



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 159 Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q159

PRINCIPAL: PAUL J. DIDIO

EMAIL:

PDIDIO@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Paul J. DiDio	Principal	
Janice Testagrose	UFT Chapter Leader	
Melissa Kitching	Parent Association Co-President	
Andrew Pecorella	Assistant Principal	
Josephine Green	Teacher	
Eileen McNicholas	Teacher	
Monica Giannakopoulos	Parent	
Carolyn Sullivan	Parent	
Effie Koutouratsas	Parent	
Hannah Park	Parent	

** 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, 80% of K-5 students will maintain proficiency or improve their ability to write an informative/explanatory report demonstrating what they learned from an information text as measured by obtaining a minimum of a Level 3 on the New York City Department of Education Common Core Writing rubrics.

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.
- An analysis of the 2012 NYS ELA data reveals that students in Grades 3-5 could develop further in the following areas: Analyze information on the basis of new or prior knowledge; Evaluate the content by identifying the author's purpose
- The need to align curriculum and instruction with the CCLS through reading, writing, and discussion in Social Studies, Science, and other disciplines as well as on DOE literacy tasks and state assessments.

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,
 - d) Timeline for implementation.
- (a) The strategies/activities that encompass the needs of the identified student subgroups are:
 - Student work will be assessed at grade conferences and during collaborative inquiry-based team meetings with a focus on strategies to be taught and next steps in order to reach high-level performance on task assignments.
 - Teachers will use data from classroom assignments, ongoing conferencing of students' reading levels through Teachers College assessments, and the Acuity assessments to tailor instruction to student subgroups.
 - Students will work in flexible cooperative learning groups to analyze informational texts and write opinions and arguments in response.
- (b) The staff and other resources that are used to implement these strategies/activities are:
 - Teachers will engage students in at least two literacy tasks that will be embedded in the CCLS curricula and include multiple entry points for all learners including students with disabilities and English Language Learners. Teachers will ask students to read and analyze informational texts and write opinions and arguments in response.

- Classroom teachers will administer the two DOE Literacy Tasks, including Pre-Assessments (January-March), and Post-Assessments.
- Classroom teachers will participate in professional development specifically on written analysis of informational text and on using a rigorous ELA Task, embedded in well-crafted instructional units.
- Teachers will be guided in how to use the Common Core Library as a resource to create/use engaging tasks that ask students to read and analyze informational texts and write opinions and arguments in response.
- Each classroom teacher will be provided with Nonfiction informational grade appropriate leveled texts.

(c) The steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities are:

- Lead teachers will attend professional development given by the Literacy Network Specialist on ELA CCLS and given the opportunity to turnkey at Faculty and Grade Conferences.
- Administration has created a curriculum committee with the purpose of assisting with the planning of PD as well as evaluating current resources in the building and selecting new resources for the future.
- Teachers will meet, plan, and begin to adjust their curriculum and instruction to help all students move toward the higher expectations of the CCLS.
- Teachers will begin to update curriculum maps to include units of study and new CCLS.

(d) The timeline for implementation is as follows:

- One task will be performed in the Fall. The second task will be performed in the Spring. A pre- and post-assessment will be given following each task.
- Teachers in grades Pre-K through 5 will administer two NYCDOE tasks.

Responsible parties: Principal, Assistant Principal, All Teachers and Network Support Personnel

Strategies to increase parental involvement

Our school will support parents and families by:

- Providing materials and training to help parents work with their children to improve their achievement level in literacy;
- 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;
- Monthly calendar is sent home to inform parents of activities, units of study, upcoming events, etc.
- Back to school - Meet the Teacher Parent Meetings – September 2012
- Monthly parent newsletter on Units of Study in each grade
- Parent Coordinator presents at monthly PTA meeting informing parents of various workshops/activities etc.

- Parents are encouraged to attend reading and writing class/grade celebrations throughout the year when planned by classroom teacher.
- ELA Testing workshops are given to familiarize parents with test-preparation for students in grades 3-5.
- Teachers meet with parents at Parent Teacher Conference in November and March. Phone conferences and additional parent/teacher meetings are scheduled as needed to inform parents of student's academic success and/or needs for improvement.
- Communication shall be provided in alternative formats and languages as necessary
- P.S. 159 DOE website with online resources for parents – http://schools.nyc.gov/school_portals/26/q159/default.html
-

Budget and resources alignment

- Indicate your school's Title I status: 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 Title I Title IIA Title III Grants Other

If other is selected describe here:

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).

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. These programs include the integration of: a) Six Pillars of Character, which provides training on sexual harassment & anti-bullying. We also use Physical Best to teach students about Health, Nutrition and eating right. Lastly, thanks to council member Daniel Halloran, we are able to provide our 4th & 5th grade students with the CASA Flushing Town Hall Guitar Experience.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

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, 80% of students in grades K-5 will maintain proficiency or show improvement in mathematics by demonstrating an increase in their ability to solve and explain mathematical problems in written and/or oral form as measured by the Exemplar Problem Solving Rubric.

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.
 - An analysis of the 2012 NYSMATH exam data reveals that students in Grades 3-5 could develop further in the following areas:
Number sense and operation, Statistics and probability
 - The need to align curriculum and instruction with CCLS through mathematics activities requiring students to successfully read, analyze, construct, and argue solutions in the classroom, on DOE Math Tasks, as well as state assessments.

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,
 - d) Timeline for implementation.

Strategies/activities that encompass the needs of identified student subgroups

- Student work will be studied in grade conferences and during collaborative inquiry-based teacher team meetings with a focus on strategies to be taught and next steps in order to reach high level performance on task assignments.
- Teachers will use data from classroom assessments, Exemplars, and the Acuity assessments to tailor instruction to student subgroups
- Students will work in flexible cooperative learning groups to complete a variety of mathematical tasks, as well as present their reasoning behind solutions.

Staff and other resources used to implement these strategies/activities

- Teachers will engage all students in at least two mathematics tasks that will be embedded in the CCLS curricula and include multiple entry points for all learners including students with disabilities and English Language Learners. Support staff will assist in these tasks in and out of the classroom. Teachers and support staff will ask students to be able to model with mathematics and/or construct and explore the reasoning

behind arguments to arrive at a viable solution.

- Classroom teachers administer the Math Pre-Assessment On-Demand problems (Fall and Spring), DOE Math Tasks (Fall and Spring), and Post-Assessment On-Demand problems (Fall and Spring).
- Classroom teachers as well as support personnel will participate in professional development specifically on modeling with mathematics and/or constructing and exploring the reasoning behind arguments to arrive at a viable solution on the Math Tasks, embedded in well crafted instructional units.
- Teachers will be guided in how to use the Common Core Library as a resource to create/use engaging tasks that ask students to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Lead Teachers will attend professional development given by the Mathematics Network Specialist on Math Common Core Learning Standards and given the opportunity to turnkey information at faculty and grade conferences.
- Teachers will meet, plan, and begin to adjust their curriculum and instruction to help all students move towards the higher expectations of the CCLS.
- Teachers will use common preparation periods in order to update curriculum maps to include units of study and new CCLS.

Timeline for implementation

- Timeline: Teachers in grades K-5 will have students perform a baseline assessment in Fall and Spring. NYCDOE Tasks will be performed between November and March depending on the grade. A post assessment will be given after each.

Responsible parties: Principal, Assistant Principal, All Teachers and Network Support Personnel

Strategies to Increase Parental Involvement

Our school will support parents by:

- Providing materials and training to help parents work with their children to improve their achievement level in math;
- Providing parents with 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 math standards and assessments
- 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.
- Monthly calendar is sent home to inform parents of activities, units of study in math, upcoming events, etc.
- Back to school - Meet the Teacher Parent Meetings – September 2012
- Parents are encouraged to attend math grade celebrations throughout the year when planned by classroom teacher.
- Math Testing workshops are given to familiarize parents with test-preparation for students in grades 3-5.
- Teachers meet with parents at Parent Teacher Conference in November and March. Phone conferences and additional parent/teacher meetings are scheduled as needed to inform parents of student's academic success and/or needs for improvement.
- The administration establishes various forms of clear and consistent communication with the parents through letters, e-mails, and phone calls to encourage participation in school programs, students' academic progress and behavioral management.
- P.S. 159 DOE website with online resources for parents – http://schools.nyc.gov/school_portals/26/q159/default.htm

Budget and resources alignment

- Indicate your school's Title I status: 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 Title I Title IIA Title III Grants Other

If other is selected describe here:

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).

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. These programs include the integration of: a) Six Pillars of Character, which provides training on sexual harassment & anti-bullying. We also use Physical Best to teach students about Health, Nutrition and eating right. Lastly, thanks to council member Daniel Halloran, we are able to provide our 4th & 5th grade students with the CASA Flushing Town Hall Guitar Experience. Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services including programs supported by NCLB are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal and state assessments.

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

By June 2013, 80% of all students in Grades K-5 will raise their level of reading comprehension as measured by achieving grade level proficiency or by making at least one year's progress on the Teachers College Reading & Writing Project (TCRWP) Benchmarks for Progress on Reading Levels.

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.

The expectations and demands of the CCSS and the need to insure that our students are prepared to meet the College and Career ready Literacy Standards set for the future, have made this reading goal a priority.

The data gathered from Teachers' College Reading and Writing Project Running Records, Inquiry Teams, and New York State ELA assessments, find a strong correlation between independent reading levels and standardized test, grade aligned assessments and task performance achievements.

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,
 - d) Timeline for implementation.

Strategies/activities that encompass the needs of identified student subgroups:

- Collaborative team teaching, across all grade levels (ICT; ESL, SETSS, Speech push-in, and other related services), will insure that subgroups and all students have access to small group instruction and individual activities that will help students meet this goal.
- Teachers will utilize TC Independent Reading Level Assessments provided to monitor students' comprehension levels. Teachers will confer with students and record progress notes. This will be recorded and analyzed at a minimum 5 times this year.
- Non-fiction reading and writing units of study will take place in grades K-5. Non-fiction genres will vary according to CCLS for grades K-5.
- Heterogeneous groups will engage in at least 2 NYC-DOE Literacy tasks that will be embedded in the CCLS curricula and include multiple entry points for all learners, including students with disabilities and English Language Learners. Specific non-fiction comprehension skills and strategies needed to successfully complete the task will drive instruction. Information gathered from the pre-assessment will be used to plan differentiated instruction for flexible small group instruction. One task will take place Dec.-Jan. and the second from January-March this school year.
- Teachers will use data from individual conferences, Acuity Assessments, classroom tasks, City/State Standardized Testing, 2 NYC-DOE CCLS Aligned Non-Fiction Tasks, and TCRWP leveled comprehension assessments to construct and adjust sub-groups.
- Small Group Instruction and Guided Reading will target the needs of sub-groups. Push-in mandated service providers will jointly plan with classroom teachers to implement and reinforce research based skills and strategies needed to attain higher comprehension levels. Strategies modeled will aid students in acquiring skills to comprehend various genres and content area materials with text complexity.
- Student performance will be studied during planning sessions, grade conferences, staff articulation, PPC meetings and inquiry team meetings. Focus will be on sharing strategies that will help students achieve higher independent reading levels.
- Danielson's Framework of Questioning and Discussion Techniques will be implemented by staff to develop higher level thinking skills and enrich

classroom discussions. This will involve and invite students to formulate hypotheses, make connections or challenge previously held views.

Staff and other resources used to implement these strategies/activities

- Network Literacy Specialist will provide professional development to enhance all pedagogues understanding of CCLS and city wide expectations.
- Administration will continue to cyclically observe all pedagogues and provide appropriate professional development regarding effective use of components 1e, 3b, 3c, and 3d of Danielson's Framework.
- Administration will attend planning sessions, provide professional development and observe pedagogues using components 1e, 3b, 3c and 3d of Danielson's Framework.
- Two Instructional Lead Teachers (Gr. K and Gr. 4) will attend professional development conferences and turnkey information on researched instructional methodology and resources that support enabling all our students to meet citywide instructional expectations and CCLS.
- ESL, ICT, SETSS and other mandated service providers will attend specialized conferences, and share/implement strategies, as well.
- Professional development, based on research based instructional strategies, will be shared at weekly planning sessions, monthly inquiry meetings, grade and faculty conferences. Professional development will also take place at various district conferences and on designated dates for citywide professional development.
- Inquiry teams post strategies monthly on ARIS to be shared by all staff members.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Teachers will modify rubrics and academic assessments as they adjust Curriculum Maps throughout the year. Activities and tasks will be evaluated and adjustments made during Inquiry Team and Grade Conference meetings.
- Central Inquiry team will discuss how to bridge the need of struggling students as they move from grade to grade. Analysis of school wide trends and needs will take place as well.
- Danielson's Framework of Questioning and Discussion Techniques will be implemented by staff to develop higher level thinking skills and enrich classroom discussions. This will involve and invite students to formulate hypotheses, make connections or challenge previously held views.
- Teachers participate in SBST meetings to voice opinions and participate in developing sound practices to insure students receive appropriate at risk and mandated services to help meet this goal.
- Teachers select RTI, PRIM and other research based tools will help drive instruction and provide feedback on effectiveness in aiding individual students meet this goal.
- Teams will look carefully at target populations and plan coherent lessons and activities that build upon one another and lead students to greater more complex thinking and higher level comprehension.
- Grades and teams will look at curriculum maps as living documents and make adjustments as deemed necessary.
- Target population: All students Gr K-5.
- Responsible staff members: All classroom teachers, ICT,ESL, SETSS, other mandated service providers, members of SBST team, Assistant Principal, Principal, Network Specialists, and District/Citywide DOE staff.

Strategies to increase parental involvement

- Parent Coordinator will be available to meet with and discuss any parental needs/concerns. Parent coordinator plans and hosts parent workshops providing assistance in understanding City, State, and Federal standards and assessments. Parent coordinator will attend conferences and share opportunities with parents and community. Parents will be given a list of TCRWP Benchmark Levels by grade. Report cards will inform parents of child's reading level at least 3 times a year.
- Sept. PTOs and November/March PTCs will give teachers the opportunity to promote literacy at home by supplying grade appropriate material to encourage home participation . (Teacher, grade, or DOE created.) PTOs and PTCs will give parents an opportunity to ask for assistance.
- Monthly calendar is sent home to inform parents of activities, units of study, upcoming events, etc.
- Back to school – Meet the Teacher Parent Meetings – September 2012
- Parents are encouraged to attend ELA celebrations throughout the year when planned by classroom teacher.
- ELA Testing workshops are given to familiarize parents with test preparation for students in grades 3-5.
- UFT will sponsor a Parent Book club, guided by UFT staff.

Budget and resources alignment

- Indicate your school's Title I status: 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 Title I Title IIA Title III Grants Other

If other is selected describe here:

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).

Tax levy funding will be used to support staff development days to assess student work and to support alignment with the CCSS; in addition it will be used to support AIS/Enrichment small group instruction in both a pull-out and push-in model; lastly, tax levy funding will be used to have the Network Literacy Specialist provide ongoing coaching to support our achieving our literacy goal.

All Pre-K students are provided with breakfast.

All grade k-5 students are eligible for free breakfast.

Free and reduced rate lunch is provided for eligible students.

NYC Dept. of Health information regarding free/low cost health care is available in English and other language.

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	Wilson, Foundations, Perceptual Conditioning for Decoding, and various comprehension strategies are taught in small groups, and one-to-one. We provide RTI service during the school day and during the extended day.	Small group, one-to-one, peer tutoring	During the regular school day and during the Extended Day Time
Mathematics	Everyday Math, HBJ Math Program, Exemplars problem-solving strategies, manipulatives, are all used both during the school day and the extended day to small groups and one-to one.	Small group, one-to-one, peer tutoring	During the regular school day and during the Extended Day Time
Science	We focus on the specific area(s) of need, i.e. measurement. A hands-on approach is used with small groups.	Small group, one-to-one, peer tutoring	During the regular school day and during the Extended Day Time
Social Studies	We integrate social studies content with vocabulary development. Children receive AIS in small groups during the school day as well as during the extended day.	Small group, one-to-one, peer tutoring	During the regular school day and during the Extended Day Time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling is provided in small groups or one-to-one. The focus is on improving social skills, study skills through time management, building confidence and self-esteem. Counseling is provided in small groups or one-to-one. The focus is on improving social skills, study skills through time management, building confidence and self-esteem.	Small group, one-to-one, peer tutoring	During the regular school day and during the Extended Day Time
At-risk Health-related Services			

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.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

P.S. 159Q attracts highly qualified teachers by using a rigorous interview process:

- Utilize the Open Market search for candidates
- The principal and assistant principal formulate interview questions
- Candidates meet with principal for interview
- Satisfactory candidates are required to give a demonstration lesson with students from P.S.159Q

P.S. 159Q maintains highly qualified teachers by:

- Providing a collaborative environment where professional development training, administrative support, and the empowerment of teacher leaders within the school are at a constant, teachers and support staff are continuously encouraged and supported individually and when working in collaborative teams.
- Administration encourages building professional capacity by highlighting teachers' individual strengths, showcasing their abilities and encouraging independent leadership roles.
- Administration encourages staff to conduct P.D. at Faculty Conferences and Grade Conferences
- Administration conducts monthly Faculty Conferences, grade conferences and Lead Teacher Meetings to inform staff of any new DOE agenda/mandates
- Administration reads and disperses items to appropriate staff members that is provided in the Principal's Weekly.
- Providing Professional Development consisting of Smartboard, Promethean board, Acuity, ARIS training and lead teacher meetings to inform staff of any new DOE agenda/mandates (i.e. tasks and curriculum maps).
- Principal provides a breakfast/accountable talk time on Professional Development days to encourage social/academic collaboration (i.e. September 6th, 7th Professional Development days, Election Day, Chancellor's day – June 2013).
- Principal offers Lunch-N-Learn opportunities for professional growth.

- Monthly grade conference where K-2 and 3-5 come together to discuss Units of Study and lead teacher presents P.D. in ELA and Math.
- Team of teachers created writing rubric from K-5, which are consistent and build upon the standards of the previous grade.

P.S. 159Q differentiates professional development by:

- Formal observations by supervisors
- Informal observations with written feedback by supervisors using Danielson's Framework for Teaching
- Alternative Observations for tenured teachers are planned with supervisor and with mid-year reflections and end-year evaluations
- Continuation of Individualized Professional Development (according to Teacher's strength/weakness) provided across the school year.

Administration provides common planning periods with grade-level colleagues and routinely invites and/or sends teachers to participate in current professional development for growth as educators such as:

- Curriculum Mapping
- Thinking Maps
- Danielson's Framework for teaching
- Citywide Performance Task Expectations
- Lead Teacher Meetings
- Smart Board and Acuity Training

ESL/UDL workshops/presentations

**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)

Educational research shows a positive correlation between effective parental involvement and student achievement. 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, and Parent Teacher Association, as trained volunteers and welcomed members of our school community. Our school will support parents and families of all 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 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 programs. This information will be maintained by the school.

In developing the Parent Involvement Policy, 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 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 programs as outlined in the Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- ensure that the 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 and the Parent Association (or Parent-Teacher Association). 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;
- 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 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:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams and Parent Association (or Parent-Teacher Association)
- 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

Staff and parents of students participating in activities and programs, 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;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review the 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

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-Teacher Association or serve to the extent possible on advisory groups, such as, 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.

School-Parent Involvement Policy

- I. P.S. 159, in compliance with the PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. P.S. 159's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on the school leadership team, parent- teacher association, and parent advisory councils. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

II. The policy encompasses all parents including parents of English Language Learners and special needs students.

III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the PCEN Parent Involvement Program.

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

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

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

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

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

The Parent Involvement Policy will be reviewed and distributed at a PTA Meeting.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Cluster 2 CFN 2.05	District 26	Borough Queens	School Number 159
School Name Public School 159 Queens			

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

Principal Paul J. DiDio	Assistant Principal Andrew Pecorella
Coach	Coach
ESL Teacher Janice Testagrose	Guidance Counselor Mary Jane Blau
Teacher/Subject Area ESL	Parent
Teacher/Subject Area Marlene Grefig/Common Branches	Parent Coordinator Kim Johnson
Related Service Provider Janice Testagrose/ESL	Other
Network Leader J. Wells, M.J. Pisacano	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		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	534	Total Number of ELLs	54	ELLs as share of total student population (%)	10.11%
------------------------------------	------------	----------------------	-----------	---	---------------

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. 

During registration, parents are required to complete the Home Language Identification Survey (HLIS). These forms and accompanying brochure are given to the parents in their native language. Trained pedagogues are on hand to answer any questions parents might have about the HLIS. When needed, the ESL teacher is called upon to explain the HLIS to parents. Bilingual staff members may be used to further assist non-English speaking parents/guardians.

For initial identification of ELLs, the certified ESL teacher carefully reviews the HLIS. Students who are identified as having a language other than English at home are given the LAB-R upon entering a NYC school for the first time. Lab-R testing is done for ESL program eligibility within 10 days of admission to school. Raw score data analysis aids in immediate placement of students according to English proficiency levels. The Spanish-Lab is also administered, where applicable, by a bilingual pedagogue. Raw scores are also recorded. Those students that are entitled, according to the results, are placed in our ESL program. Students that are already in ESL have their NYSESLAT scores reviewed to see if they are proficient or if they still are entitled to ESL services. The screening for the ESL program is done by our ESL teacher.

Parents are notified of the child's eligibility for ESL programs through entitlement letters inviting them to orientation. This letter has a reply/acknowledgement tear-off portion that parents return. Parents are requested to complete the survey and program selection form at orientation. To insure that all forms are obtained, we reach out to parents through phone calls and notices in their native language.

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

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

Review of the Parent Survey Forms and Program Selection forms indicate that the parents of P.S. 159 request the ESL instruction model. Our program is aligned with parental request. Any parent who indicates TBE/DL program choices, are advised of options and choose to remain in the freestanding program offered at P.S. 159. If additional placement/programs becomes available, parents are notified immediately and invited to discuss options.

Every attempt is made to involve the parents as active partners in the education of their children. This is achieved through parent teacher conference, meetings and workshops. Translated notifications and hand-outs are provided as well as translators. Our school uses the Parent Coordinator to inform and update the parents of ELLs regarding available ELL programs and workshops. Our Parent Coordinator

provides translators for our parents in order to facilitate school meetings and workshops. Such translators, for example, have been used for the Parent-Teacher Conferences.

All initial ESL entitlement, continuation and proficiency letters have a tear-off return portion that verifies parents received and understood letters. Parental notification letters, sign-in sheets, parent surveys, and program selection forms are collected and stored, along with all scoring, rosters, and ESL specific data in a central location. These files are monitored by the ESL teacher. All letters are either in native language, if available, or stamped informing parents to have letter translated.

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														0
Push-In	14	8	13	7	6	6								54
Total	14	8	13	7	6	6	0	0	0	0	0	0	0	54

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	46
SIFE	0	ELLs receiving service 4-6 years	4
		Special Education	4
		Long-Term (completed 6 years)	

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

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

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	47		1	7		3				54
Total	47	0	1	7	0	3	0	0	0	54

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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	2	0	1	2	2									7
Chinese	4	7	7	3	2	5								28
Russian														0
Bengali														0
Urdu					1									1
Arabic	2		3											5
Haitian														0
French														0
Korean	4		1	2	1	1								9
Punjabi	1													1
Polish														0
Albanian		1	1											2
Other	1													1
TOTAL	14	8	13	7	6	6	0	54						

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?

See page 8

Courses Taught in Languages Other than English ⓘ

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

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

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

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

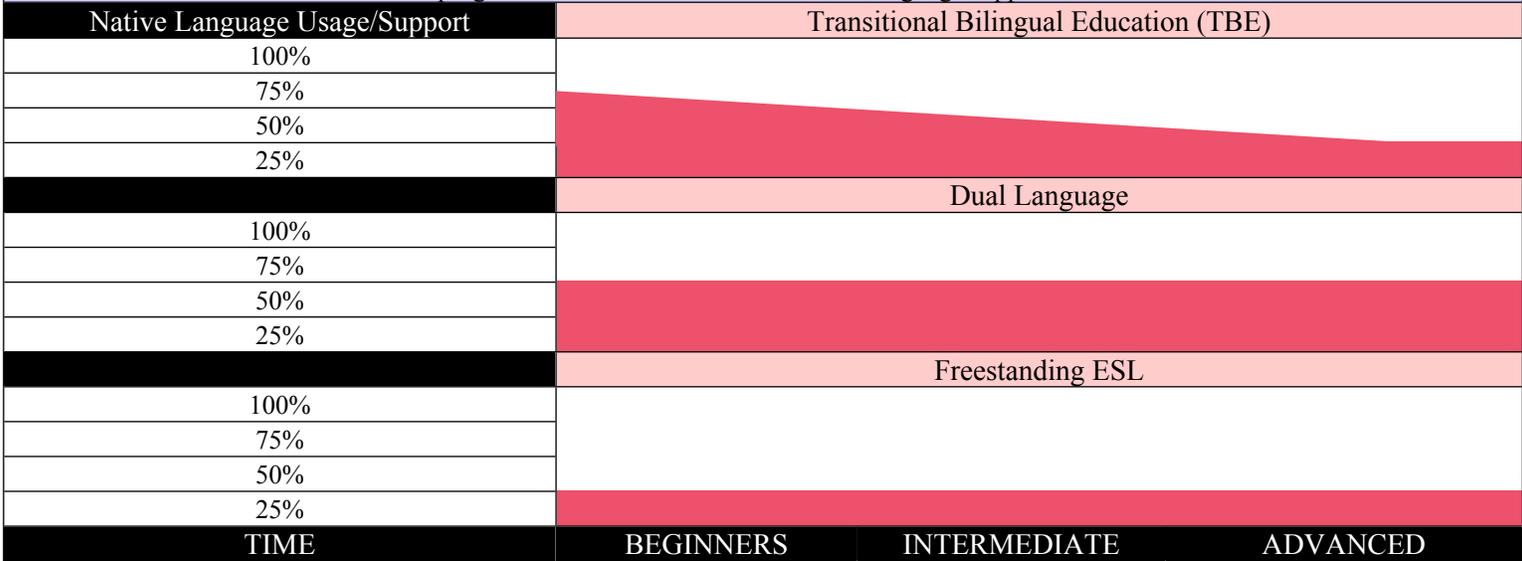
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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

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?

Our ELL program is a free-standing ESL program. The language of instruction is English. We use the pull-out model of instruction. Groups are arranged in both heterogeneous and/or small group homogeneous proficiency levels to better serve students during both ESL and core curriculum scheduled periods to better serve individual students needs.

In addition to the mandated ESL instructional periods, classroom teachers infuse ESL strategies throughout the day. Block periods for literacy and math are provided daily. An ESL schedule is developed for each ELL and provided to the classroom teacher as well. The individual student schedule includes ESL, ELA and other content area instruction. ESL providers and classroom teachers are required to adhere to these schedules. All instruction is conducted in English language. Additional content-area instruction is tailored to the student's level of literacy in their native language. Programs are in place to implement rigorous instruction. ESL students are provided with bilingual dictionaries and glossaries. Content area materials, specifically geared towards ELLs, are used for all grade levels. Peer interaction in native language and English, using higher level questioning and discussions assist ELLs with cognitive development and academic skills building aligned with Common Core Curriculum Standards.

Test accommodations are provided for our ELLs, and former ELLs who meet the criteria. Standardized tests and content area glossaries are provided in the ELLs native language for student use when appropriate.

Differentiated instruction is on-going. English language instruction is provided through the content areas using Walqui's scaffolding strategies to ensure both language and content acquisition. The classroom environment promotes and supports risk-taking by students. The school's Balanced Literacy Program is comprehensive, consistent and rigorous throughout the grades. There is significant and functional use of oral and written language. Content area instruction is rigorous and teachers have high expectations for all students and take responsibility for their success. Newcomers are provided with "Survival Skills" instruction and, when possible, are paired off with a "school buddy" who speaks their native language to help them navigate through the school day. Peers perform collaborative tasks in English and Native Language. Leveled bilingual picture dictionaries are available, as well as leveled books on tapes and c.d.'s. Upper grades use content area bilingual glossaries.

ELLs are prepared for ELA, math and other content area testing in a heterogeneous class setting; support is also given in homogeneous setting during push-in, pull-out and extended day periods. In addition to these programs, students who have been enrolled in an ESL program for 4 years, and transitional ELLs, participate in our Enrichment Cluster program to receive additional support as they transition to English. Chorus and art instruction also provide our ELLs with additional services to expand their language acquisition. We have no SIFE students and no Long-Term ELLs.

Our Special Education ELLs receive additional support and accommodations as specified in their IEPs. This is based on specific recommendations of School Based Support Team. They participate in enrichment clusters, gym, dance, art and other extracurricular activities, along with the General Ed population. Letters are sent home encouraging family participation stamped "Important" - we ask families to have letters translated. There are no programs in our school to assist newly enrolled ELLs before the beginning of the school year. There are no language electives offered. Participation in the USS Intrepid, after-school program, for grades 4-5, will be offered to ELLs.

We have a state-of-the-art computer lab for our students and computers in our classrooms. Our classrooms are also equipped with Smartboards and Promethean Boards to enhance learning. Our ELLs are comfortable using all these technologies. Students explore the internet during computer and designated classroom time.

ELLs are given the opportunity to attend after-school AIS programs and grade appropriate summer programs. At this time, no programs are being discontinued. There are no programs in place for newly enrolled ELLs prior to the beginning of the school year.

To ensure that our ELL students meet the standards and pass the required assessments we provide a positive school climate. This includes a print-rich environment that stresses cooperative learning and differentiation. We use the Balanced Literacy approach and the workshop model to ensure that all students meet the ESL Learning Standards. Our strong literacy program includes various ESL strategies in order to provide our students with a rewarding academic experience. These strategies include TPR, choral reading, role-playing, hands-on activities, read aloud, shared reading, guided reading, word work, puppetry, graphic organizers, language experience charts, storytelling, and activities, computer technology, and experiences in music. During ESL instruction, students are encouraged to share with peers and write in native language to help express their knowledge.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional development is on-going and comprehensive to give the necessary tools to teachers in order to support and meet the academic needs of the ELLs. Teachers attend workshops and turnkey instructional strategies. As part of continuing professional development offered to all teachers, intervisitations and intravisitations are encouraged. This provides teachers the opportunity to observe strategies in order to improve classroom instruction. Professional development has been included in Faculty conferences with topics that will help the classroom teachers in planning their lessons for ELLs.

Professional Development for all teachers, paraprofessionals and other pedagogues is on-going throughout the year. It takes place during monthly grade meetings where staff developers exchange ideas to improve strategies. Specific dates for this calendar year include September 6 and 7, 2011, November 8, 2011, June 9, 2012, and a districtwide program is being planned for January 12, 2012. Throughout the year, teachers are invited and encouraged to attend various staff development sessions held by the District or citywide. The information gathered at these meetings are turn-keyed at staff meetings.

Student data is gathered from mandated state testing results and ongoing assessments and individual conferences. Common lunch hours and planning periods are scheduled so that teams of administrators and teachers can plan instruction to meet the needs of each student. In addition, there are days set aside throughout the year for articulation and congruence. This allows the ESL teachers and the classroom teachers to plan appropriately so as to maximize the English language acquisition for ELLs.

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

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

- Identifying ELLs
 - Working with ELLs in the content areas
 - Helping ELLs navigate through the State Standardized Tests, including NYSESLAT
 - Strategies for the former ELL
 - Familiarizing teachers with the Common Core State Standards and the Impact on ELLs
- Present staff development to explain all components of NYSESLAT testing

E. Parental Involvement

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

Parent and community involvement is stressed at P.S. 159. We reach out to parents with the help of our Parent Coordinator. Every effort is made to provide materials in their native language. We also provide translators at Parent-Teacher conferences and at parent-orientation meetings and workshops. Notices are sent home and a tear-off reply is requested. Staff members also are called on to translate/communicate in writing when necessary. There are bilingual dictionaries and parent homework guides offered and available for use during the school year.

Parents are encouraged to attend and participate in PTA and CDEC meetings. Community organizations send home notices in native languages inviting children and parents of ELLs to join in neighborhood activities. Parent coordinator attends workshops and insures all relevant programs are advertised and made available to parents.

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

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	2	1										6
Intermediate(I)	4	4	3	4	2	1								18
Advanced (A)	8	3	8	2	4	5								30
Total	14	8	13	7	6	6	0	0	0	0	0	0	0	54

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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.

NYSESLAT, ECLAS, running records, Fountas and Pinnell, TCRWP benchmarks are used to assess early literacy skills. Results show emergent ELLs can decode at a higher level than they can comprehend written materials. Leveled libraries, guided reading, and mini-lessons (good reader, writer strategies) are modeled and reinforced continually.

Test results reveal those on the Beginners Level scored the lowest on the Writing and Reading Sub-tests. Their strengths are in the Listening and Speaking sub-tests. This is true because social English is more easily acquired rather than Academic English. This holds true for all Proficiency Levels throughout the grades. ECLAS results show reading fluency levels are higher than reading comprehension and writing abilities. This falls in line with NYSESLAT results that indicate basic phonemic awareness levels are higher (listening portion) than the reading comprehension and writing component results. Strategies that reinforce reading and writing will continue through small

group instruction and independent conferencing. Scaffolding, which implement Walqui's strategies, will be used to build ELLS' comprehension capabilities.

NYSESLAT analysis found that most of our ELLs scored at the intermediate and advanced level. Three scored at the beginning level, 14 at the intermediate level and 19 at the advanced level.

We had 9 students take the NYS math test. Three took it in their native language. Of this group, two students scored at level 4, one at level 3. Those that took it in English six scored at level 3. There did not appear to be a great difference in the results between native language and English language testing.

NYS Science results for five ELLs show that two students who tested in the native language scored level 3 and two students who tested in English scored level 3. One student who tested in English scored level 4.

Five students took the ELA. One scored at level 1 and four students scored at level 2. Three of the students who tested level 2 on the ELA are in small class special education classroom. ELL students should not be required to take the ELA since they are required to take NYSESLAT.

Our ELL teacher meets regularly with the classroom teacher to review the results of the Periodic Assessments. Together they structure a program to meet the needs of the ELLs as indicated by the Periodic Assessments.

Even though steady progression of proficiency in raw scores are seen, our ELLs continue to have difficulty in reading and writing strands of English acquisition.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Public School 159 Q

School DBN: 26Q159

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul J. DiDio	Principal		10/25/11
Andrew Pecorella	Assistant Principal		10/25/11
Kim Johnson	Parent Coordinator		10/25/11
Janice Testagrose	ESL Teacher		10/25/11
	Parent		1/1/01

School Name: Public School 159 Q

School DBN: 26Q159

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marlene Grefig/Grade 2	Teacher/Subject Area		10/25/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mary Jane Blau	Guidance Counselor		10/25/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q159 **School Name:** PS 159

Cluster: 2 **Network:** 2.05

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.

Home language data is gathered from HLIS upon initial admission to NYC public schools. Parent Surveys, completed at ESL orientation, also show home language parental choices. Home language data information is also confirmed by classroom teacher. This data is used to insure NYS and NYC-DOE notices, brochures and information available in native language are provided to parents. Translation services are provided for PTC. Report cards are ordered in English and native languages as provided by DOE. Teachers solicit assistance from bilingual staff members to orally communicate with parents throughout the year. Parents are also welcome to provide their own translators for meetings with staff. Parent coordinator is available to assist with obtaining translation services. Community notices and school event notices requiring a response are stamped "Important Information -Please translate". PS 159's majority of home languages, other than English, are Korean, Chinese, and Spanish.

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

Parent Teacher Orientation, Parent Teacher Conference, Pre-referral, IEP and parent/teacher meetings may require written translation or oral interpretation services. Report cards are required in 4 languages. These findings are reported to the school community through SLT, PTA, CEP, school committees, SBST and parent coordinator.

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.

Official notices from NYS and NYC available in home languages will be distributed. Report cards are completed in English. Copies are also made available to parents in Korean, Chinese, and Spanish. Report cards are sent home in English and native languages as provided by DOE. Pedagogues and other DOE employees can assist with written translations. ESL orientation is held within 10 days of entitlement. Invitations, brochures and survey forms are also available in home language from NYC-DOE. Parent coordinator can direct parents to on line language assistance services. Community notices and school event notices requiring a response are stamped "Important Information -Please Translate". Bilingual Parent Homework Dictionaries and other supplemental bilingual aids are available upon request.

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.

Parent Teacher Orientation, Parent Teacher Conferences, Annual IEP meetings and conferences requiring oral interpretation will have translators provided by outside contractors, in-house school staff, parent provided interpreters or parent volunteers. Translation services are provided for PTC in Chinese and Korean languages. Teachers also solicit assistance from bilingual staff members to orally communicate with parents throughout the year. Parents are also welcome to provide their own translators for meetings with staff. Parent coordinator is available to assist with obtaining translation services. Community notices and school event notices requiring a response are stamped "Important Information -Please translate".

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>.

A. PS 159 provides provides each parent whose primary language is a covered language with notices in their primary language. In addition, each parent was provided with a copy of the Bill of Parent Rights and Responsibilities. Upon request, we provide translation service with bilingual staff members. For Parent Teacher Conferences, PS 159 purchases official translator's in both Chinese and Korean to assist.

B. In the entrance of the school there is a bulletin board dedicated to parent information. On that bulletin board we include a copy of the Bill of Parent Rights and Responsibilities in every language, as well, as a sign indicating that interpretation services are available.

C. All parents are welcome to meet with administration. On site staff members assist in oral translations.

D. PS 159 does not have a parent population of more than 10% whose primary language is neither English or a covered language.

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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: PS159	DBN: 26Q159
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: push-in model
Total # of ELLs to be served: 21
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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:

+

Rationale-

ELLs need support in achieving adequate yearly progress in all strands of NYSESLAT and content areas, including ELA, Math, Science and Social Studies. Additionally, ELLs need language development support (Tier 2 and 3 words) enabling them to complete classroom tasks, classroom assessments, and NYC mandated tasks. This language development, aligned with CCSS curriculum, will support adequate and/or high academic achievement on NYS ELA/Math Standardized Tests.

Subgroups and Grade -

Gr. 2 -1 Intermediate, 3 Advanced

Gr. 3 -4 Intermediate, 6 Advanced

Gr. 4 -1 Intermediate, 6 Advanced

Schedule and Duration -

Gr. 2 - 1 extra period per week, push-in model

Gr. 3 - 2 extra periods per week, push-in model

Gr. 4 - 2 extra periods per week, push-in model

All instruction is done in English by 1 certified ESL teacher; students occasionally interpret for peers, if necessary. This is an F status position, and takes place on Fridays. The timeframe for this instruction is a total of 20 days, and begins in November and ends in June. These services are provided to ELLs above and beyond the mandated minutes per week.

Materials - Content area glossaries and content area dictionaries both designed for ELLs, leveled libraries for ELLs, non-fiction articles and books, test sophistication materials, graphic organizers and problem-solving tasks and activities aligned with CCSS and curriculum.

Technology materials include, but are not limited to smartboards, NYCDOE website tasks & libraries. Pebblego.com will be utilized by students in school and at home. This is a non-fiction site that presents articles in an audio-video format. Non-fiction elements and strategies presented are geared toward ELLs. Manipulatives related to academic content, as applicable.

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:

Rationale - Providing a collaborative environment where professional training, administrative support and empowerment of teachers within the school is essential to attracting/retaining highly qualified teachers and supporting all teachers to ensure they become highly qualified. High quality Professional Development assists all teachers in providing effective instruction for ELLs. On-going training and administrative support for current practices are essential to attracting/retaining highly qualified educators. This high quality training will have a lasting impact on the teachers effectiveness and performance.

Teachers to be trained - All pedagogues, paraprofessionals and support staff are provided with appropriate ongoing PD.

Schedule and duration - Pedagogues attend monthly grade meetings, faculty conferences, inquiry team meetings for approximately 5 hours a month. During these times the providers, listed below, turn-key information on ESL instruction, curriculum, common core state standards, and content area specifics gained from Professional Development workshops given by District/Network/NYCDOE. These workshops are mostly monthly and cyclical. They are full day sessions or half day sessions. Staff also participates in Professional Development as scheduled on a city-wide basis in September/November/June. Grades have common preps where Professional Development takes place on an informal basis during these weekly planning periods. Network specialists also visit school on a bi-monthly basis during common preps.

Topics to be covered - Collaborative and co-teaching, ICT classroom, push-in model, NYC tasks, aligning curriculum with CCSS, Danielson Framework, effective use of data, changes in state testing (non-fiction focus), PRIM, Special Ed reform, differentiation.

Names of Providers - P. DiDio, Principal

A. Pecorella, Assistant Principal

J. Goldfeder, Network Literacy Specialist

K. Mascoe, Network Math Specialist

A. Myers, E. Lackos, Instructional Lead Literacy

R. Steinberg, L. Kemme, Instructional Lead Math

J. Testagrose, ELL Teacher

Various Pedagogues, Content Dependent

Part D: Parental Engagement Activities

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:

Rational - The home-school connection has an important impact on achievement of ELLs.

Communicating with parents, in both Native and English Languages, is key to welcoming, informing and encouraging involvement.

Schedule and duration - Parent teacher conferences are held twice a year, at minimum, with translators provided. Report cards are distributed in home language when available from NYC. Additionally, teachers communicate with parents using written translations or oral interpreters, as needed on an individual basis, throughout the year. Bilingual staff are available for these meetings. Meetings can be held before, during or after school. Parents are encouraged to bring their own translators (fluent in their dialect and language) to meetings, conferences and other activities, as well. Outreach to local ethnic organizations and churches have brought bilingual volunteers to meetings and events. Legal interpreting services will be made available with funding from DOE. Parent coordinator hosts monthly workshops open to all parents. Student of the Month Awards combined with PTA meetings are held monthly. Participation as "trip parent" is encouraged. International dance and food festivals are held for third and fifth grade. Many ethnic dances are included. Translated invitations to CDEC meetings and UFT sponsored conference are sent home. Individual class, grade and schoolwide events are on-going throughout the year where parents are invited to "Celebrate Learning". Notices, pamphlets and brochures (available in various languages) from the DOE, NYC Public Library and other sources are available in the main office. Automated phone system is used to inform parents of events.

Topics to be covered - Cyber bullying, Reading and Your Young Child, Understanding Common Core Standards, Standardized Testing Workshop, Boy Scouts and Girl Scouts, Student of the Month Awards, Queens Library programs, Dial a Teacher program, UFT Conference - Insure Student Success, OELL Workshops for Parents, Grade Expectations, Preparing Students for College and Careers, PS 159 specific topics. Community organizations also offer events open to all students.

Paul DiDio - Principal

Kim Johnson - Parent Coordinator

Janice Testagrose - ESL Teacher

NYC/DOE - Flyers/ Notices

UFT - Flyers/Notices

Parents/Guardians are informed by monthly calendars, frequent reminders, official notices from NYCDOE and automated phone systems. Notices are sent home in Native language from NYC/NYS, as available. Parents are notified of grade and school-wide events as they take place. An "Important Information, Please Translate" stamp is affixed to all relevant parent letters/notifications.

Part D: Parental Engagement Activities

--

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$6633	F status position -20 full days
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$3567	Supplemental Non-fiction resources and books which target practices aligned with achieving CCLS. NYSESLAT test sophistication materials
Educational Software (Object Code 199)	.\$1,000	Purchase of an interactive audio/visual on line program geared toward reinforcing academic language and non-fiction reading /listening skill. ELLS can use this program both in school and at home. www.pebblego.com
Travel	,	
Other		
TOTAL	\$11,200	

