiterated on the PTA website.

Instructional strategies/activities

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

Activity #1

Math Coach/Teacher Team Meetings: The Math Coach will conduct weekly meetings for the next three months with all teachers (individual and Grade Meetings) from grades 3-5 to determine areas for improvement and differentiated math instruction and support for the identified three subgroups. We recognize that these students progress differently through grades 3-5 and that it is critical to understand what factors affect the performance of each sub-group. **(Student populations are found in contained classrooms and integrated into general education classes).** It is expected that at least three changes to math instruction will be identified, developed and executed by year’s end for each subgroup.

Data analyses and trend identification will be determined from:

- Math meetings: grade conferences, teacher common prep math meetings and professional developments for data analysis and teacher feed-back
- Evaluation of Everyday Math/Jump Math programs end of unit assessments, ACUITY and ARIS data

Successful pacing of classroom activities: Scope and Sequence, Math Problems of the Day

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

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

Implementation Timeline: January 2013 through May 2013

Activity #2

Professional Development and Parent Meetings: PD will be given on the following topics: Interim assessments to monitor and review curriculum; use of rubrics with the CCLS standards math language to provide feedback to students regarding their work; use of student data to plan and set goals; using ARIS to further individual progress; development of inquiry as teams of teachers use case studies and data for differentiated lesson planning. Monitoring processes will be developed and implemented by June 2013 to track implementation changes and track outcome successes. Parent meetings will provide parents guidance and insights to understanding grade level math and working with their children at home as an extension of school.

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

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

As a Title 1 School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIG Funds and human resources to implement this action plan from September 2012 to June 2013 as indicated below:

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

Implementation Timeline: September 2012 through May 2013

Activity #3

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

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

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

Implementation Timeline: September 2012 through May 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Strategies:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlines in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family math nights and workshop programs.
- Conduct parent workshops with mathematics topics will include: understanding educational accountability grade-level curriculum, understanding math standards, helping with homework and using technology to teach math..
- Provide website with mathematics tools and links to increase and improve parent understanding and support.
- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Maintain current staff: professional developments, training opportunities and individual coaching.
 - Coordinate hiring qualified teachers through the CFN channels that provide available candidates from the job pool.

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

Service and program coordination

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

The funding aligned to the activities above will be used to support out staff developers who provide our teachers with focused professional development during their weekly teacher team meetings. In addition, funding will be earmarked to provide teachers with after school professional training in the mathematics instructional shifts. Additionally administrator and teacher training on the use of interim assessments to monitor and review curriculum; use of rubrics with the CCLS standards math language to provide feedback to students regarding their work; use of student data to plan and set goals; using ARIS to further individual progress; development of inquiry as teams of teachers use case studies and data for differentiated lesson planning. Monitoring processes will be developed and implemented by June 2013 to tract implementation changes and track outcome successes. Parent meetings will provide parents guidance and insights to understanding grade level math and working with their children at home as an extension of school.

Budget and resources alignment

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

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2012 to June 2013 as indicated below:

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2013, we will have implemented at least four content rich monthly parent information sessions to improve parental understanding of school academic programs, state assessments (ELA, Math and Science) and initiatives as they relate to their children, particularly ELL, SWD and African-American subgroups.

Comprehensive needs assessment

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

Our analysis of student performance puts parental involvement as a critical success factor for student extend programs and events to foster relationships with parents who, to date, have not made a connection to the school. We recognize that it is critical for the PTA's success to involve all parents in health, nutrition and family programs supported by translation services and run by different parent groups.

Recognizing the importance of parent-run, PTA supported programs, we will endeavor to encourage Bengali parents to develop and conduct programs that meet the need of their community and families.

Instructional strategies/activities

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

Activity #1

Create and expand web-based services to link parents to the PTA through technology:

- Coordinate web-services with CFN Technology Support.
- Provide PTA calendar with notifications of activities and events,
- DOE parent links to increase and improve parent understanding and support of PTA policies and procedures.
- Foster real-time communication between school and parents.

Target populations: Parents who are not in communication/participation with classroom teachers, school and PTA, particularly those parents of ELLs and SWDs

and student subgroups.

Responsible staff members: PTA staff, CFN Tech Support

Implementation Timeline: September 2012 through May 2013

Activity #2

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

- Coordinate web-services with CFN Technology Support.
- Provide web-site with calendar links to increase and improve parent understanding and support for timely responses.
- Develop hands-on activities for information sessions with the NYC Dept. of Health, Cornell University Nutrition, and other Sustainability Initiative programs.

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

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

Implementation Timeline: September 2012 through May 2013

Activity #3

Bengali Parent Programs: Extend communications to local families and mosques that will encourage a stronger communication platform between the school and PTA.

Target populations: Bengali families, PTA, Teachers.

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

Implementation Timeline: September 2012 through May 2013

Strategies to increase parental involvement

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

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - 1. PTA- 1% of Title I funds:**
 - **Parent monies allocated for tri-annual open houses with coordinated academic workshops – literacy, math and science.**
 - 2. Federal, state and local service program** grants that are currently running in the school incorporate literacy, reading and science for students and families and include:
 - Fitting it all Together (Federal Nutrition/Technology Program): nutrition and exercise in a science/math/ELA/technology based 5 month program.
 - 4R Program (Remedial Reading Program): Parents and students read together.
 - The Cornell Cooperative Extension Nutrition and Health workshops/programs teach families how to choose and prepare nutritious and low-cost foods.

In addition to the above mentioned grants the funding sources that have been aligned to support us in achieving this goal. In order to ensure that our parents build their knowledge of the new standards, grade level expectations we intend to ensure that our funding is used to increase the number of hands on parent information and workshop sessions and to strengthen our web based outreach to parents to ensure that they can use web based tools such as ARIS and our school's website to support each students' progress.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2012 to June 2013 as indicated below: Supervisor per session (2 days per week)
 - Professional instructional materials to provide parent materials and hand-outs and school web-development.
 - Consumable instructional materials for use during parent events and programs.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description | | |
|--|---|--|--|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA | <ul style="list-style-type: none"> • RIA (Reading Assessment Indicator), Grades 3,4,5 • ELCAS (Early Childhood Literacy), Grades K,1,2,3,4,5, • DRA's (Developmental Reading Assessment), Grades K, 1,2,3,4,5 • Kaplan ELA, Grades 3,4,5 End of Unit, • Reading Street Assessments, Grades 3,4,5 End of Unit • Running Records, Grades K, 1,2,3,4,5 Daily, Individual • Small Group Instruction for preventative tutoring • Paraprofessional support in Grades K-2 and Special Education classes: Push-In/Pull-Out support Grades K-5, small group and individual | <ul style="list-style-type: none"> Individual and Small Group Individual Individual Individual and Small Group Individual Individual Small Group Individual, Small Group | <ul style="list-style-type: none"> Early October Fall/Spring Sept, Nov, March, May, June During school day/after-school During school day Daily During school day Early mornings/afterschool During school day |

| | | | |
|---|---|--|--|
| | <ul style="list-style-type: none"> READ 180° VOYAGER Reading Program for grades 3-5 | | |
| Mathematics | <p>Intervention and remedial pull-out tutoring targeting Levels 1 and 2 populations.</p> <p>“Math Stars”, a morning math groups provide small group review sessions for Levels 3 and 4 populations.</p> | <p>Individual and Small Group</p> <p>Individual and Small Group</p> | <p>Daily</p> <p>Daily</p> |
| Science | <p>Harcourt Brace Classroom Program</p> <p>FOSS (First Option Science)</p> <p>Sunrise Science</p> | <p>Individual, Small Group, Whole Group</p> <p>Individual, Small Group, Whole Group</p> <p>Individual, Small Group</p> | <p>Bi-Weekly</p> <p>Daily</p> <p>Daily</p> |
| Social Studies | <p>Extended reading in Content Areas</p> | <p>Individual, Small Group, Whole Group</p> | <p>Daily</p> |
| At-risk services (e.g. provided by the: | | | |
| Guidance Counselor, | <p>Individual and family sessions are provided on an as-needed basis</p> | <p>Students, families and caretakers</p> | <p>Weekly and monthly meetings</p> |
| School Psychologist/ | <p>Conducts testing services.</p> | <p>Students</p> | <p>As-needed basis</p> |
| Social Worker | <p>Individual and family sessions</p> | | <p>As-needed basis</p> |

| | | | |
|--|--|--|--|
| | Provides individual medication and emergency services (on an as-needed basis) CPR trained team for emergencies. | | |
|--|--|--|--|

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Maintain current staff: professional developments and training opportunities.
- Coordinate hiring qualified teachers through the CFN channels that provide available candidates from the job pool.
- Continue working with Medger Evans College, the NYC Teaching Fellows and Brooklyn College to identify qualified new teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- extending communications through various technology tools including, e-mail, school websites and phone messaging (in evaluation stage).
- 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
2012-13**

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 Marleen Wilks Cluster2 | District 19 | Borough Brooklyn | School Number 159 |
| School Name Isaac Pitkin | | | |

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

| | |
|---|---|
| Principal Monica J. Duncan | Assistant Principal Linda Delluomo |
| Coach Richard Martello | Coach Erin O'Callaghan |
| ESL Teacher Adriana Sandoval de Moore | Guidance Counselor Deborah Page |
| Teacher/Subject Area Carlos Socorro / Computer | Parent Bernardette Curry |
| Teacher/Subject Area Melanie Wishy | Parent Coordinator Priscilla Welch |
| Related Service Provider Cindy Kitrosser | Other Georgina Smith / Science |
| Network Leader Marleen Wilks Cluster 2 Networ | Other |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 1 | Number of certified bilingual teachers | 3 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 3 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 5 |
| Number of teachers who hold both a bilingual extension and ESL certification | 1 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | 885 | Total Number of ELLs | 149 | ELLs as share of total student population (%) | 16.84% |
|------------------------------------|------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

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

1. Describe the steps followed for ELL identification.

- The intake personnel for the admission process are the secretaries in PS 159 because bilingual staff are not present. However, during early September registration before school starts the Bilingual Social Worker, G. Walter, assists with translations and intake.
- To support the different languages spoken by parents, the intake secretaries provide the parents with translated Home Language Surveys and other intake documents. The parents are interviewed to make sure they have answered all the questions and filled all the paperwork to enroll a new student.
- Home Language Survey (HLIS) – Filled by parents who are admitted for the first time to a NYC schools. The HLIS is a language identification document filled by the parents to determine the language spoken and understood by the child. When the parent answers one question from the first part and at least two questions from the second part indicating that the child speaks and understands a language other than English, then a student becomes eligible to take the LAB-R test. This determination is made by the ESL/LAB-R coordinator.
- LAB-R test is administered the first 10 days of school if they're eligible according to HLIS responses. The test is administered by a certified teacher. If the student does not pass the test he/she is placed in an ESL program.
- If the student does not pass the test and he/she speaks Spanish, they are eligible to take the Spanish LAB to find the level of proficiency in this language. The test is administered by a certified bilingual teacher.
- If a transfer student comes from another NYS school, we check the NYSESLAT or LAB results for appropriate ESL services.
- Parents are notified by letter in their home language of their child's eligibility of ESL services, or their transition to a regular classroom according to their scores on the LAB-R tests.
- Every year ELL students take the NYSESLAT test until they score out/become Proficient. The ESL coordinator and the Testing Coordinator oversee that all eligible ELLs are tested by printing reports such as the RLER report on ATS. The distribution and collection of tests is done by the Testing Coordinator. The testing is administered by the self-contained teachers in ELL classrooms for the Listening, Reading and Writing components. The Speaking component is administered individually by the ESL coordinator and a second licensed pedagogue.
- ELL Parents are notified of their child's yearly progress on the NYSESLAT by letter in their Home Language. They receive a letter in September stating their 'Continued Entitlement', if the student did not pass, and they receive a 'Transition' letter if the student scores proficient.

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

Throughout the year, school meetings are conducted so parents can sign the Parent Survey and Program Selection Form. This form

indicates the parent's program preference for their child. These meetings also let parents know the option to transfer their child to another school where a Dual Language, or Transitional Bilingual Program is offered, if the program would be available in their home language. In collaboration with the Parent Coordinator, the ESL coordinator offered a parent orientation at the beginning of the year and two times afterwards for newly enrolled ELL parents. The school utilizes the resources in the E.P.I.C. kit. The kit provides letters in each home language as well as a DVD in each home language. For the meetings, letters and reminder notices were sent home in English and in their home language (Spanish and Bengali). During the Orientation a DVD was played in their home language explaining each program choice

- The program available in the school is an ESL program for the ELLs. The population of the ELLs is mostly comprised by Bengali-speaking students, 80%, from which the majority prefer ESL, as indicated by their program of choice on the Home Language Survey. We have not found a Bilingual-Bengali pedagogue to open a Transitional Bilingual program.
- If a parent chose a transitional program, he/she is directed to the pupil accounting secretary to decide if they would like a different school with the program of their choice. So far, through the years, the parents have refused to transfer a student from this school to another that has the program of their choice.

3. Describe how your school ensures that entitlement letters are distributed and Program Choice signed.

Entitlement Letters. The ESL coordinator ensures that all the students who are/were entitled for ELL services receive a notification letter. The various letters that parents receive are: Entitlement Letter, Continued Entitlement Letter, Non – Entitlement, Placement Letter, Transition Letter, and the Parent Survey and Program Selection Form if the parents have not chosen a program. All these letters are sent home in the student's home language and a copy is kept on file.

- Entitlement letters. Once the child is tested with the LAB–R and the student is eligible for ESL services, the parent receives this letter from the ESL coordinator.

- Non–Entitlement letters. Once the child is tested with the LAB–R and the student is not eligible for ESL services, the parent receives this letter from the ESL coordinator.

- Continued Entitlement letters. Once the school receives the NYSESLAT scores, and the student is still eligible for ESL services, the parent receives this letter from the ESL coordinator.

- Transition letters. Once the school receives the NYSESLAT scores, and the student is no longer eligible for ESL services, the parent receives this letter from the ESL coordinator.

The Parent Survey and Program Selection Form are sent and monitored by the ESL Coordinator. In the 2012-2013 school year, parents have been invited to meetings and letters for the Parent Survey and Program Selection Form were sent to those who did not attend. Absent parents from any of the orientation meetings, received letters to sign and return the Parent Survey and Program Selection Form in English and in their Home Language, plus an explanation in writing, found in the E.P.I.C. kit, with the explanation of each program choice in their home language. Finally, we send a special invitation for parents to attend in September and October for them to watch the DVD and sign the Parent Choice if they have not done so. The ESL coordinator is responsible for keeping a copy of each letter sent for school records; in addition, a second copy is made to be placed in the student's Cumulative Record.

4. Describe the procedures to place identified ELLs in Bilingual or ESL program

After a student has been identified as an ELL student, the child is placed in an ESL program due to the lack of a Bilingual Bengali teacher in the school until the parent signs the Parent Survey and Program Selection Form. Our students' parents have increasingly chosen an ESL program. Parents of ELLs also receive their placement notice (i.e. entitlement letter, or non-entitlement letter) in their home language from the E.P.I.C Toolkit.

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

In the last few years there has been a declining interest in bilingual or dual language programs. There is a growing interest in self-contained ESL programs taught by certified personnel. 75% would prefer their child in an ESL program, and the other 10%, either chose bilingual and refused transfer, 5% did not return the form.

6. Are the programs offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings?

In the 2012 – 2013 school year, parents have been invited to the meetings and letters for the Parent Survey and Program Selection Form were sent to those who did not attend. Five percent (5%) of the parents did not sign the form in spite of our efforts. About eighty percent (80%) of the parents chose ESL as their program of choice. A few parents chose Dual language or Bilingual program. Those parents who chose a different program than ESL, refused to transfer their child to a school that offered a bilingual or dual program, saying they were happy with this school and the teachers. Furthermore, there are no bilingual programs in Bengali nearby. The signed Parent Choice demonstrates an interest in ESL programs. ESL Self Contained classes are offered for all grades. The students are placed in one group for the ESL teachers to push-in, or pull out students from these classrooms. Although Bengali TBA program is not in high demand, the principal has projected to have a TBA program in the future for the new comers in Kindergarten to make an easier transition into English; however, we have not found certified personnel to teach, as well as not having sufficient numbers in consecutive grades of parents choosing Bilingual programs in the Parent Survey and Program Selection Form.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | 6 |
| Push-In | 1 | 4 | 3 | 3 | 2 | 1 | | | | | | | | 14 |
| Total | 2 | 5 | 4 | 4 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|---|
| All ELLs | 149 | Newcomers (ELLs receiving service 0-3 years) | 137 | Special Education | 5 |
| SIFE | 3 | ELLs receiving service 4-6 years | 12 | Long-Term (completed 6 years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 137 | 2 | 3 | 12 | 1 | 2 | | | | 149 |

| ELLs by Subgroups | | | | | | | | | | |
|---|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| Total | 137 | 2 | 3 | 12 | 1 | 2 | 0 | 0 | 0 | 149 |
| Number of ELLs in a TBE program who are in alternate placement: 0 | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): | |
| African-American: ____ | Asian: ____ |
| Hispanic/Latino: ____ | Other: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ |

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 3 | 11 | 5 | 6 | 5 | 13 | | | | | | | | 43 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 16 | 20 | 18 | 18 | 11 | 14 | | | | | | | | 97 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 2 | 3 | 3 | 1 | | | | | | | | | | 9 |
| TOTAL | 21 | 34 | 26 | 25 | 16 | 27 | 0 | 149 |

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. How is instruction delivered?

a) Organization and Program Model

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

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

(2) Pulling students out of the classroom to provide services in a smaller class in a smaller setting with students in their own level of proficiency. Also in classes where there is only 2 or so students.

b) What are the program models?

We have six Self-Contained classes: Kindergarten, 1st, 2nd, 3rd grade and 5th grade. In 4th grade, the majority are ELL students and/or former ELLs. In all classes, from Kg to 5th the ESL teacher push-in or pull-out students to service them according to their level and mandated minutes per level: i.e. Beginner students from 3rd to 5th are seen at the same time, as well as a group of Beginners in Kg & 1st.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program?

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

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

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

a) How is explicit ESL delivered in each program?

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

- Beginning level and Intermediate level ELLs receive either pull-out or push-in ESL services for 360 minutes per week.
- Advanced ELLs levels receive either pull-out or push-in ESL services for 180 minutes per week, plus 180 minutes per week of ELA.

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

A. Programming and Scheduling Information

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

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

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

5. How do you differentiate instruction for ELL subgroups?

a) Describe your instructional plan for SIFE students.

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

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

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

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

This year 8% of our ELL population has been served from 4 to 6 years. A large amount of these students receive additional services to support their academic performance; which according to the data, consists of lower scores on the writing component strand in the NYSESLAT, guiding us to support them with our after-school, Saturday academy and/or additional support staff in those classes. Furthermore, one fourth of this group of ELLs is additionally supported since they have an IEP as well.

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

n/a

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

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

On the IEP, if as SWD student indicates:

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

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

c) Bilingual instruction students have a Para-Professional that speaks the students' home language. Furthermore, the ESL teacher also holds a Bilingual-Spanish license.

7. How does your school use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Students who have an IEP indicating that a student should be in a CTT, or a 12:1 setting, may receive AIS services and/or speech and/or resource room, as well as ESL services The setting and the services are provided accordingly in the least restrictive environment indicated on the SDW IEP. Furthermore, these services and or state testing may be provided with a smaller group, free of distractions.

Furthermore, students with an IEP interact with the general population in other settings, such as Library, Computer class, Gym, gatherings in the auditorium and lunch.

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 | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

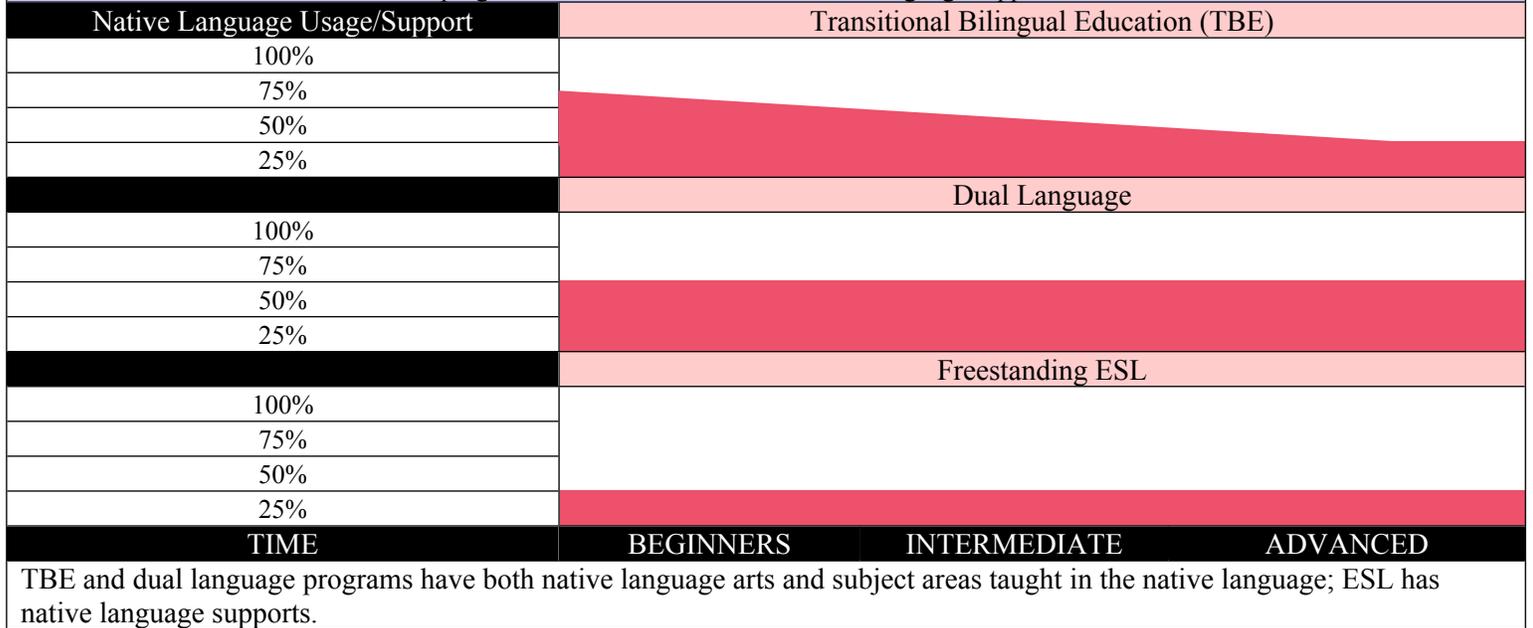
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

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

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

Science:

- RIA (Reading Assessment Indicator), Grades 3,4,5, Early October
- ELCAS (Early Childhood Literacy), Grades K,1,2,3,4,5, Fall/Spring
- DRA's (Developmental Reading Assessment), Grades K, 1,2,3,4,5 Sept, Nov, March, May, June
- Kaplan ELA, Grades 3,4,5 End of Unit, individual and small group
- Reading Street Assessments, Grades 3,4,5 End of Unit, individual
- Running Records, Grades K, 1,2,3,4,5 Daily, Individual
- Small Group Instruction(daily)for preventative tutoring
- Paraprofessional support in Grades K-2 and Special Education classes: Push-In/Pull-Out support Grades K-5, small group and individual
- Tuesday Hands-On science program extends experimentation and investigation from the science lab to classrooms and reinforces hands-on activities with content.
- Sunrise Science provides intervention and remedial small group and individual tutoring sessions for all levels in science and technology.
- Harcourt Brace Science end-of-unit Test Preps and Assessments.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Once the student scores proficient, s/he's placed for one or two more years in a self-contained classroom. Occasionally, former ELLs are placed in regular classrooms on a case-to-case basis. Their progress is still closely monitored because of their previous ELL status. As the law recently changed, we have also provided our former ELLs with extended time for testing for the state tests: ELA, Math and Science test.

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

The monies received by Title III will be mostly used to create After-School and Saturday School programs which will start the 2nd week of January and end in March. These funds will also be used to improve the classroom technology as well as obtaining educational materials.

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

Budget cuts led PS 159K to shorten the Saturday and After-School program this year, in addition, After-School programs for Kindergarten to 2nd grade was not created this year. Other than the After-School program, there are no plans on discontinuing any services or programs for our ELLs.

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

All students are afforded access to the school's programs, including ELLs. The administration of P. S. 159 regularly distributes to

every child all bulletins from the region and from our school in English, Spanish and Bengali when available to take home to parents.

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

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

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

13. What instructional materials, including technology, are used to support ELLs?

At P.S. 159 we have a wealth of resources and materials for ELLs. Currently we are using Smart-Board technology, in every classroom, including the ELLs: these were purchased with Title III and Title I monies.

- Smart board with a projector and Elmo
- Interactive websites
- Use of acuity on individual laptops
- Computer class

For Math: Everyday Math and manipulatives

Fos Science: Hartcourt Science, NY edition

For Social Studies: Social Studies New York City, Harcourt

ELA: Reading Streets program, balanced literacy, Wilson program, Core Knowledge

14. How is native language support delivered in ESL?

The mandated 25% Native Language support is delivered in several forms for our ESL program:

- o Orally when necessary by our bilingual staff
- o By peer translation when a qualified translator is not available
- o Use of Translated Glossaries for the Content Areas: math, science, social studies
- o Bilingual dictionaries
- o Use of State resources translations for parent letters regarding ELLs

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes, the support and resources correspond. The academic support and resources provided for the ELL students are delivered to programs appropriate for Elementary schools and the level of proficiency in English that the student has.

Furthermore, when new ELLs are admitted into our school they are placed in the class that corresponds to the students' age and/or corresponding grade if a report-card is available. If we admit a SIFE student, then that student is placed according to his/her age.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Both new and existing parents are invited to PS 159 every June. The parents meet the teachers and they give an overview of the curriculum that their child will be learning from. The parents receive a package containing handouts to practice English, literacy and math with their children, maps of the neighborhood, a summer reading list and museum schedules. Several staff members give a brief welcome and presentation, including the Principal, Family Assistant and Parent Coordinator. We also invite the Brooklyn Public Library to give a brief presentation about Early Literacy. They are offered refreshments and free books for small children.

17. What language electives are offered to ELLs?

n/a

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

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

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

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

All teachers who have ELLs in their general education classrooms attend professional development each year. In the professional development sessions there are examples of explicit ESL methodology lesson, updates on regional cross curriculum initiatives, general ELL needs are addressed, and NYSESLAT preparation materials are distributed.

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

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

Training sessions will focus on Title III program goals. Teachers will learn to implement specific strategies to work with students. Teachers will participate in Smart Board training to learn to fully use all the instructional features that this technology offers to teachers and students. In addition, they will participate in professional development sessions facilitated by the Assistant Principals, the Coaches and Teacher Specialist. Titles include:

- Analyzing student work and student progress
- Writer's workshop
- Culture and language characteristics of ESL students
- Using the Smart Board
- Questioning techniques Danielsons's training
- Fishbowling - Grade meetings accountable talk

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

* Paraprofessionals attend some of the above workshops

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

* O.T, speech and SETTS teachers attend some of the above workshops and:
- SESIS, Logging in & Attendance

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

E. Parental Involvement

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

1. Describe the parent involvement in your school, including parents of ELLs.

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;

The third component of the Title III Program is Adult/Parent Education. Both computer education classes and ESL for parents will be offered. The computer teacher and the ESL teacher, will be teaching these courses in the Spring 2013 beginning in March and ending in May. The program will be offered for 9 weeks on Thursday. This program is offered to parents in response to a demonstrated great interest in the use of computers, internet, and English for adults.

For any meeting or letter to parents, including Report-Cards, the school has translations available from the DOE & State website in the three major languages of the school: English, Bengali & Spanish. When no translation is available from the DOE, we have fluent staff who can translate communication to parents.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services for ELL parents?

In addition to the ESL for Adults & Computer class, some other workshops are offered in the school will be offered during the course of this school year:

- ELA and how to help your child improve reading (PTA, Target & Staff –After PTA meetings & other dates)
- MATH & how to help your child improve reading (PTA, Target & Staff –After PTA meetings & other dates)
- NYSESLAT & ELL Parent information (ESL coordinator – Sept., Nov., & Feb)
- Health Issues (PTA – After PTA meetings, & other dates)
- Identifying Strategies for Family Improvement (PTA – After PTA meetings, & other dates)

3. How do you evaluate the needs of the parents?

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening a Parent Meeting each school year for parents of students 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;
- English proficient families 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 language that parents can understand;

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

- PS 159K addresses the needs of the parents by providing workshops aligned with their requests as well as the available budget and/or grants.
- The PTA and the parent coordinator ensure the involvement of all parents in all extra-curricular activities and PTA meetings

- Translations are available in Spanish and Bengali by our staff when possible, orally, as well as written
- 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);
- Supporting parental involvement activities as requested by parents;
- 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

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) | 11 | 16 | 5 | 6 | 3 | 11 | | | | | | | | 52 |
| Intermediate(I) | 0 | 11 | 10 | 10 | 5 | 6 | | | | | | | | 42 |
| Advanced (A) | 10 | 6 | 11 | 9 | 8 | 11 | | | | | | | | 55 |
| Total | 21 | 33 | 26 | 25 | 16 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 149 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|----|----|----|---|----|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | 4 | 1 | 0 | 0 | 2 | | | | | | | |
| | I | | 10 | 3 | 2 | 1 | 0 | | | | | | | |
| | A | | 8 | 13 | 5 | 5 | 6 | | | | | | | |
| | P | | 4 | 4 | 14 | 7 | 12 | | | | | | | |
| READING/ WRITING | B | | 12 | 3 | 3 | 0 | 2 | | | | | | | |
| | I | | 9 | 8 | 10 | 5 | 7 | | | | | | | |
| | A | | 4 | 5 | 8 | 8 | 11 | | | | | | | |
| | P | | 2 | 4 | 0 | 0 | 0 | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 4 | 9 | 5 | 0 | 18 |
| 4 | 6 | 5 | 3 | 0 | 14 |
| 5 | 7 | 9 | 4 | 0 | 20 |
| 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 | 2 | 0 | 9 | 0 | 6 | 0 | 2 | 0 | 19 |
| 4 | 4 | 0 | 6 | 0 | 8 | 0 | 1 | 0 | 19 |
| 5 | 4 | 0 | 7 | 0 | 8 | 0 | 2 | 0 | 21 |
| 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 | 2 | 0 | 2 | 0 | 10 | 0 | 4 | 0 | 18 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|---------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| NYSAA Science | | | | |

Native Language Tests

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs
 Our school uses ECLASS for Kindergarten & 1st for second and third grades as reading assessment and hard data resource. For soft data we also utilize running records often and results from the ECLASS to determine the students' reading level from the Fountas & Pinnell leveling system.

The K to 2nd grade uses past data as an indicator of next steps to teach their own students, as well as upcoming students when a trend is found (i.e. blends of 3 letter consonants, which tend to be a problem area)

The times in which these assessments take place are:

- ECLASS (Early Childhood Literacy), Grades K – 2 Fall/Spring
- DRA's (Developmental Reading Assessment), Grades K – 5 Sept, Nov, March, May, June
- Running Records, Grades K – 5 Daily, Individual

2. What is revealed by data patterns across proficiency levels and grades?

Upon examination of the 2009 to 2012 NYSESLAT and LAB-R scores we discovered a number of patterns:

- The majority of our Kindergarteners this year scored Advanced level on the LAB - R test.
- First graders excelled in Listening/Speaking, 64% scored at Intermediate level. Twenty-eight percent of our 2nd graders scored Beginner and 72% Intermediate and Advanced.
- As for our 3rd graders, the majority are at Intermediate level, a few New-comers Beginners and nine in Advance level; total 29 third graders.

This year we have an unprecedented influx of New-comers in a Beginner level in the Upper grades. The 4th grade new students scored Beginner as well. Our 5th grade population of has changed, we received 10 New-Comers; half of them are Latinos, this makes a significant change.

In addition, there's another unprecedented change in the Kindergarten population as well: This year half of the Kindergarten students are second generation, these children have at least one family member that speaks English to them; therefore, half of them scored Advanced on the LAB – R. The other half has no siblings, these students scored at the Beginner level. Lastly, 95% of the tested students in Kindergarten were born in USA.

3. How will patterns across the NYSESLAT modalities affect instructional decisions?

According to research, Listening/Speaking is a modality that tends to reach proficiency faster, and this is the case for our ELLs in P.S. 159. The self-contained ESL classroom teachers and the ESL teachers have implemented a focus in Reading comprehension, vocabulary development and Writing. Furthermore, the school has invited all ELLs to attend Extended Day, After-School and/or Saturday Academy. 70% of our ELL population attended/attend Extended Day. 45% of our ELL population attended/attend After-School. About thirteen percent of ELL students have an IEP and receive SETTS, AIS services, Speech therapy or Counseling.

4. For each program, answer the following

a) Examine students' results. What are the patterns across proficiencies and grades? How are ELLs fairing in test taken in English as compared to the native language?

The only a NL test is the Spanish LAB. Only a few newcomers took this test.

b) Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.

The school does not use ELL Interim Assessments. Only ELA & Math

c) What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

3rd to 5th uses Acuity, ELA State and Interim Assessments and Math State and Interim Assessments. The data is use to provide next steps to all teachers, as well as teachers of ELLs of the areas of difficulty for students of any given grade (i.e. Literature genres have a tendency to be a problem area)

The school leadership and the ESL teacher gather data and discuss steps to be taken with each child. We discuss the best ways to provide the child by differentiating instruction and cover the student's weakest points. According to the data, we observed that writing and reading tend to be a problem area; therefore, we incorporate intensive reading blocks and guided reading, followed by writing. In addition to our school's ELA results and negative gains in such state test from 2010-2011, the school leadership provided a new reading program and more extensive use of technology, as well as a Read 180 LAB for low – performing students.

- Principal, Assistant principals
- Reading Coach
- Staff developer
- Math coach
- Inquiry Team Members
- Data Specialist
- Science teacher

5. (For Dual Language Only)

n/a

6. Describe how you evaluate the success of your programs for ELLs

After data analysis from our data specialist and our classroom teachers' soft and hard data we have come to the conclusion that our Former ELLs are over-performing the general population in Math. For ELA the have not been overly successful, because, according to research, such as Jim Cummins, Second Language Academic proficiency is not reached until seven to ten years of exposure. Data shows

that some of our students; especially those holding an IEP and/or those almost Long-Term ELLs are stagnant when it comes to gains on the ELA test. However, the school continues to make improvements within, including, but not limited to: adding more technology to our classrooms and providing meaningful professional development for all teachers, including our ELL teachers.

Another way in which we can evaluate our ELL program is by the amount of years our ELLs stay in the ELL, i.e. score Proficient in the NYSESLAT test. The amount of ELLs receiving services from 4 to six years drops by almost 70% by the end of the third year of the ESL program.

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: _____ | | School DBN: _____ | |
|---|----------------------|--------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

School Name: _____

School DBN: _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|-------|-----------|-----------------|
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 19K159 School Name: Isaac Pitkin

Cluster: 2 Network: .c

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon a child's admittance to our school a Parent/Guardian Home Language Identification Survey (HLIS) is required to be filled out so that we have appropriate information about the child's home language. This data helps the school provide parents appropriate and timely information in a language they can understand. PS159K administration regularly distributes 1) hardcopy of all District and school bulletins from the District in English, Spanish and Bengali (when available), and, 2) will post those documents on the school website (February). The PTA also prepares bulletins and distributes fliers and posts on the PTA webpage.

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

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

- Notices are sent to parents in a language they can understand
- Curriculum Conference with an oral interpreter is used when requested
- Teacher/parent conferences are held with an oral interpreter present when requested
- PTA meetings are held with an oral interpreter
- Administrator/parent meeting with an oral interpreter present when requested
- Report Cards are given in the Home Language of the parent

Part B: Strategies and Activities

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

- 19K159 provides parents written documents including, but not limited to:
 - Registration
 - Standards & performance (e.g. standard text on report cards)
 - Conduct, safety & discipline;
 - Special education and related services and
 - Transfers& discharges

- 19K159 will provide an in-house school staff member or parent volunteer to help translate written documents to parents determined to be in need of language assistance services. Most of the above documents are already translated by the Board of Education.

- 19K159 will provide an in-house school staff member or parent volunteer to translates such communication in a timely manner, in each of the main languages in our school and make such translations available to the parents. (English, Bengali and Spanist are the most common languages in the school).

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.

- 19K159 has an in-house staff that orally interprets to parents and caretaker critical information regarding their child's education, including, but not limited to:
 - Registration
 - Conduct, safety & discipline meetings
 - Special education and related services meetings
 - Transfers & discharges
 - Parent/Teacher conferences
 - PTA meetings

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>.

19K159 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification for translation and interpretation services:

- 19K159 will provide each parent whose primary language is a covered language (i.e. Bengali, Spanish) and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services
- 19K159 posts in a conspicuous location near the primary entrance to our school a sign in each of the covered languages indicating the office/ where a copy of such written notification can be obtained
- 19K159 school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- If our school has more than 10 % of parents speaking a language which is neither English or a covered language, then we ask for translations and interpretation services from the Translation and interpretation Unit at the Department of Education.
- The Department's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. This information is made available to parents.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

| Part A: School Information | |
|--|-------------|
| Name of School: Isacc Pitkin | DBN: 19K159 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: <u>153</u> |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 8 |
| # of certified ESL/Bilingual teachers: 3 |
| # of content area teachers: 5 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Title III Program Description

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

Saturday Academy

The Saturday program will have three teachers servicing four groups of ELL students. The tentative dates for the Saturday program are: January 5 to February 9. The groups will be organized by grade to facilitate grade specific content instruction. Two common branch teachers will work with students in grade 3, grade 4, and grades 5. Approximately 50 students, ELLs and former ELLS will work together on Saturdays. One certified ESL or bilingual teacher will split instructional time with the other two common branch teachers as part of the Title III Program. The students will work with the teacher to receive support in ESL/ELA, math, science and social studies. The ELL students will receive embedded support and instruction in all areas related to test taking preparation skills and sophistication. The program will further support English language development in listening, speaking, reading and writing and facilitate high quality instruction that is content specific for each grade. In addition, students will have an opportunity to develop test-taking strategies that will support their performance at standards level.

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

Part B: Direct Instruction Supplemental Program Information

development through UDL.

Materials will be purchased that will be used in both extended learning opportunity provided in the program including the Oxford Dictionary for the Content Areas, Leap Pad programs, Books on Tape and other texts for Math and Science that will be purchased with other school funds for this program.

After School Program for ELLs

English Language Learners in grades 1 – 5 will have the opportunity to attend the Extended Day Program. Title III Funding supports per-session activities and instructional supplies. There will be 3 certified Gen Ed. teachers working in the after school program; we will also have two Bilingual and ESL teachers will be pushing in where there is a Common Branch teacher. There will be five groups of approximately 20 students in each group. Each group will be for students in grades 2 through 5. The program will focus on ELA CCLS standards and UDL strategies, math CCLS standards and strategies and social studies CCLS standards and strategies. The teachers will work with ELL groups on ESL/ ELA standards to prepare students for NYSED assessments in the spring including; the NYSESLAT assessment, the ELA, the Mathematics test and the Science benchmark for grade 4 students.

The ESL/bilingual certified teachers will work with students on content area instruction focusing on Math, Science and Social studies in preparation for the NYS assessments and provide native language support for these students through this after school program.

The teachers will work with their groups for 2 hours session each day on Monday and Fridays, from 3 to 5:00pm. The program will begin in January 11 and end on March 1st. There will be a 2 hour session two times a week for 7 weeks. Materials will be purchased that will be used in both extended learning opportunity provided in the program including the Oxford Dictionary for the Content Areas, Leap Pad programs and other texts for Math and Science that will be purchased with other school funds for this program.

A technology assisted approach will be used to further support student development and understanding of content specific topics. Content area topics will frame the English as a second language instruction for ELLs while allowing former ELLs to continue and further their understanding of the second language. Teachers will use two computers and Smart-Boards to teacher lessons including vocabulary development, concepts and frame content understandings. In addition, students will work on the computer using Books on Tape purchased with Title III funds. New-Comers ELL students will also use Leap Pad equipment. The educational technology will be funded by Title III.

Part C: Professional Development

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:

Professional Development

Teachers involved will be trained by our school staff developers during the professional development planning meetings. Training sessions will focus on Title III program goals. Teachers will learn to implement specific strategies to work with ELLs during the Saturday Program and After School. Teachers will participate in Smart Board training to learn to fully use all the instructional features that this technology offers to teachers and students. In addition, they will participate in professional development sessions facilitated by the Assistant Principal, the ESL teacher and the Coaches/Teacher Specialist.

These include:

- ELA/ESL standards and their alignment to core curriculum (September, 1 PD day)
- Universal Design for Learning (UDL) (September & November, 1 PD day, ea)
- Using the Smart Board (September, 1 PD day)
- Danielson's Framework & Questioning (September to April, 1 day PD, ea month)

These Professional Developments will not incur any expense from the Title III funds; Title I funds will be use where applicable.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent/Adult Education Program

Part D: Parental Engagement Activities

ESL for Adults & Computer class

The third component of the Title III Program is Adult/Parent Education. Both computer education classes and ESL for parents will be offered. The computer teacher and the ESL teacher, will be teaching these courses in the Spring 2013 beginning in March and ending in April. The program will be offered for 9 weeks on Thursday from 3:45 to 5:00pm and Fridays from 3:00 to 4:00pm. This program is offered to parents in response to a demonstrated great interest in the use of computers, internet, and English for adults. In addition, a variety of several workshops will be conducted to inform parents about school expectations, responsibilities and partnership. Workshops will focus on ideas to help their children to succeed in school.

For any meeting or letter to parents, including Report-Cards, the school has translations available from the DOE & State website in the three major languages of the school: English, Bengali & Spanish. When no translation is available from the DOE, we have fluent staff who can translate communication to parents.

In addition to the ESL for Adults & Computer class, some other workshops are offered in the school, but not paid for with Title III funds; these will be offered during the course of this school year:

- ELA and how to help your child improve reading (PTA, Target & Staff –After PTA meetings & other dates)
- MATH & how to help your child improve reading (PTA, Target & Staff –After PTA meetings & other dates)
- NYSESLAT & ELL Parent information (ESL coordinator – Sept., Nov., & Feb)
- Health Issues (PTA – After PTA meetings, & other dates)
- Identifying Strategies for Family Improvement (PTA – After PTA meetings, & other dates)

Part E: Budget

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

Allocation Amount: \$17580

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|--|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | 12,672.98 | After-School Instructional Program (K – 5) 5 Teachers X 4 hrs/wk 7 weeks X \$50.19 hr = \$ 7,026.60 |

Part E: Budget

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

Allocation Amount: \$17580

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|--|
| | | <p>Saturday Academy:</p> <p>3 Teachers x 4 hrs/wk x 6 wks x \$50.19 = \$3,613.68</p> <p>Student Program Totals \$10,640.28</p> <hr/> <p>Parent Involvement:</p> <p>After-school Parent activities (2 teachers X 2 ¼ hr/week X 9 sessions X \$50.19)</p> <p>Parents' Class Total: \$2,032.70</p> |
| <p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| <p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | 2,870.00 | <ul style="list-style-type: none"> o Teacher Supplemental supplies monies (6* & 200 ESL classes) \$1,200.00 o Learning Software \$300.00 o Content Areas Readers \$400.00 o NYSESLAT practice books \$750.00 o Books on Tape \$220.00 <p>Materials & Supplies Totals: \$ 2,870.00</p> |
| <p>Educational Software (Object Code 199)</p> | 2,035.96 | <ul style="list-style-type: none"> o Leap Pad Equipment \$1,230.00 o Tape Recorders/CD players(2) \$250.00 o Headphones (8*\$25): \$110.00 o Digital Camera + Memory Card \$445.96 <p>Educational Technology Totals: \$2,035.96</p> |
| <p>Travel</p> | | |
| <p>Other</p> | | |

Part E: Budget

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

Allocation Amount: \$17580

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| TOTAL | 17,580.00 | |