



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

**SCHOOL NAME:** PUBLIC SCHOOL 159

DBN: 10X159

PRINCIPAL: LUIS LIZ

EMAIL: [LLIZ@SCHOOLS.NYC.GOV](mailto:LLIZ@SCHOOLS.NYC.GOV)

SUPERINTENDENT:

**MRS. MELODI MASHEL**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

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

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

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation**

**Our most current Quality Review (page 5) suggests that we expand teacher observation tools in order to provide instructional support and alignment with school wide goals to drive professional growth and student learning.**

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_ 2.2 School leader's vision

\_\_\_\_ 2.4 School leader's use of resources

X 2.3 Systems and structures for school development

\_\_\_\_ 2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

Increase teacher effectiveness and student learning through a process of frequent formative observations and meaningful teacher feedback guided by the Danielson Framework. By June of 2013 all classroom teachers at Public School 159 will have been observed a minimum of 6 times, two observations being formal and four being informal using the Danielson four point system.

### **Instructional strategies/activities**

School administrators will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies based on the Danielson Framework. Teacher and administration will participate in a mid year conference to discuss strengths, progress and next steps. Teachers will receive feedback based on the Danielson four point rating system. We will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of effective teaching.

- Participation in Teachers Effectiveness Program
  - All Teachers and Administrators
  - Short, frequent cycles of classroom observation.
  - Talent Coach Assigned to our school to support and guide the observation process and feedback.
- Provide timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction and increase student learning
  - Use the ARIS portal as database and communication portal to support instruction and enhance student outcomes
  - Collaborative examination of student work, to guide next steps
- Increase teacher and administrator time discussing instruction and developing effective lessons.
  - Teachers and administrators will increase discussions time about instruction
  - Teachers and administrators will participate in mid year discussions to identify instructional trends and next step

- Teachers observed a minimum of 6 times. Two observations being formal and four being informal.
- Evidence of teachers applying strategies and techniques recommended from feedback sessions.

Time Line

September 2012 to January 2013

Will conduct at least 3 observations one being formal

January 2013 to February 2014

Will conduct Mid Year Conversations with all teachers.

February 2013 to June 2013

Will conduct at least 3 observations one being formal

**Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants

Other-describe here: Teacher Effectiveness Project funding for Professional Development and TEP team.

**Service and program coordination**

This goal was supported by the TEP program which included a TEP coach once a week and teacher per session funding for workshops.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

**Our last Quality Review (page 5) suggests that we strengthen the alignment of school assessments to the curriculum so that feedback to students support instructional needs and increases academic outcomes.**

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

**By June of 2013 85% of teachers will be using assessments aligned to instruction that clearly and accurately inform teachers of next steps to increase and enhance student learning and reading for understanding that aligns with Common Core Learning Standards.**

**Instructional strategies/activities**

- Establish Curriculum Assessments/Instruction Team that will meet on monthly bases to look at student work and revise and adjust the curriculum and develop assessments that accurately measure student progress.
  - Provide feedback to all teachers on using assessment in instruction as observed during the Teacher Effectiveness Program.
  - Provide staff development on assessment throughout the school year to enhance instruction and increase student achievement.
- Analyze CCLS and student learning objectives and match and or create aligned assessments.
  - Analyze current assessments
  - Analyze current curriculum maps
  - Share decision on targeted instructional focus
- Vertical and horizontal analysis of instructional outcomes
  - Modify instructional goals that match NYCDOE instructional expectations.
  - Match instructional goals with Common Core Learning Standards
- Use Acuity Data to measure progress
- Participate in Aussie Professional Development
- Initiate Fountas and Pinnell as our K-5 reading assessment
  - Administer the Fountas and Pinnell assessment in the Fall, Winter and Spring to inform instruction and measure student progress
- Incorporate “close reading” techniques into our literacy instruction

**Time Line**

Ongoing monthly (October 2012 to May 2013) curriculum team meetings

Ongoing monthly (August 2012 to May 2013) staff development provided by Coaches and Aussie

Monthly grade team meetings (September 2012 to June 2013)

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

Title 1 funding was used for Aussie consultants (10 sessions), TEP, and teacher per session.

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

**Our last Quality Review (page 4) suggested that we broaden the curriculum to emphasize rigorous habits and higher order thinking skills across all subject areas in order to increase performance for all students.**

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies  
 4.3 Comprehensive plans for teaching

4.4 Classroom environment and culture  
 4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

**By June 2013 70% of teachers' will demonstrate effective practices in developing and implementing rigorous instruction aligned with Common Core Learning Standards as measured by competency 3b from the Danielson Framework that emphasizes using questioning and discussion techniques to promote learning and reading for understanding.**

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

- Provide a schedule with common planning time for teachers to plan lessons and tasks that are aligned to the curriculum.
- Prioritized key Common Core Learning Standards to target areas of improvement to include when planning for instruction.
- Teachers will embed, a rigorous and coherent curriculum across all content areas in order to accelerate student achievement.
  - Design tasks to push students' thinking and to meet the needs of all learners,
- Target English language learners and students with disabilities with challenging task and higher levels of thinking to support increased learning outcomes.
- Participation in Teachers Effectiveness Program, conducting frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies based on the Danielson Framework.
  - Professional development in Planning Effective Instruction
  - Professional development in Questioning and Discussion Techniques
  - Professional development on Engaging all Students in Learning
- Establish Curriculum Instruction Team that will meet on monthly basis to look at student work and revise and adjust the curriculum including:
  - Analyze CCLS
  - Analyze current curriculum maps
  - Share decision on targeted instructional focus
  - Vertical and horizontal analysis of instructional outcomes
  - Modification to instructional goals that match NYCDOE instructional expectations.
- Provide students extended learning opportunities
  - After school program focused on literacy skills
  - After school program focused on Mathematics skills
  - After school program focused on students who are English Language Learners

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

298 Hours of teacher per session for extended learning in Literacy grades K-5 (Thursdays December-April) Title I Priority Focus Funding  
298 Hours of teacher per session for extended learning in Mathematics grades K-5 (Tuesday December-April) Title I Priority Focus Funding  
250 Hours for school aides to assist and support afterschool program  
100 Hours for paraprofessionals to assist in afterschool student instruction  
Purchase of IXL mathematics software and RAZ Kids literacy software.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

**Continue to provide a positive culture of trust and respect as sited on page 4 of our most recent Quality Review.**

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

**By June of 2013 100 % of the teachers in Public School 159 will continue to embrace the NYC curriculum, “Respect for All” by incorporating lessons for students highlighting core character values. As a result, students will feel very comfortable expressing their feelings and resolving conflict among their classmates. We will also increase the number of workshops provided to parents to support their children.**

**Instructional strategies/activities**

- The administration and teachers will ensure that the school is a safe and nurturing environment for both adults and students.
  - Discuss concerns and issues during Bi-Weekly Staff meetings
  - Participation in Safety meetings
  - Participation in Monthly SLT meetings
- Incorporate lessons into the curriculum that promote positive character.
  - Continue the Incorporation of the Respect for all curriculum across all grades
- Reward students on a monthly basis for good citizenship.
  - Student of The Month
  - Positive Student Referrals
- Teacher Effectiveness Observations
  - Classrooms that promote respect for all
  - Classrooms that demonstrate active student engagement
  - Create classrooms where students are encouraged to take risks in their learning.
- Parent Workshops focused on supporting their children to succeed in school

**Budget and resource 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 IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Title I Priority Focus Funding to support on going parent workshops on a Monthly basis.  
Materials  
Supplies  
Guest Speakers

### **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

#### **Major Recommendation**

- Parent surveys and information gained from Parent Association meetings indicate a need for increased parent workshops that enable parents to support and enhance their children's learning, health and wellness.

#### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

#### **Annual Goal #5**

- By June of 2013 Public School 159 will provide parents Monthly workshops based on parents request to support and increase student achievement, health and wellness.

#### **Strategies to increase parental involvement and engagement**

Public School will establish a partnership with Cornell University Cooperative Extension. The partnership provides nutrition, health and resource management programs to:

- Reduce the prevalence of childhood obesity and chronic illnesses
- Foster appropriate parenting, child and elder care
- Provide education in financial literacy, health care issues, energy conservation, environmental hazards
- Provide parents with an eight week course on nutrition and healthy lifestyle choices
- Provide students with an eight week course on nutrition and healthy lifestyle choices
- 

Continue to provide timely workshops and activities that help our parents enhance learning for our children.

We survey our parents as to what areas they would like workshops on. Our teachers, guests from organizations and DOE central staff conduct workshops.

October 2012

- Title One Meeting
- Middle School Choice procedures

November 2012

- Introduction to the CCLS by grade level

- Reading with your child to support learning
- Asking questions to support learning with your child

December 2012

- The Common Core Standards

January 2013

- Helping your children succeed in school
- Ongoing Adult ESL every Friday from 3:00PM to 4:30PM (babysitting provided)

February to June

- Homework support
- New York State English Assessment
  - Grade 3
  - Grade 4
  - Grade 5
- New York State Mathematics Assessment
  - Grade 3
  - Grade 4
  - Grade 5
- The arts and your child

**Budget and resource 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 IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

Title I Priority Focus Funding set aside for Non Contractual Services/Parent Involvement to support on going parent workshops on a Monthly basis.  
 250 Hours for school aides to assist and support afterschool program  
 Materials  
 Supplies  
 Guest Speakers from CITE

### ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Interventions include; Daily Flexible Small Group Instruction, Reading A to Z, RAZ Kids, Brain Pop, Uptown Education, IXL, iReady, NY Ready and Additional Guided Reading, Flexible Strategy Groups in Reading, Math, Science and Social Studies.	Flexible Small Group Instruction Technology (Laptops, ipads)	During the school day, before and or after school. Students also at-risk in grades K through 5 participate in the extended day 37.5-minute program four days a week and after-school. Programs consist of guided reading or strategy groups based on specific skills and strategies.
Mathematics	Daily Flexible Small Group Instruction, Hands On Math Activities, IXL, RAZ Kids, Uptown Education, iReady, NY Ready and Strategy Groups (Reading, Math, Science, Social Studies).	Flexible Small Group Instruction Technology (Laptops, ipads)	Students also at-risk in grades K through 5 participate in the extended day 37.5-minute Program four days a week and after-school. Programs consist of guided reading or strategy groups based on specific skills and strategies.
Science	Students receive small group instruction focusing on specific science content, process, and inquiry skills. Science is also incorporated into the Literacy block. Both formative and summative assessment data is used to determine	Flexible Small Group Instruction Technology (Laptops, ipads)  Science instruction supports intervention in the sciences due to content area work.	Classroom teachers also provide supplement activities, homework, and center work/activities on student needs, particularly those at-risk. Differentiated planning also supports student learning. Instructional technology tools like Brain Pop are also incorporated to

	<p>students at-risk. Science instruction supports intervention in the sciences due to content area work. Classroom teachers also provide supplement activities, homework, and center work/activities on student needs, particularly those at-risk. Differentiated planning also supports student learning. Instructional technology tools like Brain Pop are also incorporated to enhance student understanding.</p>		<p>enhance student understanding.</p>
<p>Social Studies</p>	<p>Students receive small group instruction focusing on specific content, process, and inquiry skills. Both formative and summative assessment data is used to determine students at risk. Classroom teachers also provide supplement activities, homework, and center work/activities around student needs, particularly those at-risk.</p>	<p>Flexible Small Group Instruction Instructional technology tools like iPads and BrainPop are also incorporated to engage and enhance student understanding.</p>	<p>Differentiated planning and instruction also supports student learning. Instructional technology tools like iPads and BrainPop are also incorporated to engage and enhance student understanding.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counseling Crisis Intervention Individual as needed During School Individual or small group</p>	<p>Counseling Crisis Intervention Individual as needed During School Individual or small group</p>	<p>Counseling Crisis Intervention Individual as needed During School Individual or small group</p>

### **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)**

We will continue to develop relationships with Colleges to provide student teachers with their practicum. This brings a good source of certified teacher.

Continue to attend hiring fairs to find available teachers in shortage areas when needed.

Work closely with Network Human Resource Director to fill vacancies with qualified candidates when needed.

Continue our relationship with colleges to conduct practicum's for future teachers.

Continue to set aside funding to assist teachers in obtaining credits to achieve Highly Qualify status.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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**

CEP Appendix 6

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

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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

### C. Teacher Qualifications

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

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

### D. School Demographics

Total Number of Students in School	<b>205</b>	Total Number of ELLs	<b>113</b>	ELLs as Share of Total Student Population (%)	<b>55.12%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	13	29	19	22	19	11								113
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	13	29	19	22	19	11	0	0	0	0	0	0	0	113

### B. ELL Years of Service and Programs

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

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

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

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

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	29	19	22	19	11								113
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>13</b>	<b>29</b>	<b>19</b>	<b>22</b>	<b>19</b>	<b>11</b>	<b>0</b>	<b>113</b>						

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 21

Asian: 0

Hispanic/Latino: 194

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

**Freestanding English as a Second Language**

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

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

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

Our plan for ELLs identified as having Special Needs;

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

### Courses Taught in Languages Other than English ⓘ

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

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

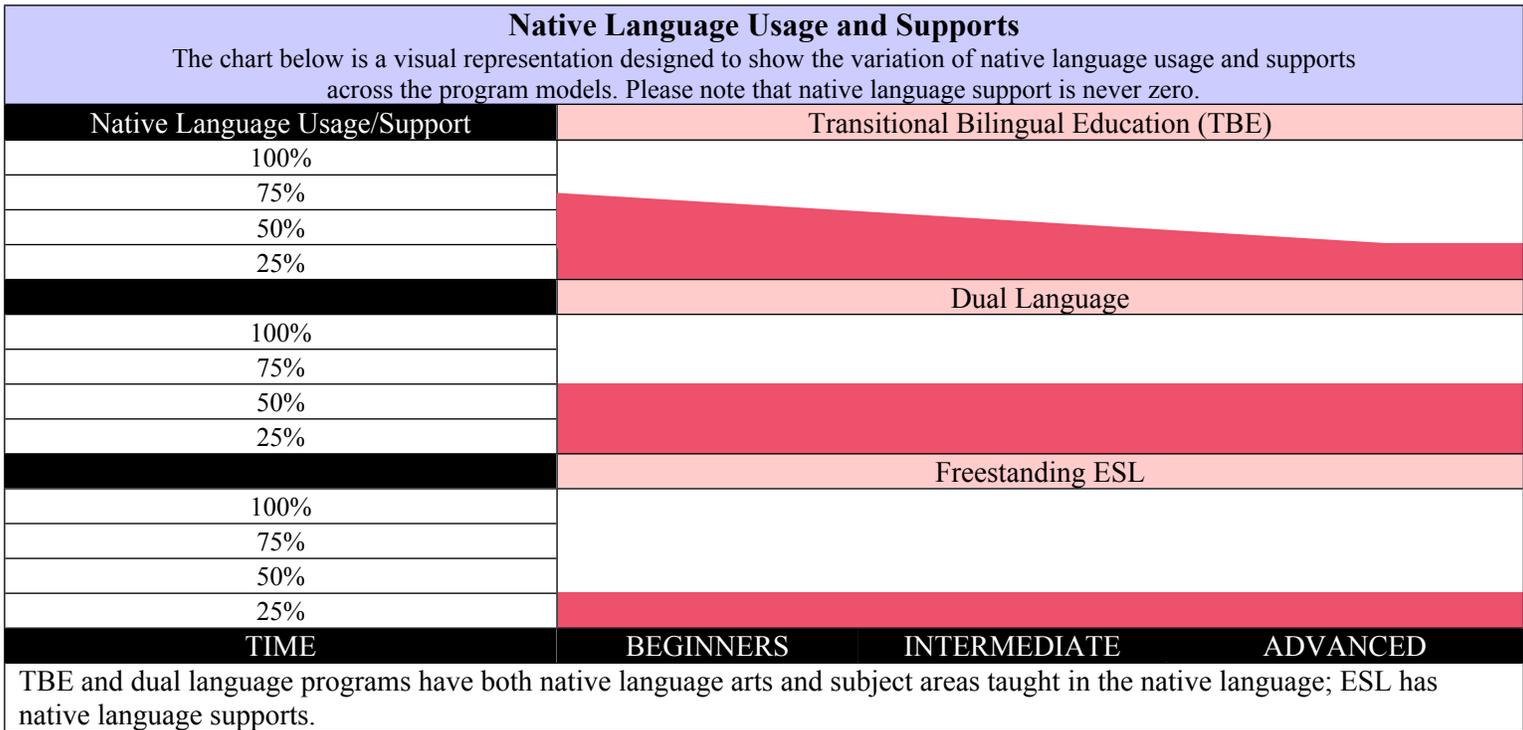
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish		
Social Studies:			
Math:			
Science:			

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

### E. Parental Involvement

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

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

Workshops topics include:

Understanding the ELA and Mathematics exams

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

St. Barnabus Hospital holds several workshops on varied health issues

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		16	2	1	0	2								21
Intermediate(I)		9	7	15	2	5								38
Advanced (A)		1	2	6	17	3								29
Total	0	26	11	22	19	10	0	0	0	0	0	0	0	88

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	7	0	2	0	1	0	10
4	0	2	4	0	4	0	0	0	10
5	0	0	6	0	6	0	0	0	12
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	2	5	0	2	0	10
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

We use DRA2 to assess the levels of our ELL's in grades K-2 in previous years we used ECLAS while grades 3-5 used DRA. We found a disconnect when discussing student progress because of the two different assessments. We believe using DRA for grades K-5 will provide us with a consistent assessment to better analyze ELL student progress, needs and growth. Our teachers also conduct frequent running records to monitor student progress.

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

Our EP students are assessed in their second language by the classroom teachers using baseline, midline and endline writing samples. The teachers also use rubrics and teacher created assessments to assess EP students.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: PUBLIC SCHOOL 159

School DBN: 10X159

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 1      **Network:** 109

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

**Part A: Needs Assessment Findings**

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

Public School 159 is a Bilingual School. Our primary languages of instruction and communications are English and Spanish. Our schools population is about 90% Hispanic and 10% African American. Our Staff is over 95% bilingual (English/Spanish). All correspondence and communication is conducted in two languages. Our office is always staffed with bilingual personnel handling parental questions and concerns.

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

Our findings indicate that we don't have many issues with our ability to provide translation and oral interpretation services to our school community. We did however realize that we do have a population of parents who lack the reading skills in either language to comprehend and repond to written communictions. At our monthly Parent Association meetings parents are informed of their rights to come to our school or call with any questions or concerns they may have. They are also informed that our bilingual Parent Coordinator is available to support them in all their trasnlation needs.

## Part B: Strategies and Activities

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

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

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

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

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

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

## 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: PUBLIC SCHOOL 159

DBN: 10X159

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served: 104

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 10

# of certified ESL/Bilingual teachers: 10

# 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: The Title III funds at our school will be used for after school student instruction per session activities. The instructional program will provide support in literacy and English language acquisition, second language skills, and mathematics. The workshop model will support the program by providing instruction in English. The program will focus on grades K – 5 as an extended afternoon program. Each teacher/class will have approximately 10-15 students each. The students will be flexibly grouped based on NYSESLAT results and teacher assessments and recommendations. The total number of students to be serviced is anticipated to be 104 students. Teachers will meet to group students by strengths and needs. Materials will be selected collectively with the Assistant Principal and literacy coach as the lead teacher. Planning and designing activities will be created collaboratively and implemented by all teachers with a focus on differentiated instruction, language acquisition and comprehension. Materials will be made available to all classes.

The teachers will be using Empire State NYSESLAT ESL/ELL and trade books. All grade levels kindergarten through fifth grade will have workbooks for all students. The classes will be held on Wednesdays from 3:00pm to 4:30pm starting in mid November.

### Part C: Professional Development

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

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

Begin description here: We as a school place a great emphasis on on-going staff development and since our school is currently composed of over 50% ELL students, all Professional Development activities must include an ELL student component. Teachers are offered common preparation periods twice a week to facilitate teacher articulation and professional development. Our school is supported by on site literacy and mathematics staff developers; lab sites and private consultants. We are also supported by our network, CFN 109. They provide ongoing training on a monthly basis. Topics covered include: Looking at the ELL student work, Effective strategies to support the ELL student, Strategies for NON ELL teachers to support ELL students. Training is also provided to the faculty on a bi-weekly basis on Friday for 40 minutes. With this year's focus on "Common Core Learning Standards" and "DOK" we will continue with an emphasis of examining student work and how to effectively reach our ELL students. The objectives to be accomplished will be to: \* modify the units of study for reading and writing,\* improving the skill of conferring with students,\* developing differentiated lessons to address all sub groups with a focus on

### Part C: Professional Development

our ELL students. Increasing academic rigor to meet state standards is our goal as well as providing teachers of grade K-5 with ongoing staff development and support in implementing a more rigorous instructional program the challenges our students to reach state standards. Our Title III after school teachers receive supplemental professional development held on alternating Monday's afterschool, to support instructional goals for our Title III program. Topics covered are: Assessing ELL students, ESL methodologies, Resources for ELL students, Decoding text for ELL students.

### 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: We have excellent participation in workshops, meetings and activities. Parents are attending workshops on, adult education classes and curriculum training classes. We conduct on-going parent workshops on varying topics such as "Helping your child with his homework", "Story Telling", "State ELA, Math and NYSESLAT support". Parent Coordinator is very active and parents seek her out for assistance. We survey our parents as to what areas they would like workshop on. Workshops are conducted by our teachers, guest from organizations and DOE central staff. All notifications and correspondence with parents are translated to Spanish. Our office staff is bilingual and there is always a bilingual member available to assist our parents.

#### Parental Engagement Tentative Schedule

October 2012

Reading with your child to support learning.

November 2012

Asking questions to support learning with your child.

December 2012

Introduction to the CCLS by grade level

Ongoing Adult ESL every Friday

### Part E: Budget

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

Allocation Amount: \$		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		