



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS159K
DBN (i.e. 01M001): 19K159
Principal: DR. MONICA DUNCAN
Principal Email: MDUNCAN@SCHOOLS.NYC.GOV
Superintendent: JOYCE STALLINGS-HARTE
Network Leader: MARLENE WILKS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Monica Duncan	*Principal or Designee	
Richard Martello	*UFT Chapter Leader or Designee	
Senora Mann	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gayle Clement	Member/ Staff	
Cindy Kitroser	Member/ Staff	
Robert Randazzo	Member/ Staff	
J. Holeness	Member/ Staff	
Georgina Smith	Member/ Staff	
Adrianna Sandoval	Member/ Staff	
Atalaya Johnson	Member/ PTA	
Senora Mann	Member/ PTA	
Jessenia Casiano	Member/ PTA	
Lani Lopez	Member/ PTA	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, the overall student population will demonstrate increased progress on key CCLS ELA standards as evidenced by the results of the end of year unit assessments compared to the results of the beginning of year unit assessments. Other measures of student progress will be evident in the comparison of the resulting Spring CCLS aligned benchmarks assessments compared to the results of the Fall CCLS aligned benchmark assessments.

Comprehensive Needs Assessment

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

With the recent change of the NY State ELA assessment to the new Common Core State assessment, our students still showed positive gains in ELA as indicated in the 2012-2013 NYC DOE Progress Report.:

- PS159 achieved an overall proficiency rating of B in ELA.
- Our Median Adjusted Growth Percentile is 67%.
- Our student in the lowest third showed a higher growth putting us in the 80% median growth percentile for ELA compared to our peer schools with a median growth percentile of 73%. This score of 80% also exceeded the city's growth of 75%.
- Other analyzed data showed that overall, students in each grade, and especially those subgroups who have been underperforming in the past (African-American, ELL and SWD student groups), have made considerable growth.

These scores show that our 2012-2013 ELA remedial and intervention programs have had a positive impact on student achievement which is most evident in the SWD subgroup which had 71% of students at the 75th percentile or higher in growth.

Percentage breakdown of students performing on the ELA tests at a Level 3 or 4 at the school level and then as compared to the district percentages:

Grade	Percentage of Students at Level 3 or Level 4 (ELA)	School Percentage (%)	% in District	Ranking
3	18.9	18.8	14.2	4th
4	19.2	19.6	14.8	6th
5	25.2	24.9	16.6	2nd

However, despite the growth shown by our students, the percent of students on each grade level who are meeting the standards needs to be greatly increased. Additionally, in September 2013, incoming Kindergarten students fell below expectations based on initial evaluations that indicated below-age appropriate vocabulary development. The school also continues to experience demographic shifts in the student

populations including an increase in Bengali lower grade (K and 1) and 5th grade students.

As a result of our findings, we recognize the need to address the specific needs of all students (targeted subgroups). Therefore, we will continue to modify and implement academically rigorous instructional programs guided by the Danielson Framework For Teaching and the Common Core State Standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- **Reduce the student-to-teacher ratio and provide programs targeted to specific sub-groups:**

Decreasing the student-to-teacher ratio provides for more effective literacy/reading instruction and learning opportunities. We therefore strive to create the lowest possible student-to-teacher ratio to provide our Kindergarteners more opportunities for verbal exposure, conversational engagements, language acquisition and skill development. We have created a transitional Bengali Kindergarten classroom, an additional 1st grade class and increased remedial and intervention reading services for 5th grade ELL students. We have also implemented flexible scheduling to provide all students in need of language skills acquisition and skill development with maximum opportunities for learning.

- **Using the Danielson's Framework For Teaching and the Common Core Learning Standards as guides, provide a more academically rigorous ELA instruction model that especially targets the lower performing students including ELL's, Special Education and Blacks.** The following actions will be implemented to ensure that teachers plan and implement data driven instruction by administrators continuing to:
 - Conduct grade-level teacher team meetings to identify factors for underachievement, especially in specific sub-groups.
 - Help teachers to develop on-going differentiated SMART goals for all students based on their needs
 - Conduct bimonthly customized ELA/Literacy professional development based on the Danielson's Framework For Teaching, city-wide expectations and the related instructional shifts to strengthen and support grade goals.
 - Communicate student academic status in ELA through teacher-to-student conferences; teacher/parent conferences; monthly progress reports and other monthly curriculum notifications to parents in order to keep them abreast of what their children are learning and to identify ways that they can support the learning.
- **Continuously monitor the impact of curriculum and instruction on student outcomes:** Review prior year's state scores, conduct baseline assessments, strengthen teacher teams on effective student work analysis protocols to adjust instructional strategies based on identified student need.
- **Introduce and use Technology programs** including Achieve 3000, E-Books from Roche offering leveled readers, Reading A-Z, typing program, technology component for Ready gen. (SWD 1:1 ratio laptops) Purchase licenses for target ELA instruction to optimize learning for all students.
- **Incorporate Instructional Methodologies based on Universal Design of Learning (UDL):**
All lessons to include multiple means of representation, action and experience, and means of engagement. By increasing our emphasis on the instructional shifts students are required to be engaged in rich and rigorous conversations using the text as the basis for their evidentiary arguments. Implementation of the backward design planning model allows all teachers to analyze the unit standards and the end of unit assessments in order to plan effective arcs of instruction. Student-directed technology, center activities, are used to reinforce and cross-pollinate academic vocabulary and concepts, and encourage student self-

reflection. Use of **Achieve 3000** and other on-line student programs serve as resources and support for both classroom and home activities.

- **RTI Invention Instruction:** RTI instruction continues to identify and address the needs of the lowest 1/3 student reading population. This intervention which includes Voyager Intervention, Ready Gen and Balanced Reading programs provides to select students classified as Level 1/at-risk, opportunities to achieve grade-level comprehension:
- The results of weekly assessments and monthly progress reports serve to develop differentiated curriculum and learning opportunities and give timely progress reports for classroom teachers and administration.

B. Key personnel and other resources used to implement each strategy/activity

Strategy 1: Reduce classroom size: Dr. Monica Duncan, Ms. Latif, Ms. Morrisette, Ms. Walker (staffing), Bi-Lingual Education grant, principal's budget.

Strategy 2: Provide a more academically rigorous instruction model: Administration, classroom and cluster teachers, Literacy Coach, vendor support.

1. **Technology Programs:** Computer Lab instructors, teacher support staff
2. **Instructional Methodologies:** Administration, Teacher Teams, Data Analysis teams, CFN support staff
3. **Strategy 3: Provide RTI Instruction:** Yvette Grant, AP and RIT Coordinator, classroom and resource teachers, Voyager Passport consumables and on-line resources/components.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Strategy	Timeline-	Progress & Evidence of Effectiveness	Impact
1. Reduce classroom size	Completed October, 2013	<p>By Nov-Strategic instructional groupings evident in teacher plans including RTI candidates and flexible groupings.</p> <p>Nov- June: Strategic groups and data driven student tasks evident in classrooms.</p> <p>Nov- June On-going assessment for language skills acquisition</p>	Significant head-start on learning English language skills to bring students to grade level by June, 2014.
2. Provide a more academically rigorous ELA instruction model:	Launch of school year Implementation (Sept-Nov) Reflection/Modifications (Nov-Jan) Finish and Planning (Feb-June)	<p>By Nov- Completion of baselines and assessment of data to inform instructional groups and RTI services</p> <p>Sept-June - Training of teacher teams on effective student work analysis protocols. Training of teacher teams in effective questioning and discussion</p>	The overall student population will demonstrate increased progress on key CCLS ELA standards as evidenced by the results of the end of year unit assessments compared to the results of the beginning of year unit assessments.

		<p>techniques. Ongoing intervisitations to peers to view questioning and discussion techniques, text based discussions and strategic small group instruction including opportunities for student choice and self-management. Ongoing feedback to teachers based on focus competencies and shifts.</p> <p>May- June- June planning end of year reflection on progress and establishing Professional Development priorities for 2014-2015 school year.</p>	
<p><i>Continuously monitor the impact of curriculum and instruction on student outcomes</i></p>	<p>Launch of school year Implementation (Sept-Nov) Reflection/Modifications (Nov-Jan) Finish and Planning (Feb-June)</p>	<p>By Nov- Completion of baselines and assessment of data to inform instructional groups and RTI services</p> <p>Sept- Nov- Training of teacher teams on effective student work analysis protocols in order to identify specific strengths and needs for diverse students, and to make adjustments to curriculum/ instruction.</p> <p>Reinforce critical thinking skills, phonetic, grammar and writing skills.</p> <p>Nov- June- Ongoing analysis of student work products (unit common assessments) at teacher team level, instructional adjustments made at grade and school level.</p> <p>May- June: June planning and revisions to units based on end of year progress reflection</p>	<p>Student achievement and higher performance indicators.</p>
<p><i>Technology Programs</i></p>	<p>On-going</p>	<p>Sept- June – Ongoing integration of technology within teacher lesson plans. Ongoing implementation of range of technology mentioned in strategy above. Feedback provided to teachers on integration of technology. -</p>	<p>Reinforcement of subject content matter and research/writing skills.</p> <p>Increased student performance on online assessments.</p>

		Student work and increased on-line program scores.	
Instructional Methodologies	On-going	Sept- June: Improved competencies in reading, writing, comprehension and questioning skills, as measured by end of unit assessments and observation feedback.	
3 Provide RTI Intervention Instruction	On- going	<p>Sept- October: RTI Identification of students in need of intervention services: Baseline data will be analyzed to determine target population for Rtl services. Our research based intervention reading program provides to select students -classified as Level 1/at-risk, and lowest 1/3 - opportunities to achieve grade-level comprehension.</p> <p>October – June: Daily, Monthly and Unit assessments to track and monitor student progress or target areas for improvement. Weekly assessments and monthly progress reports develop differentiated curriculum and learning opportunities give timely progress reports for classroom teachers and administration</p>	The overall student population will demonstrate increased progress on key CCLS ELA standards as evidenced by the results of the end of year unit assessments compared to the results of the beginning of year unit assessments.

1.

D. Timeline for implementation and completion including start and end dates

1. Classroom organization occurred in September 2013 and additional modification/changes were implemented in **October 2013**.
2. Providing a more rigorous instructional framework for ELA is ongoing (**September 2013 to June 2014**)
3. Monitoring the impact of curriculum and instruction on students is ongoing (**September 2013 to June 2014**)
4. RTI is on-going throughout the school year (**September 2013 to June 2014**) in 6 to 8 week increments.
5. Technology integration is ongoing (**September 2013- June 2014**)
6. Voyager Passport is on-going throughout the school year (**September 2013 to June 2014**).
7. Parent Involvement is on-going throughout the school year (**September 2013 to June 2014**).

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Instructional Strategies	Program Details	Resources
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1. Reduce classroom size and increase teacher-to child ratio	Establish 1:21 ratio	Classrooms, staff, curriculum materials and supplies, technology equipment.
2. Provide academically rigorous ELA instructional model	Daily 70 minute blocks, Extended Day,	Classroom kits for each program (textbooks, workbooks, teacher resources, manipulatives, on-line and printed resources).
Ready Gen	One literacy/reading block per day with on-going assessments and program modifications to address classroom and individual student needs.	Classroom Kits including Teacher resources (books, on-line and printed materials for instruction and assessment)
ReadTeach		Classroom Kits including Teacher resources (books, on-line and printed materials for instruction and assessment)
RTI	Lower 1/3 identified, six week instructional increments and on-going and end-of-unit assessments.	Voyager Passport instructional kits and reading resources from other leveled reading programs.

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent Involvement

- Monthly progress student progress reports keep families up-to-date on student academic progress and behavior issues.
- Conduct parent workshops with Literacy topics will include: understanding educational accountability grade-level curriculum, reading at home, helping with homework and using technology to teach reading.
- Provide website with Reading/Language tools and links to increase and improve parent understanding and support.
- Open House and Parent/Teacher conferences, one-on-one meetings, student celebrations (i.e., Student of the Month)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Bi-lingual Kindergarten - \$1,000 grant
 Computer grants and budget allotments implemented to support a small student-to-computer ratio for individual learning.

Goal and Action Plan #2

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 2014, the overall student population will demonstrate increased progress on key CCLS MATH standards as evidenced by the results of the end of year unit assessments compared to the results of the beginning of year unit assessments. Other measures of student progress will be evident in the comparison of the resulting Spring CCLS aligned benchmarks assessments compared to the results of the Fall CCLS aligned benchmark assessments.

Comprehensive Needs Assessment

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

With the recent change of the NY State ELA assessment to the new Common Core State assessment, our students still showed positive gains in Mathematics as indicated in the 2012-2013 NYC DOE Progress Report.:

- PS159 achieved for math an overall proficiency rating of B, which measured individual student improvement.
- Our Median Adjusted Growth Percentile was 60%.
- Our overall proficiency however was 21.3 % which is an area of focus for us, as we intend to move a larger percentage of students to proficiency.

Percentage breakdown of students performing on the MATH tests at a Level 3 or 4 at the school level and then as compared to the district percentages:

Grade	Percentage of Students at Level 3 or Level 4 (MATH)	School Percentage (%)	% in District	Ranking
3	23.3	25	18.8	8
4	24.8	25	19.8	7
5	16.7	15.6	16.3	12

As a result of our findings, we continue to address specific student needs (and targeted subgroups) and to modify and differentiate the new math curricula particularly with the Standards for Math Practices – in particular making sense of problems and persevering in problem solving and construction of viable mathematical arguments. We recognize the need to continue addressing the specific math needs of the General Education and subgroups (Special Education, ELL and ESL); and, we will implement on-going modifications our math curriculum to bolster student academic support services through differentiated instruction, extended day instruction, and outreach to families.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- **Reduce classroom size and increase teacher-to child ratio:**
- Additional Bengali Bi-Lingual Kindergarten classroom and new Kindergarten and 1st grade CTT classes to reduce class size

- Increase teacher-to-child ratio for more effective mathematics instruction and learning opportunities.
- Ensure teachers plan and implement data-driven instructional groupings and mathematics tasks.
- All classrooms utilize whole, small and individual instruction to teach and reinforce basic and extended mathematics skills including questioning and writing.
- **Provide a more academically rigorous mathematics instruction model based on Danielson and Common Core Standards.**
- **Analyze math data to drive instruction, teacher team meetings, develop instructional strategies and adjust written curriculum to include adaptations to program based on student data:**
 - Chose target areas of math curriculum weaknesses and strength based on assessment data.
 - Adjust written curriculum maps to include data driven strategies and adjustments
 - Develop on-going differentiated SMART goals based on all student needs and CCLS academic standards.
 - Conduct grade Teacher Teams to identify math performance skill set issues, trends, and strengths.
 - Conduct bimonthly customized math professional developments based on Danielson, city-wide expectations and instructional shifts to strengthen and support grade goals and outcomes.
- **Technology programs** including Achieve 3000, MAVIS typing program, computer and on-line technology components for GOMath, JumpMath, ReadyCCLS NYMath, Motivation Math and IXL programs. (SWD 1:1 ratio laptops) Purchased licenses for target math instruction.
- **Instructional strategies:**
 - Lower class size reduction
 - Students groups according to abilities (i.e., ELL grouped together.)
- **Intervention Instruction:** Math instruction continues to identify and address the needs of the lowest 1/3 student population. Students who rank in this category are provided with differentiated instruction/learning opportunities during regular classroom time and afterschool to achieve grade-level comprehension.
- Weekly assessments and monthly progress reports develop differentiated curriculum and learning opportunities and give timely progress reports for classroom teachers and administration.

2. Key personnel and other resources used to implement each strategy/activity

Strategy 1/Reduce classroom size: Dr. Monica Duncan, Ms. Latif, Ms. Morrisette, Ms. Walker(staffing), Bi-Lingual Education grant,, principal's budget.

Strategy 2/Provide a more academically rigorous instruction model: Administration, Richard Martello, Math Coach, classroom teachers.

- **Instructional Methodologies:** Administration, Richard Martello, Math Coach, Teacher Teams, Data Analysis teams, CFN support staff
- **Technology Programs:** Computer Lab instructors, teacher support staff

Strategy 3/ Provide RTI Intervention Instruction: Yvette Grant, AP and RIT Coordinator, Richard Martello, Math Coach, classroom teachers.

3.

4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Strategy	Timeline	Progress and Evidence of Effectiveness	Impact
<p>1. Reduce classroom size</p>	<p>Completed October, 2013 Ongoing – monitoring of instructional groupings</p>	<p>By Nov-Strategic instructional groupings evident in teacher plans Nov- June: Strategic groups and data driven student tasks evident in classrooms Nov- June On-going evidence of student progress on specific mathematical concepts/ skills</p>	<p>Significant head-start on learning English language/math skills to bring students quicker to grade level by June, 2014.</p>
<p>2. Provide a more academically rigorous math instruction model:</p>	<p>Launch of school year Implementation (Sept-Nov) Reflection/Modifications (Nov-Jan) Finish and Planning (Feb-June)</p>	<p>By Nov- Completion of baselines and assessment of data to inform instructional groups and RTI services Sept-June - Training of teacher teams on effective student work analysis protocols to track and monitor student progress or target areas for focus. Data Sources: September Pre-Requisite Assessment, Math program chapter assessments. Fall/Spring Math Benchmarks, Mid/End year assessments,</p> <p>Ongoing intervisitations to peers to view and reflect on math practice standards and strategic small group instruction including opportunities for student choice and self-management. Ongoing feedback to teachers based on focus competencies and shifts. May- June- June planning end of year reflection on progress and establishing Professional Development priorities for 2014-</p>	<p>Increased competencies for math testing in spring of 2014.</p>

		2015 school yea	
Provide Intervention Instruction	Launch of school year Implementation (Sept-Nov) Reflection/Modifications (Nov-Jan) Finish and Planning (Feb-June)	<p>Sept- October: RTI Identification of students in need of intervention services: Baseline data will be analyzed to determine target population for RtI services. Our research based intervention reading program provides to select students -classified as Level 1/at-risk, and lowest 1/3 - opportunities to achieve grade-level comprehension.</p> <p>October – June: Daily, Monthly and Unit assessments to track and monitor student progress or target areas for improvement.</p> <p>Weekly assessments and monthly progress reports develop differentiated curriculum and learning opportunities give timely progress reports for classroom teachers and administration</p>	By June 2014, the overall student population will demonstrate increased progress on key CCLS MATH standards as evidenced by the results of the end of year unit assessments compared to the results of the beginning of year unit assessments.
Technology Programs	On-going	<p>Sept- June – Ongoing integration of technology within teacher lesson plans. Ongoing implementation of range of technology mentioned in strategy above. Feedback provided to teachers on integration of technology. - Student work and increased on-line program scores.</p>	Increased teacher and student use of technology applications.
Instructional Methodologies	On-going.	<p>Sept- June: Improved teacher competency in planning that incorporates the standards of math practice (Perseverance in problem solving and creating viable arguments). Increased student competencies in approaches to problem solving and creation of oral and written arguments in math , as measured by end of unit tasks and</p>	By June 2014, the overall student population will demonstrate increased progress on key CCLS MATH standards as evidenced by the results of the end of year unit assessments compared to the results of the beginning of year unit assessments.

		classroom observations	
3. Parental Involvement	On-going	Partnerships between school and home/families. Workshops	Improved student involvement with school programs including homework and projects.

1.

5. Timeline for implementation and completion including start and end dates

1. Classroom organization occurred in September 2013 and additional modification/changes were implemented in **October 2013**.
2. Providing a more rigorous instructional framework for ELA is ongoing (**September 2013 to June 2014**)
3. Monitoring the impact of curriculum and instruction on students is ongoing (**September 2013 to June 2014**)
4. RTI is on-going throughout the school year (**September 2013 to June 2014**) in 6 to 8 week increments.
5. Parent Involvement is on-going throughout the school year (**September 2013 to June 2014**).
6. Technology integration is ongoing (**September 2013- June 2014**)

6. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. **Strategy 1: Reduce classroom size:**
 - Reorganize classes and create one new Kindergarten and two CTT classes.
 - Structure classes for a 1:21 teacher to student ratio.
2. **Strategy 2: Provide a more academically rigorous math instruction model:**
 - Complete material sets (textbooks, manipulatives, teacher and on-line resources) for all classrooms.
 - Develop new and hone existing curriculum maps and instruction strands.
 - Provide teachers professional development and training for math programs.
 - Provide multiple math resources for optimal instruction differentiation and academic rigor.
3. **Strategy 3: Parental Involvement**
 - Monthly progress reports
 - Parent workshops CCLS and Instructional Shifts

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parental Involvement:

Continue alliance and partnership with parents to insure family involvement with student academic math success.

- Monthly progress student progress reports keep families up-to-date on student academic progress and behavior issues.
- Conduct parent workshops with mathematic topics including: understanding educational accountability grade-level curriculum, math at home, helping with homework and using technology to teach mathematics.
- Provide computers with mathematics tools and links to increase and improve parent understanding and support
 - Monthly progress reports for parents/caretakers/families.
 - Parent/Teacher meetings and conferences to review math curriculum and student materials.
 - Math hand-outs and printed materials.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
All teachers will increase one level on the HEDI rating system and align their practices to the Danielson Framework with emphasis on questioning and discussion techniques and the use of assessments in instruction.

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.
In accordance with the new Danielson Framework rubric for teacher effectiveness, PS 159 recognizes the importance of increasing teacher effectiveness to reach student achievement goals. Currently, we staff 38 classroom and 8 Cluster teachers. 100% of teaching staff has opted for Option 2, which includes one formal and six informal observations. With regards to Questioning and Discussion, we have been working on strengthening this across the school. We have a wide range of teacher competency in this area, with some instruction still heavily teacher dominated and others demonstrating improved techniques for student to student discussion unmediated by the teacher and anchored in the texts being read.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Constructive use of staff time to support professional collaboration around Danielson's Framework :
<ul style="list-style-type: none">• School leaders have a strategic, timely transparent system for managing professional development and training to improve teacher performance and improved quality of student work products. Feedback to teachers accurately captures strengths, challenges, and next steps using the Danielson Framework for Teaching and articulates clear expectations for teacher practice, supports teacher development, and aligns with individual professional goals for teachers.• Teacher Teams are provided time to conduct substantial and regular meetings that are deliberately structured to support professional collaboration around the two focus competencies.• Professional Development is structured to engage all teachers (based on identified needs) with component studies using ARIS resources , DOE Talent Coach support and administrative/network feedback• Teacher teams will study age appropriate instructional routines that support sustained discussion across the K-5 continuum. For example: K-1 : Buzz Buddies – Turn and Talk routines using accountable talk stems , Grades 4-5 – Student led small group book clubs.
2. Teacher assessment practices, rubrics and grading policies are aligned with school policies and used to make adjustments to instruction and provide students with actionable feedback:
<ul style="list-style-type: none">• Refining rubrics and assessments to ensure CCLS alignment• Instituting assessment practices that consistently reflect the varied use of ongoing checks to make necessary instructional modifications and effective

adjustments.

- Developing and providing actionable and meaningful feedback to students.
- Administration develops formal school wide grading policy.

2. Key personnel and other resources used to implement each strategy/activity

1. **Resources are aligned to and support the school’s instructional goals:** Administration, Coaches, CFN
2. **Constructive use of staff time:** Administration, Coaches, Teacher Teams, Data Inquiry and Leadership Teams
3. **Teacher assessment practices, rubrics and grading policies are aligned with school policies:** Administration
- 4.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Strategy	Timeline	Progress and evidence of Effectiveness	Impact
<p>1 Constructive use of staff time to support a common understanding of Danielson Framework :</p>	<p>Launch of school year Implementation (Sept-Nov) Reflection/Modifications (Nov-Jan) Finish and Planning (Feb-June)</p>	<p>Sept: IPC conferences and School wide focus on questioning and assessment launched with staff October- Administrative calendar for informal / formals based on teacher choices developed and TeachBoost platform used to capture and provide feedback to staff October- June: Ongoing cycles of observation and feedback provided to all staff October- June: Professional Development and intervisitation model will be used to share / highlight instructional practices that support two foci. Mid – Year: Teacher goals revisited and adjusted as necessary June: End of year reflection/summative ratings and</p>	<p>All teachers will demonstrate at least one improved Level on both of the focus components.</p>

		prioritization of foci for 2015 school year.	
2. Teacher assessment practices, rubrics and grading policies are aligned with school policies	Launch of school year Implementation (Sept-Nov) Reflection/Modifications (Nov-Jan) Finish and Planning (Feb-June)	Sept: IPC conferences and School wide focus on questioning and assessment launched with staff Oct- June : Ongoing revision of unit rubrics, analysis of student work and revisions based on data (unit, benchmark data) Continued teacher training on strategies for checking for understanding and feedback to teachers based on observations.	All teachers will demonstrate at least one improved Level on both of the focus components.

4. Timeline for implementation and completion including start and end dates

	Implementation	Completion
Strategy 2: Constructive use of staff time.	On-going	June 2014 (see above)
Strategy 3: Teacher assessment practices, rubrics and grading policies are aligned with school policies.	On-going	June 2014 (see above)

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategy 1: Constructive use of staff time:

- Regularly scheduled staff, teacher and school team meetings.
- Professional Development to reinforce Danielson framework for Teaching as it applies to PS159 classrooms.

Strategy 2: Teacher assessment practices, rubrics and grading policies are aligned with school policies:

- Administration develops grading criteria and provides that information in a timely manner for all teachers.
- Teacher teams develop new and use existing grading rubrics for GO Math, Jump Math, Ready Gen and other programs.
- Professional Development on a range of strategies for checking for understanding and providing students with feedback

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, we will have implemented at least four content rich monthly parent information sessions to improve parental understanding of school academic programs, state assessments (ELA, Math and Science) and initiatives as they relate to their children, particularly ELL, SWD and African-American subgroups.

Comprehensive Needs Assessment

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

Our analysis of student performance puts parental involvement as a critical success factor for student achievement; and, we are committed to fostering relationships with parents who, to date, have not made a connection to the school. We recognize that it is critical for parents to understand the mission and goal of PS159 to better support their children's academic endeavors. It is the PTA's charge to involve all parents in health, nutrition and family programs, supported by translation services where necessary, and run by different parent groups.

2011-2012 PTA data shows that because there is less than 2% parent participation in the school we need to develop stronger and more compelling outreach programs. Working closely with the PTA staff, we are working hard to find areas to extend classroom/school learning to parents/caretakers and families through various PTA programs and parent offerings, such as Reading Night, Movie Night, Health Forum, etc.

In addition, recognizing the importance of including all parent groups, we endeavor to connect with and encourage Bengali parents to develop and conduct programs that meet the need of their community and families.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

3. Strategies/activities that encompass the needs of identified subgroups

Strategy 1: Create and expand web-based services to link parents to the PTA through technology:

- Establish web-services with CFN Technology support, which will allow parents to access real-time event and school-wide information, NYCDOE links and forms.
- Provide PTA calendar with notifications of activities and events,
- Conduct PTA-led parent training on use of DOE parent links to improve parent understanding and support of PTA policies and procedures.
- Foster real-time communication between school and parents through the use of teacher/parent face-to-face meetings, Parent Coordinator and administration.
- *Currently, we are evaluating phone communication services to link all parents/care-takers and families to school activities and announcements.* Budget constraints pose an obstacle.

Strategy 2: Offer Information Sessions and Evening Events for PTA and Parents: Information sessions and evening events focused on learning with your child, student learning styles and techniques, understanding student data, family reading, SWD home support, science in the home will be scheduled for one event a month. Our target groups are parents who are members of the PTA, parents who have not attended any school events, particularly those parents of ELLs and SWDs and student subgroups. Develop hands-on activities for information sessions with the NYC Dept. of Health, Cornell University Nutrition, and other Sustainability Initiative programs.

Strategy #3: Continue Bengali Parent Programs that foster communication to local families and mosques and encourage a strong communication platform between the school and PTA.

- Bengali led mother groups meet once a week.
- Bengali Kindergarten provides an additional opportunity to connect early with Bengali families.
- Bengali parents need more encouragement to be part of the PTA staff; however, there are cultural constraints that seem to impede this goal.

1.

4. Key personnel and other resources used to implement each strategy/activity

Strategy 1: PTA staff, Administration, staff developers, ELA and Math coaches, classroom teachers, CFN Tech Support

Strategy 2: PTA staff, Administration, Teacher Health Coordinator (G. Smith), NYCDOH representative, and other city/non-profit health and fitness groups.

Strategy 3: PTA staff, Administration, Coaches, and Data Specialists.

5. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

	Timeline	Progress/Effectiveness	Impact
Strategy 1 – Create and expand web-based services.	Ongoing	PTA web link off DOE PS159 website (March 2014) which will allow for parent to connect to PTA calendars, notices, etc.	Parental awareness of school academic and health/fitness programs, student and class activities, fundraisers, and other school-based programs.
Strategy 2 - Offer information sessions and evening events for PTA and parents/caretakers/families.	Ongoing	Four sessions, 2013-2014 (First Health/Nutrition Fair for students and families (completed Nov 2013)) Provides coaching and information on health, fitness, parenting and other areas.	Better family health, well-being, and awareness of academics at PS159.
Strategy 3 - Continue Bengali	Ongoing	Provides incentive for the	Better integration of PS159

Parent Programs		Bengali families to be an integral part of our school community.	families, and strong dissemination of information to the Bengali community.
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6. Timeline for implementation and completion including start and end dates

	Implementation	Completion
Strategy 1 – Create and expand PTA web-based services.	December, 2013	June, 2014
Strategy 2 - Offer information sessions and evening events for PTA and parents/caretakers/families.	On-going	June, 2014
Strategy 3 - Continue Bengali Parent Programs	On-going	June, 2014

7. Describe programmatic details and resources that will be used to support each instructional strategy/activity

	Details	Resources
Strategy 1 – Create and expand PTA web-based services.	December, 2013 – June, 2014 Establishing web platform Training staff and parents in use Monitoring usage	PS159 Web Coordinator, PTA staff, CFN web resources
Strategy 2 - Offer information sessions and evening events for PTA and parents/caretakers/families.	On-going Planning Parent meetings designed to improve parent knowledge of CCLS and home supports Collaborating with other NYC agencies to provide training on health	PTA staff, Health and Fitness City agencies and non-profit groups, PS159 staff
Strategy 3 - Continue Bengali Parent Programs	On-going Outreach to mosques/ leaders Leveraging involved Bengali parents as partners to spread school’s vision and assist with translation services.	Bengali staff, Community Based Bengali parent leaders, mosques

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Parent involvement needs to be re-focused towards outreach rather than in-reach. Poor family attendance to regularly scheduled PTA meetings shows how difficult it is to reach families:

1. Technology outreach programs.
2. Developed parent pages with helpful links to NYC DOE, NYC DOH, and other important links.
3. Teaming with Bengali parent population to strengthen communication within the population.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA		Title IIA		Title III	x	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

– Strategies/activities that encompass the needs of identified subgroups

1.

– Key personnel and other resources used to implement each strategy/activity

1.

– Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

– Timeline for implementation and completion including start and end dates

1.

– Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • RIA (Reading Assessment Indicator), Grades 3,4,5 • ELCAS (Early Childhood Literacy), Grades K,1,2,3,4,5, • DRA's (Developmental Reading Assessment), Grades K, 1,2,3,4,5 • Kaplan ELA, Grades 3,4,5 End of Unit, • Ready Gen, ReadTeach and iXL Assessments, Grades 3,4,5 End of Unit • Running Records, Grades K, 1,2,3,4,5 Daily, Individual • Small Group Instruction for preventative tutoring • Paraprofessional support in Grades K-2 and Special Education classes: Push-In/Pull-Out support Grades K-5, small group and individual • READ 180° <p>VOYAGER Reading Program for grades 3-5</p>	<p>Individual and Small Group</p> <p>Individual</p> <p>Individual</p> <p>Individual and Small Group</p> <p>Individual</p> <p>Individual</p> <p>Small Group</p> <p>Individual, Small Group</p>	<p>Early October</p> <p>Fall/Spring</p> <p>Sept, Nov, March, May, June</p> <p>During school day/after-school</p> <p>During school day</p> <p>Daily</p> <p>During school day</p> <p>Early mornings/afterschool</p> <p>During school day</p>
Mathematics	Intervention and remedial pull-out tutoring targeting Levels 1 and 2 populations.	Individual and Small Group	Daily

	“Math Stars”, a morning math groups provide small group review sessions for Levels 3 and 4 populations.	Individual and Small Group	Daily
Science	Harcourt Brace Classroom Program FOSS (First Option Science) Sunrise Science	Whole Group, Small Group, Individual	Bi-Weekly Daily Daily
Social Studies	Extended reading in Content Areas	Individual, Small Group, Whole Group	Daily
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor, School Psychologist/ Social Worker	Individual and family sessions are provided on an as-needed basis Conducts testing services. Individual and family sessions Provides individual medication and emergency services (on an as-needed basis) CPR trained team for emergencies	Students, families and caretakers Students

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), are strategic, promoting access to college and career readiness.

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The use of staff time is structured such that teams have substantial and regular meetings that are deliberately structured so that teachers' professional responsibilities align with the school's instructional goals, focusing teacher time on instructional work and resulting in improved instruction that engages all students in challenging academic tasks.

1. Monthly school staff meeting (first of the month)
2. Bi-monthly Professional Development for school staff
3. Weekly Teacher Team meetings
4. Bi-monthly Leadership Team meeting
5. Vendor on-site and off-site staff training
6. On-line training – vendors, NYC DOE, NY State

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

\$100/child in temporary house = \$3600. Monies buy one backpack, book and supplies for each child (36)/year.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Throughout the year Pre-K parent are invited to attend writing celebration in Kindergarten
Each Spring we host two open house events to provide families of current Pre-K students as well as students who will join us in September with the opportunity to familiarize themselves with our program

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

These decisions are made based on school related assessment trends. We use formal and informal assessment in addition to standardized testing data. Teacher teams help decide which assessment tools will be most appropriate/aligned to the units of students. Many of the weekly professional development opportunities focus on assessment/grading norming performance.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 19	Borough Brooklyn	School Number 159
School Name ISAAC PITKIN		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Monica J. Duncan	Assistant Principal Linda Delluomo
Coach Richard Martello	Coach Staff Developer/E. Ocallaghan
ESL Teacher A. Sandoval de Moore	Guidance Counselor D. Page
Teacher/Subject Area G. Smith / Science	Parent
Teacher/Subject Area M. Wishy/ 3rd grade ELLs	Parent Coordinator P. Welch
Related Service Provider V. Botfeld	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	854	Total number of ELLs	134	ELLs as share of total student population (%)	15.69%
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Part II: 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): BG
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%)	1													1
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1								6
SELECT ONE														0
Total	2	1	1	1	1	1	0	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	118	ELL Students with Disabilities	8
SIFE	1	ELLs receiving service 4-6 years	15	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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	17	0	1							17
Dual Language										0
ESL	101	1	6	15		1	1			117
Total	118	1	7	15	0	1	1	0	0	134

Number of ELLs who have an alternate placement paraprofessional:

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
Bengali	17													17
SELECT ONE														0
SELECT ONE														0
TOTAL	17	0	17											

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	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
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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	3	11	6	3	8								41
Chinese														0
Russian														0
Bengali	2	18	13	12	13	8								66
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3	1	1	2									8
TOTAL	13	24	25	19	18	17	0	0	0	0	0	0	0	116

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	5	3	10	2	7								43

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	10	8	2	4	3								28
Advanced (A)	10	9	15	7	12	7								60
Total	27	24	26	19	18	17	0	0	0	0	0	0	0	131

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	3	4		21
4	6	6			12
5	14	6			20
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14		5		4		2		25
4	11		4						15
5	19		7		1				27
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		2		5	1	5		15
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - For soft data we utilize running records to determine the students' reading level from the Fountas & Pinnell leveling system.
 - The K to 2nd grade use past data as an indicator of next steps for each their own students, as well as upcoming students when a trend is found (i.e. blends of 3 letter consonants tend to be a problem area)
 - 3rd to 5th use the new Benchmark tests from NYC. The data will be used to provide next steps to all teachers, as well as teachers of ELLs of the areas of difficulty for students of any given grade (i.e. a problem area seems to be literature genres)
 - Ready Gen Unit Tests

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Upon examination of the 2013 NYSESLAT and LAB-R scores we discovered a number of patterns:

- More than half of our Kindergarteners and first year newcomers scored at the Beginner level on the LAB-R test.
- First graders excelled in Listening/Speaking, 79% scored at Intermediate and Advanced. Twenty-eight percent of our 2nd graders scored Beginner and 88% Intermediate and Advanced.
- As for our 3rd graders, we have many New-comers Beginners, and nine in Intermediate & Advance level; a total of 12 students in third grade became Proficient this year..
- Most of the 4th gr. class is formed by Advanced students
- 13 students scored proficient this year; therefore our 5th grader population only has 10 Intermediate & Advanced students; however, we received an influx of Newcomers across the grades

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

According to research, Listening/Speaking are modalities that tend to reach proficiency faster, and this is the case for our ELLs in P.S. 159. The self-contained ESL classroom teachers and the ESL teachers have implemented a focus in Reading comprehension, vocabulary development and Writing. Furthermore, the school has invited all ELLs and Former ELLs to attend Extended Day, After-School and/or Saturday Academy. Most of our ELL population attends Extended Day. Most of our ELL population attends/will attend After-School and/or Saturday Academy. About 8% percent of ELL students have an IEP and/or receive SETTS, AIS services, Speech therapy or Counseling. The Annual Objectives reveal tha our students are making great gains.

4. For each program, answer the following:

- a. 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?

- a) What are the patterns across proficiencies and grades? How are ELLs fairing in test taken in English as compared to the

native language?

Spanish LAB

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

Science -

Only one student took the Science Test in Spanish, in spite of the instruction being in English

Mathematics-

We do request a number of test in Spanish for some students who are able to read in their Home Language, which are not many students. Last year we had 3. This year we have 10.

As for Bengali, we provide them with a Bilingual teacher or para-professional to translate the test orally. In both cases, however, we do not believe they fair too well because their Math instruction is in English, not in their Home Language.

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

The school leadership and the ESL teacher gather data and discuss steps to be taken with each child. We discuss the best ways to provide the child by differentiating instruction and cover the student's weakest points. According to the data, we observed that writing and reading tend to be a problem area; therefore, we incorporate intensive reading blocks and guided reading, followed by writing. In addition to our school's ELA results and negative gains in such state test from 2012-2013 and the new Ready Gen program and more

extensive use of technology, as well as a Read 180 LAB for low-performing students.

The staff involved are:

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

c) What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used? regarding instruction, we are always learning new ways to increase our differentiated instruction. We include an intensive writing component, especially the first and second graders. For our kindergarteners, we increased instructional activities that foster reading skills. The school leadership and teachers rely on assessment scores and soft data to guide instruction.

Based on our students' results we are able to know what modality each student needs to work on individually and we allow that to guide instruction. Teachers are able to be more informed as to each students' needs and develop activities, and centers accordingly.

We provide the mandated support in the student's native language: core-subject glossaries translations, bilingual dictionaries, peer translation when necessary and books in native language in the library accessible for the students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

RTI is a collaborative effort between the teachers and Administration. The teachers study soft data and checks for understanding. Pre-test and running-records also gives a placement for each child. Team meetings is a stepping stone where they study student work and make decisions. The Assistant principal collects data from the teachers and discover patterns. RTI groups are formed,

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

7. 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?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

- One general way in which PS 159 knows we are successful is meeting our AYP for our ELLs every year.
- Another way we know we are successful in our program, it that most ELLs have scored out by 5th grade, or are in Advanced level. The very few that have not scored out.
- Finally, our ELLs and Former ELLs are still out-performing in Math the General Population, specially the students from Bangladesh, Asian

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - The intake personnel for the admission process are the secretaries in PS 159, to assist with the process, bilingual paraprofessionals and the Bilingual Social worker assist with the interviews.
 - To support the different languages spoken by parents, the intake secretaries provide the parents with translated Home Language Surveys and other intake documents.

- Home Language Survey (HLIS) – Filled by parents who are admitted for the first time to a NYC schools. LAB–R eligibility is determined by the ESL/LAB–R coordinator.
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.
 At P.S 159 meetings are conducted throughout the year in order to have the parents sign the Parent Survey and Program Selection Form. This form indicates the parent’s choice of the program that they prefer for their child. This meeting also lets the parents know that they have the option to transfer their child to another school where a Dual Language, or Transitional Bilingual Program is offered, if the program would be available in their home language.
 In collaboration with the Parent Coordinator , the ESL coordinator offered a parent orientation at the beginning of the year and two–three times afterwards for newly enrolled ELL parents. The school utilizes the resources in the E.P.I.C. kit. The kit provides letters in each home language as well as a DVD in each home language. For the meetings, letters and reminder notices were sent home in English and in their home language (Spanish and Bengali). During the Orientation a DVD was played in their home language explaining each program choice.
 3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
 The ESL coordinator ensures that all the students who are/were entitled for ELL services receive a notification letter. All these letters are sent home in the student’s home language A copy is kept on file, and one on their Cumulative Record.
 - Entitlement letters. Once the child is tested with the LAB–R and the student is eligible for ESL services, the parent receives this letter from the ESL coordinator.
 - Non–Entitlement letters. Once the child is tested with the LAB–R and the student is not eligible for ESL services, the parent receives this letter from the ESL coordinator.
 - Continued Entitlement letters. Once the school receives the NYSESLAT scores, and the student is still eligible for ESL services, the parent receives this letter from the ESL coordinator.
 - Transition letters. Once the school receives the NYSESLAT scores, and the student is no longer eligible for ESL services, the parent receives this letter from the ESL coordinator.
 - The Parent Survey and Program Selection Form is sent and monitored by the ESL coordinator. Parents have been invited to meetings and letters for the Parent Survey and Program Selection Form were sent to those who did not attend. Absent parents from any of the orientation meetings, received letters for them to sign and return the Parent Survey and Program Selection Form in English and in their Home Language, plus an explanation in writing, found in the E.P.I.C. kit, with the explanation of each program choice in their home language. Finally, we send a special invitation for parents to attend in September and October for them to watch the DVD and sign the Parent Choice if they have not done so. The ESL coordinator is responsible for keeping a copy of each letter sent for school records; in addition, a second copy is made to be placed in the student's Cumulative Record.
 4. Describe the 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.
 This year PS 159 has opened a Kindergarden Transitional Bilingual–Bengali program. We invited the parents for a meeting before the 13–14 school year started, we had a Bengali translator and we explained the choices in NYC for ELLs. Most of the parents invited decided to place their children in the Transitional Bilingual program from the 2013–2014 school year.
 From 1st to 5th grade, after a student has been identified as an ELL student, the child is placed in an ESL program due to the lack of a bilingual–Bengali teacher in the school until the parent signs the Parent Survey and Program Selection Form. Our students’ parents have increasingly chosen an ESL program. Parents of ELLs also receive their placement notice (i.e. entitlement letter, or non-entitlement letter) in their home language from the LAP Toolkit.
 5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 The NYSELAT test is a well organized effort between the Testing Coordinator, the ELLs coordinator & administration. The testing coordinator ensures that we have all the testing materials available; the ELL coordinator that all the ELLs are tested; the Administration provides the staff necessary to test and score the NYSESLAT. The Speaking component is given first, individually and starts in April; In May, the Listening, Reading & Writing is administered in 3 consecutive days. Any student not present, will take the test when he/she returns.
 6. 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.) 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. 

In the last few years there has been a declining interest in bilingual or dual language programs. There is a growing interest in self-contained ESL programs taught by certified personnel. In this school year, parents have been invited to the meetings; letters for the Parent Survey and Program Selection Form were sent to those who did not attend.

20% percent of the parents did not sign the form in spite of our efforts.

6% chose Bilingual or TBE program.

65% chose ESL

9% chose Dual language

Those parents who chose a different program than ESL, refused to transfer their child to a school that offered a bilingual or dual program, saying they were happy with this school and the teachers.

The signed Parent Choice demonstrates an interest in ESL programs. ESL Self Contained classes are offered for all grades. The students are placed in one group for the ESL teachers to push-in, or pull out students from these classrooms. Although Bengali TBA program is not in high demand, the principal projected to have a successful TBA program for the new comers in Kindergarten to make an easier transition into English; We are still working on the numbers in two consecutive grades (K–5th); therefore, the TBE Bengali program might stay for the Kindergardeners only.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?

a) Organization and Program Model

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

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

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

b) What are the program models?

We have all grades homogenous classes: TBE Kindergarten, ESL Kindergarten, 1st, 2nd, 3rd, 4th and 5th grade. In all classes, from Kg to 5th the ESL teachers push-in or pull-out students to service them according to their level and mandated minutes per level.

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

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

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

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 foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The only native language evaluation we have is the Spanish LAB as a new student in the NYC school system. We do not administer other native language test, such as 'El Sol' test because we do not have a bilingual program in Spanish. For the Bengali TBE the teacher creates her own testing materials; there is no Native Language test for Bengali as of yet.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The baseline used for all four modalities is any previous NYSESLAT test. We study the data on the NYSESLAT Modality Report from ATS to assess their individual needs. The ESL coordinator provides this data to the classroom teacher with ELL students.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) Describe your instructional plan for SIFE students.

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

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

Newcomers form 88% of ELLs. We use scaffolding techniques to reinforce and foster comprehension: manipulatives, visual aids, (computers & Smart-Boards) and leveled libraries to develop reading skills. PS 159 has chosen the Core Knowledge program; with this program we will be able to take the students to reach comprehension in the various ways in which a unit will be presented across subjects.

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

This current year 12% of our ELL population has been served from 4 to 6 years. A large amount of this students receive additional services to support their academic performance; which according to the data, consists of lower scores on the writing component strand on the NYSESLAT, guiding us to support them with our after-school, Saturday academy and/or additional support staff in those classes.

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

The one student who is long term ELLs receives ESL services the mandated time according to his proficiency level. Any Long term ELL receives intensive reading and writing support since that is the area in which they are the weakest at. In addition, any SIFE is invited to after-school and extended day activities. During the 2011–2012 year we have one long term ELL.

7. 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?

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

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

- There is one Bengali-Bilingual licence teacher and one Bengali para who is a 1:1 para-professional for one student

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

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:			

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

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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	45 minutes per day	45 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

9. 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.

- After-school
- After-School Clubs
- Extended Day
- two Spanish speaking para-professionals
- one Bengali-speaking para-professionals
- Bilingual – Bengali PTA member
- two licensed Bilingual–Spanish teachers
- S.A.V.E. room
- Hearing teacher
- Recreation Time club
- School psychologist
- IEP teacher
- Family Assistant
- Guidance Counselor
- Resource Room
- Occupational therapy
- Speech therapy and Language
- Nurse
- Bilingual–Bengali teacher

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

After data analysis from our data specialist and our classroom teachers' soft and hard data we have come to the conclusion that our Former ELLs are over-performing the general population in Math. For ELA they have not been overly successful, because, according to research, such as Jim Cummins, Second Language Academic proficiency is not reached until seven to ten years of exposure. Data shows that some of our students; especially those holding an IEP and/or those almost Long-Term ELLs are stagnant when it comes to gains on the ELA test. However, the school continues to make improvements within, including, but not limited to: adding more technology to our classrooms and providing meaningful professional development for all teachers, including our ELL teachers.

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

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

- We plan to improve our new TBE Bengali program by adding more bilingual books and technology.
- A school-wide improvement is focused on Ready Gen & Go Math programs.

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

n/a

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

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

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

- 20 laptops in all upper grade self-contained ELL classes
- Interactive websites
- Use of Achieve 3000
- Computer class
- For Math: Go Math and manipulatives
- For Science: Harcourt Science, NY edition
- For Social Studies: Social Studies New York City, Harcourt
- ELA: Ready Gen

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

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

For the Bengali–TBE Kindergarten, the mandated 75% Native Language support is delivered in several forms for Beginners:

- Orally by the bilingual teacher
- By peer translation when a qualified translator is not available
- Bilingual dictionaries
- Print rich Bengali – English environment
- Books in native language
- Use of State resources translations for parent letters regarding ELLs

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

The academic support and resources provided for the ELL students are delivered to programs appropriate for Elementary schools and the level of proficiency in English that the student has. Furthermore, when new ELLs are admitted into our school they are placed in the class that corresponds to the students’ age and/or corresponding grade if a report–card is available. If we admit a SIFE student, then that student is placed according to his/her age.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

The new students that enroll later in the year are afforded the opportunity to meet with the teacher to talk about rules, expectations, and curriculum. They also meet with the ELL coordinator to talk about Program Choices and their child’s proficiency level.

18. What language electives are offered to ELLs?

n/a

19. For schools with dual language programs:

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

n/a

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Describe the professional development plan for ELL personnel at the school. (Include all teachers of ELLs.)

Teachers involved will be trained by our school staff developers during the professional development planning meetings. Teachers will learn to implement specific strategies to work with ELLs during the Saturday Program and/or After School. Teachers will participate in Smart Board training to learn to fully use all the instructional features that this technology offers to teachers and students. Additional training will be provided in the use of Achieve 3000. In addition, they will participate in professional development sessions facilitated by the Assistant Principals, the Coaches and Teacher Specialist. Titles include:

- Analyzing student work and student progress
- Writer's workshop
- CCLS standards
- Culture and language characteristics of ESL students
- ESL in content areas / Math for ELLs
- Achieve 3000
- Using the Smart Board
- Questioning techniques Danielson's training
- Fishbowling - Grade meetings accountable talk
- Special education teachers attend the above workshops and
- promotional policy
- O.T, speech and Setts teachers attend some of the above workshops and:

2. What professional development is offered to teachers of ELL in supporting ELLs as they engage in the CCLS?

All teachers who have ELLs in their general education classrooms attend professional development each semester. In the professional development sessions there are examples of explicit ESL methodology lessons using CCLS standards, updates on regional cross curriculum initiatives, general ELL needs are addressed.

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

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

- Career day
- Choices for different middle schools
- Translated letters
- Workshop to fill out Middle School Applications

4. Describe the minimum 7.5 hrs. of ELL training for all staff as per Jose P.

Professional Development costs to Title III funds are included in the budget. Title III program teachers will be paid training rate to attend training sessions after school and/or on Saturdays. Each teacher will be allowed 6 hours of training time to support his/her work with ELLs in the Title III program. A curriculum planning session will be held for all hired program teachers to ensure that instruction during program hours is aligned to student goals and program outcomes.

The principal also provides Professional Development for all teachers every 2 weeks for 50 minutes.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Paste response to questions here:

E. 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 response to question here:

School Name: Isaac Pitkin

School DBN: 19K159

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/14/13
	Assistant Principal		11/14/13
	Parent Coordinator		11/14/13
	ESL Teacher		11/14/13
	Parent		11/14/13
	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		11/14/13
	Coach		11/14/13
	Coach		11/14/13
	Guidance Counselor		11/14/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K159 School Name: Isaac Pitkin

Cluster: 02 Network: 209

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

A. P.S. 159/District 19 has in-house written and oral interpretation services to communicate all or substantially all parents within the school which contain critical information regarding their child's education, including, but not limited to:

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

B. P.S. 159/District 19 has in-house written and oral interpretation services to communicate in a timely manner, in each of the covered languages and make oral interpreters available to the schools.

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

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

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

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

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Isacc Pitkin	DBN: 19K159
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>153</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Title III Program Description

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

Saturday Academy

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

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

Part B: Direct Instruction Supplemental Program Information

development through UDL.

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

After School Program for ELLs

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

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

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

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

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Professional Development

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

These include:

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent/Adult Education Program

Part D: Parental Engagement Activities

ESL for Adults & Computer class

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

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

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

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

Part E: Budget

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

Allocation Amount: \$17580

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

Part E: Budget

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

Allocation Amount: \$17580

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

Part E: Budget

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

Allocation Amount: \$17580

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