



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 159Q
DBN (i.e. 01M001): 26Q159
Principal: PAUL J. DIDIO
Principal Email: PDIDIO@SCHOOLS.NYC.GOV
Superintendent: ANITA SAUNDERS
Network Leader: MARY JO PISACANO

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
Paul J. DiDio	*Principal or Designee	
Janice Testagrose	*UFT Chapter Leader or Designee	
Jeanine Carollo	*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	
Andrew Pecorella	Member/ Assistant Principal	
Josephine Green	Member/ Teacher	
Eileen McNicholas	Member/ Teacher	
Carolyn Sullivan	Member/ Parent	
Melissa Kitching	Member/ Parent	
Effie Koutouratsas	Member/ Parent	
Hannah Park	Member/ Parent	
	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)
	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, 85% of students in grades K-5 will maintain proficiency or show improvement in their level of written analysis of informational texts as measured by achieving grade level proficiency on CCLS aligned rubrics.

Comprehensive Needs Assessment

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

- An analysis of the 2013 NYS ELA data reveals that students in Grades 3-5 could develop further in the following areas: Analyze information on the basis of new or prior knowledge; evaluate the content by identifying the author's purpose.
- An analysis of the 2013-2014 ELA MOSL Writing Prompt data reveals that students in grades K-5 need to develop further in supporting their topic with evidence from the text.

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

Throughout the year we have changed the school calendar to include 6-½ days that will allow us to provide professional development to the staff, in addition to provide time needed to further analyze student work in teacher teams.

The strategies/activities that encompass the needs of the identified student subgroups are:

1. Student work will be assessed at grade conferences and during collaborative inquiry-based team meetings with a focus on strategies to be taught and next steps in order to reach grade-level performance on task assignments and MOSL rubrics.
2. Administration will monitor teachers' use of data from classroom assignments, ongoing conferencing of students' reading levels through Teachers College assessments, and the MOSL assessments to tailor instruction to student subgroups using the Danielson Framework.
3. Teachers' planning will strategically provide opportunities for students to work in flexible cooperative learning groups to analyze informational texts, write opinions and arguments, engage in activities that are both cognitively challenging and accessible, develop the skill of using evidence from the text to support arguments in writing and practice informational writing, with the aim of building students' persistence through new or challenging tasks.

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

The staff and other resources that are used to implement these strategies/activities are:

1. Teachers in grades K-5 will review student writing samples from both the ReadyGen Units of Study, as well as, On-Demand writing prompts from the NYC MOSL assessments. During their weekly scheduled common preps and inquiry time, teachers will analyze and create next steps for their classes as

well as individual students.

2. With the support of the newly created Literacy Coach, teachers will plan numerous mini-lessons on developing the skill of using evidence from the text, tailor instruction to student subgroups based on data from classroom assignments, assess students' reading levels through Teachers College Reading and Writing Project (TCRWP) Running Records, and the MOSL assessments. Through informal classroom observations or visitations the administration will monitor lessons using the Danielson Framework as well as monitor student progress by reviewing school-wide data folders and individual student portfolios
3. Various push-in teachers will support students while they work in flexible cooperative learning groups, to further students' understanding of analyzing informational texts and writing opinions and arguments in response. During the regular and extended school day program, in addition to, the afterschool test sophistication program, teachers will provide opportunities for students to practice informational writing.

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

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

1. Teachers will evaluate student progress and effectiveness using the Performance Based Assessment Rubric to analyze student progress, plan future instruction and offer next steps to individual students.
2. Administration will collect teachers running records five times a year in order to monitor students' independent reading progress. Teachers will present students' graded writing samples to the Administration with comments and next steps for the student.
3. Administration will evaluate teachers' effectiveness using all 22 components of the Danielson Framework.

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

1. Teachers will evaluate student progress and effectiveness three times a year (October, February, and June) using the Performance Based Assessment Rubric.
2. Administration will collect teachers running records five times a year (October, November, January, March, June) in order to monitor students' independent reading progress. Teachers will present students' graded writing samples to the Administration with comments and next steps for the student in October, January, May.
3. Administration will evaluate teachers' effectiveness using all 22 components of the Danielson Framework beginning after initial planning conferences and concluding in early June 2014.

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

1. Our master schedule allows for each grade to have a minimum of two common planning periods each week. In addition, we have an approved SBO that has changed the school calendar to include 6-1/2 days throughout the school year to allow for vertical planning.
2. Using the Danielson Framework administration will provide ongoing professional development for teachers based on their current levels of performance through observation and feedback provided by the DOE Advance system.

3. Lead teachers will turn-key relevant information to their grade constitutes that was provided at monthly network meetings.

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).

Our school will support parents and families by:

- Providing materials and training to help parents work with their children to improve their achievement level in literacy;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Providing assistance to parents in understanding the new CCLS standards and assessments;
- Monthly calendar is sent home to inform parents of activities, units of study, upcoming events, etc.
- Back to school - Meet the Teacher Parent Meetings – September 2013
- Monthly parent newsletter on Units of Study in each grade
- Parent Coordinator presents at monthly PTA meeting informing parents of various workshops/activities etc.
- Parents are encouraged to attend reading and writing class/grade celebrations throughout the year when planned by classroom teacher.
- ELA Testing workshops are given to familiarize parents with test-preparation for students in grades 3-5.
- Teachers meet with parents at Parent Teacher Conference in November and March. Phone conferences and additional parent/teacher meetings are scheduled as needed to inform parents of student's academic success and/or needs for improvement.
- Communication shall be provided in alternative formats and languages as necessary
- P.S. 159 DOE website with online resources for parents – http://schools.nyc.gov/school_portals/26/q159/default.html

Budget and Resource Alignment

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

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

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, 85% of grade K-5 students will increase their level of reading comprehension as measured by achieving grade level proficiency or making at least 1 year's progress on the Teachers College Reading and Writing Project (TCRWP) Benchmarks for Progress on Reading Levels.

Comprehensive Needs Assessment

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

The expectations and demands of the CCLS and the need to insure that our students are prepared to meet the College and Career ready Literacy Standards made this reading goal a priority.

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

In addition, the need to raise students' independent reading levels is a key supplement to the ReadyGen curriculum which requires students to grapple with grade appropriate complex text but we are finding that it does not provide time for improvement of students' independent reading levels.

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. Teachers will integrate class sets of books from the Ready GEN program as well as CCLS band level books and non-fiction texts into their classroom curriculum.
2. Teachers will administer TC Running Records a minimum of five times per year and utilize the data to assess students' current levels of performance, modify small group instruction and offer individual students appropriate strategies and/or next steps that can be implemented when reading independently.
3. The school will seek parental involvement in the support of increasing students' independent reading levels by providing parents/guardians with current data on the children's IRLs, strategies/next steps for their children and a list of sample comprehension questions based on various levels of Webb's DOK and Bloom's Taxonomy.
4. Students will engage in various independent reading activities both in and out of school, including our school's Summer Reading program.
5. Classroom teachers will confer with students on a daily basis maintaining conference notes that will inform, identify next steps and further differentiate instruction.

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

1. Key personnel will include classroom teachers, the Principal, the Assistant Principal; various support teachers and the Literacy Coach
2. Inquiry teams will meet regularly throughout the year to study student progress in Reading, the CCLS-aligned Ready Gen Reading Series, and the student progress in writing.
3. School administrators will monitor student learning by collecting teacher data binders, conferencing with teachers, reviewing MOSL Assessments, and through frequent classroom visits using the Framework For Teaching as an evaluation tool.
4. Meet weekly with PPC, Special Liaison and ELL teacher to ensure that students with IEP's or special needs are provided with supports and resources needed to succeed. Conference with teachers to make sure that all students who need extra support are receiving ongoing AIS services including extended day.
5. Our curriculum team will supplement the Ready Gen and Go Math curriculums through the collection of data from existing management systems, conducting

assessment item analysis and assisting administration and Inquiry Team members with how to best utilize the data to improve student learning outcomes.

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

1. TCWRP Reading Levels of all K-5 students will be collected five times a year to monitor Reading Progress.
2. Lunch and Learn Professional Development
3. K-5 students

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

1. By June 2014, 85% of grade K-5 students will increase their level of reading comprehension as measured by achieving grade level proficiency or making at least 1 year's progress on the Teachers College Reading and Writing Project (TCRWP) Benchmarks for Progress on Reading Levels. We will collect data on TC Running Records in October, November, January, March and early June to assess the progress of each individual student's IRL.
2. see above
3. see above
4. see above

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

1. ELA support staff was hired at various points of the school year to assist with the administration of TC Running Records. Classroom teachers utilize extra prep periods provided by rotating ATRs in order to conference/assess readers' progress.
2. See above
3. See above
4. See above

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 Coordinator will be available to meet with and discuss any parental needs/concerns. Parent coordinator plans and hosts parent workshops providing assistance in understanding City, State, and Federal standards and assessments. Parent coordinator will attend conferences and share opportunities with parents and community. Parents will be given a list of TCRWP Benchmark Levels by grade. Report cards will inform parents of child's reading level at least 3 times a year.
- Sept. PTOs and November/March PTCs will give teachers the opportunity to promote literacy at home by supplying grade appropriate material to encourage home participation. (Teacher, grade, or DOE created.) PTOs and PTCs will give parents an opportunity to ask for assistance.
- Monthly calendar is sent home to inform parents of activities, units of study, upcoming events, etc.
- Back to school – Meet the Teacher Parent Meetings – September 2013

- Parents are encouraged to attend ELA celebrations throughout the year when planned by classroom teacher.
- ELA Testing workshops are given to familiarize parents with test preparation for students in grades 3-5.
- UFT will sponsor a Parent Book club, guided by UFT staff.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	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.

- By June 2014, 90% PreK-5 students will attain grade level proficiency or show improvement in their ability to model with mathematics and/or construct viable arguments in mathematics as measured by rubrics.

Comprehensive Needs Assessment

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

- An analysis of the 2013 NYS MATH exam data reveals that students in Grades 3-5 could develop further in the following areas:

Number sense and operation, Statistics and probability

The need to align curriculum and instruction with CCLS through mathematics activities requiring students to successfully read, analyze, construct, and argue solutions in the classroom, on DOE Math Tasks, as well as state assessments.

Instructional Strategies/Activities

Describe the research-based 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. Grade specific inquiry teams will research and provide effective learning strategies in mathematics for students in sub-groups of the school population.
2. Teachers will continue to revise/supplement the Go Math curriculum, assessment, and instruction while also aligning curriculum and assessment to the CCLS.
3. Teachers will work together to engage all students in rigorous tasks embedded in well-crafted instructional units with appropriate supports.

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

1. Key personnel will include classroom teachers, the Principal, the Assistant Principal; various support teachers and staff.
2. Key personnel will include classroom teachers, the Principal, the Assistant Principal; various support teachers and staff.
3. Key personnel will include classroom teachers, the Principal, the Assistant Principal; various support teachers and staff.

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

1. Throughout the year teachers and Inquiry Teams will use data to focus math instruction to students' needs as evidenced by teacher lesson plans, teacher test analysis and the results of Exemplar assessments.
2. Teachers will continue sharing best teaching practices and turn-keying data from Lead Teacher meetings in order to tweak the Go Math curriculum.
3. By implementing Charlotte Danielson's Framework for Teaching as a guide for lesson planning, student engagement and assessment and by utilizing resources such as the CCLS, NYC tasks and Engage NY teachers will create highly engaging tasks in mathematics that require students to model with mathematics and/or construct viable arguments in mathematics.

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014

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

1. Extended day and Afterschool programs will implement effective strategies based on number sense and operation, statistics/probability.
2. Teacher teams will meet during common prep times in order to gather/analyze student data, assess students' progress and to plan future instruction.
3. Ongoing professional development and teacher reflection based on Charlotte Danielson's Framework for Teaching.

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).

Our school will support parents by:

- Providing materials and training to help parents work with their children to improve their achievement level in math;
- Providing parents with information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Providing assistance to parents in understanding math standards and assessments
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Monthly calendar is sent home to inform parents of activities, units of study in math, upcoming events, etc.
- Back to school - Meet the Teacher Parent Meetings – September 2013
- Parents are encouraged to attend math grade celebrations throughout the year when planned by classroom teacher.

- Math Testing workshops are given to familiarize parents with test-preparation for students in grades 3-5.
- Teachers meet with parents at Parent Teacher Conference in November and March. Phone conferences and additional parent/teacher meetings are scheduled as needed to inform parents of student’s academic success and/or needs for improvement.

The administration establishes various forms of clear and consistent communication with the parents through letters, e-mails, and phone calls to encourage participation in school programs, students’ academic progress and behavioral management.

P.S. 159 DOE website with online resources for parents – http://schools.nyc.gov/school_portals/26/q159/default.htm

Budget and Resource Alignment

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

X	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.

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.

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.

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

1.

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

1.

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

1.

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

1.

E. 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.

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.

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

1.

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

1.

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

1.

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

5.

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

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

4. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X
			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.

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).

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.).

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.).

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.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, and Parent Teacher Association, as trained volunteers and welcomed members of our school community. Our school will support parents and families of all students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's programs as outlined in the Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact;

- Engage parents in discussion and decisions regarding funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- ensure that the funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team and the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

SCHOOL-PARENT COMPACT

Staff and parents of students participating in activities and programs, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review the Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- The implementation of a Parent Book Club at the school has also increased parent involvement and has provided parents with another means of communication, with our Parent Coordinator as well as with Administration.

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.
- Follow the guidelines/message of our Character Education Program: Be a good role model as well as “Know what is right, care about what is right and do what is right”.

School-Parent Involvement Policy

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

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

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

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

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

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

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

**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 26	Borough Queens	School Number 159
School Name PS159		

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 Mr. Paul DiDio	Assistant Principal Mr. Andrew Pecorella
Coach type here	Coach type here
ESL Teacher Mrs. Melissa Delmonte	Guidance Counselor type here
Teacher/Subject Area Mrs. Michelle Lazo (ESL)	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mrs. Kim Johnson
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	6
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
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)	627	Total number of ELLs	78	ELLs as share of total student population (%)	12.44%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	23	18	8	7	12	10								78
SELECT ONE														0
Total	23	18	8	7	12	10	0	78						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	78	Newcomers (ELLs receiving service 0-3 years)	66	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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										0
Dual Language										0
ESL	66	0	2	12	0	2	0	0	0	78
Total	66	0	2	12	0	2	0	0	0	78

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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	5	2	1	1		2								11
Chinese	9	5	2	2	4	4								26
Russian														0
Bengali														0
Urdu	1													1
Arabic	1	1	1		2	1								6
Haitian														0
French														0
Korean	2	4	2		1	2								11
Punjabi														0
Polish		1												1
Albanian	1				1									2
Other	4	5	2	4	4	1								20
TOTAL	23	18	8	7	12	10	0	0	0	0	0	0	0	78

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)	7	3	1	1	2	2								16

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)	0	3	2	0	3	5								13
Advanced (A)	16	12	5	6	7	3								49
Total	23	18	8	7	12	10	0	0	0	0	0	0	0	78

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	1	5	2		8
4	5	2			7
5					0
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	1		4		2		1		8
4	2		3		3		2		10
5									0
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	0		0		1		6		7
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.

At P.S. 159 we are currently using the core curriculum Ready Gen in grades K-5. We will use the data offered through this program to support decisions for all our students including our ELLs. We are also continuing to assess our students using the Teachers College Running Records in grades K-5. The data collected from both of these tools will support all instructional decisions for literacy instruction. In the early childhood grades we are also using Foundations. The early childhood ELL students at P.S.159 will receive whole group and small group instruction utilizing these three literacy tools. Our schools ELA Instructional Expectations will be considered when planning. Our Literacy Expectation is that based on learning goals, teachers will identify possible interpretations of text and anticipated challenges to plan carefully sequenced text-dependent questions and both check and deepen students' understanding of new content/text. While keeping this expectation in mind ELL students will experience literacy activities that meet their language needs as well.

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

The data patterns across proficiency levels on the LAB-R and NYSESLAT are as follows, the students who took the LAB-R in Kindergarten came to us with a strong start, excluding newcomers. Out of 23 kindergarten ELLs, 16 are advanced and 7 are beginner/intermediate. In grades 1-5 typically our beginners and intermediates are our newcomers and are struggling in all areas or specifically reading and writing. Our ELLs receiving services for 4-6 years are all advanced requiring additional support with reading and writing as well.

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](#))

We will use the patterns across NYSESLAT as well as current classroom data to plan for individual and whole group instruction needed to support our ELLs language needs. During the regular school day, extended day, and the Title III/Test Prep program our students will receive instruction tailored to meet these goals. Students will be given the opportunity to practice reading, writing, listening and speaking to improve their English and support AMAO's as a result of the NYSESLAT test.

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?

On the ELA Assessment 56.4% of our non ells and ells performed in the 75th percentile or higher. On the Math Assessment 66.2% of our non ells and ells performed in the 75th percentile or higher. This can be compared to the ELLs only where 22% performed 75% or higher on the ELA Assessment and 29.6 % performed 75% or higher on the Math Assessment. Our ELL progress on the NYSESLAT was 82.7%, demonstrating the overall growth our ELLs have made at PS159.

We recognize that many of our ELLs require additional support to enable them to perform better when compared with their peers. We have restructured our ESL Program to address this need and will begin a Title III afterschool program to support our first grade and second grade ELLs prepare for the demands that are ahead. Our ELLs in grades 3-5 will participate in an afterschool program with non ELLs to prepare for the state exams. Both programs will run on Tuesdays and Thursdays from 3:30-5:00 pm from December till March.

PS159 is not using the ELL Periodic Assessments. We are using the NYC Baseline Assessments, NYSESLAT and current classroom data for grades K-5. The teachers and school leadership collaborate to use the data to determine the whole and small group instruction needed within the classroom, during extended day and in the afterschool program. Staff collaborates to share best practices to develop rigorous activities that meet the CCLS. The native language is now being supported through our new computer program Imagine Learning. The data provided by Imagine Learning will support our understanding of our students current deficiencies and we will plan instruction to meet these needs.

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](#).)

P.S.159 analyzes the running records and Teachers College benchmarks for reading levels throughout the year to select English Language learners who need additional support. They will be serviced with Tier II and Tier III Interventions. Students who are

below the grade benchmark will work with ELL certified teachers including their classroom teacher, Jill Wasserman, and Melissa Delmonte using a leveled literacy program to support and track their progress. Early Childhood students will also receive support when needed in Foundations by double dose small group instruction. RTI instruction will be provided by out of classroom ESL support teachers Melissa Delmonte and Jill Wasserman, along with the classroom teacher and our SETSS provider Hannah Garson.

6. How do you make sure that a child's second language development is considered in instructional decisions?
At PS159 we consider our ELLs when selecting programs and planning for instruction. Our Curriculum Maps and Ready Gen modules are designed to allow for multiple entry points for all students, including our ELLs and former ELLs. Classroom teachers and ESL Providers ensure that there are many scaffolds, visual supports, TPR, realia, etc. to support second language development. When necessary teachers and ESL Providers modify lessons and activities to ensure students are able to progress both with content knowledge, academic vocabulary and overall language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Over the past three years Mr. Paul DiDio and Mr. Andrew Pecorella have carefully assessed ELL progress and evaluated the success of the pull out model. This year we have made a significant change to our ESL service model with the belief that this new model will best serve our ELL population and support their success, allowing for AYP's to be met at the years end.

Each year as a school we look at the individual growth of each of our students and reflect on our programs and methods of instruction. This year as we begin to utilize the core curriculum Ready Gen, we will continue to track data to determine the success of our programs and make any changes we find necessary for the success of our ELL population.

We have decided to make a more focused effort to address our ELL students. We have staffed our school to have a licensed Early Childhood/ESL teacher for kindergarten, and licensed Common Branch/ESL teachers for grades 1-4. In grade 5 our ESL Coordinator, Melissa Delmonte does a combination of a Push In/Pull Out Model to support. This change allows for daily use of ESL methodologies from the classroom teacher throughout the entire school day. We also have Jill Wasserman who is ESL and Common Branch licensed, working at PS159 three days a week to offer support and RTI to our ELL population. Our supports are targeted to ensure that our students will show a greater increase in their NYSESLAT results and all classroom assessments, as well as standardized tests.

Part IV: ELL Identification Process

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

- 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](#).)
When parents enroll their children at PS159, Melissa Delmonte assists in the completion of the HLIS in English and their native language. Mrs. Delmonte has an informal oral interview in English or Spanish with the parents and reviews each question to ensure parents accurately answered all questions and answers any questions or concerns the incoming families may have. Parents who require oral translation in another language the ESL provider utilizes bilingual staff members or the phone Translation Services to complete the oral informal interview and HLIS. A licensed ESL teacher (either Melissa Delmonte or Jill Wasserman) administers the LAB-R to those students who qualify. Melissa Delmonte administers the Spanish LAB-R to our Spanish speaking ELLs. Students not passing the LAB-R exam, as determined by the ESL pedagogue, will receive services based on their Program

Selection Form.

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.
We then set up a Parent Orientation within ten days of the student's enrollment. We send home the official letters provided by NYCDOE in the home language and also send home a flyer with visual supports with key information, date, time, place. The flyer is stamped with PS159s most common languages stating important information please translate to ensure parents are aware of the importance of the Program Selection. The meeting is held with the ELL Coordinator, Parent Coordinator, Chinese bilingual staff member and administration. Parents are provided with an agenda in their home language that has been created by Melissa Delmonte and translated officially by the written translation services in all possible languages provided. They are then shown the orientation video in their home language to explain the three program choices. A group discussion is held to allow the ESL teacher Melissa Delmonte to answer all questions and concerns. Melissa Delmonte provides Spanish translation when needed. Parents who require additional translation support the phone translation services are used with that family. Parents are made aware that all programs are available to their children. After the completion of the program selection form parents who select a program other than ESL are informed that if a sufficient number of families request the particular Program option that the school will create a classroom to meet their program selection. They are offered the opportunity to transfer their child to a school that currently has the program of choice and the ESL provider supports the parent decision to transfer their child or wait for the program to be opened in their home school. If there is any further support needed the ESL provider Melissa Delmonte will meet individually with families to help support their program selections. An additional parent orientation is scheduled for parents who were unavailable for the original presentation. If parents are still unable to attend 1 on 1 meetings and phone conversations are scheduled by the ESL Coordinator to ensure all ELL families are given the opportunity to obtain the information needed to complete the Program Selection Form.
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](#)].)
Melissa Delmonte ensures that all students who are tested into ESL by the LAB-R or are continuing service receive entitlement, continued entitlement letters, and placement letters in both English and their home language. Melissa Delmonte produces these letters and distributes them to classroom teachers to be placed in student take-home folders. Copies of every letter sent home are kept both electronically and hard copied and stored in the ESL office and the student's cumulative record. To ensure completion of the parent survey and program selection forms, the ESL Coordinator makes phone calls to each family with the support of bilingual staff members or translation services if needed to set up one-on-one conferences. If a parent did attend the orientation but chose to take their program selection form home to complete, we follow up with that family to ensure the documentation is returned ASAP.
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.
We administer the LAB-R and Spanish Lab-R (if needed) and then if the student is eligible for ESL services we begin communication with families in their requested language, using written translated letters and oral support from bilingual staff members or the oral translation phone service. A Parent Orientation is set up and the program selection is made. Once a selection is made, Placement Letters are distributed to the students in their home language. Placement Letters are distributed by our ELL Coordinator and placed in take home folders. The ESL provider Melissa Delmonte will then tally the results of the program selection form and ensure all students are placed in the instructional program of choice. Continued entitlement letters and Non entitlement letters in the students' native language are produced by the ELL Coordinator and distributed to classrooms where they are placed in take-home folders. All letters are copied and placed in a binder for our records and an additional copy is placed in the student's cumulative record.
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.
Students are organized into testing groups based on grade band levels and their current class. The ESL teachers (Melissa Delmonte and Jill Wasserman) carry out testing for students that are not on their servicing roster for speaking. The reading, writing and listening sections are administered by either the dual certified classroom teacher or the ESL providers. To ensure that all students take all parts of the test, we track the students on a spreadsheet containing all names of ELL students and the four modalities of the test, Reading, Writing, Listening and Speaking. After all sections are administered to every ESL student the two ESL providers complete all necessary information on the scans and transfer any bubbles from the test booklets. We then work with a team of trained scorers to score the Writing and complete the packaging and deliveries

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. 
- After reviewing the Parent Survey and Program Selection form for the past few years the trend in program choices show that the majority of the parents prefer the ESL program. Our current program model is alligned with the parent requests. For parents who request TBE or DL programs, ELLProgramTransfers@schools.nyc.gov will be consulted to assist parents in finding placement. The parents at PS 159 who were interested in another program other than ESL chose not to change schools and requested to remain in ESL at P.S.159. They were made aware of their options and still preferred to remain at P.S.159 and requested we do not seek placement elsewhere.

During the 2013-2014 school year the Program Selection requests were as follows:

All request ESL except four parents request Transitional Bilingual and four parents request Dual Lanuage

During the 2012-2013 school year the Program Selection requests were as follows:

All request ESL except two parents request Transitional Bilingual.

During the 2011-2012 school year the Program Selection requests were as follows:

All request ESL except three parents request Transitional Bilingual and one parent requests Dual Language

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])? PS159 uses a Push-In/Pull Out model for grade 5 only. The ESL Coordinator Melissa Delmonte services the whole group (levels B-A) during push in and will work with small groups across proficiency levels. During Pull Out she addresses the specific language needs of the beginner and intermediate fifth grade students.

For kindergarten through grade four, one classroom teacher on each grade holds both an ESL license and either a Common Branch or Early Childhood license. The ESL students language needs are addressed daily by the classroom teacher in all subject areas using ESL methodologies in a self contained model.

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)?

The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. By staffing a dual certified teacher on every grade, except grade 5, ESL students receive ELL instruction above the required minutes. For the grade five students that scored at the beginner and intermediate level on the LAB-R or NYSESLAT are receiving 360 minutes per week and our advanced students are receiving at least the 180 minutes.

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.

In our self-contained ESL classrooms and Push In/Pull Out Model, content is delivered with appropriate ELL scaffolds. In math, science, and social studies teachers use realia, videos, and explicit vocabulary instruction to ensure that ELLs are able to access content knowledge. In ELA, our teachers use close reading and questioning to ensure ELL comprehension of read-alouds. To support independent reading and writing skills, teachers use data to isolate specific skills to reinforce and support through small group instruction. In these small groups, the teachers encourage group discussion to give opportunity for students to use content vocabulary and build conversational skills.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year? At PS159, all Spanish-speaking students receive the Spanish Lab-R at the time of registration from a licensed ESL teacher who is fluent in Spanish. In regards to our Special Education protocol, all of our ELLs that are being evaluated for support services (i.e.- speech, OT, counseling, etc.), are assessed both in their native language and in English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? In reading and writing, teachers use periodic assessments to assess student growth. In reading, we use the Teachers' College running records to assess accuracy, fluency and comprehension. We are using the NYS Baseline Assessments for ELA in all grades to benchmark our students and plan our instruction accordingly for reading and writing.

We also will use data from Imagine Learning to hear our students oral language when they are working independently on the program and supporting data to determine the students strengths and weaknesses. Reading, Listening and Speaking are addressed directly on an individualized basis while students work with the program and teachers can access the individual and group data reports regularly to evaluate their student's progress.

We assess speaking through re-tell of texts in both whole and small groups, and based on our observations will support these students by planning specific lessons/activities to allow for the practice they require to progress. We assess our students listening skills through the use of HOT questioning and "turn-and-talk" during interactive read-alouds, Ready Gen close reading of texts and close reading of content specific texts.

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. N/A

b. Newcomers are provided with a buddy who speaks their native language to support when needed. They will be given additional differentiated activities to address the foundational skills they need to succeed in reading, writing, listening and speaking. Teachers will monitor their progress and meet with the students in small group or one on one regularly to model usage of the language and allow opportunities for practice. We also have purchased the Imagine Learning computer-based program to support our newcomers. All instruction is designed with multiple entry points for all levels of the ELL subgroups.

c. Our ELLs receiving services for 4-6 years are looked at on an individualized basis. For two of our students they need ELAND and we are preparing the documentation to support. For the remaining students, they are performing at the advanced level and will continue to receive ESL services to support all four modalities. We will target their deficiencies which across the board is reading and writing. Our new core program Ready Gen we are modifying to support our ELLs and offer additional literacy scaffolds to support their growth on both the NYSESLAT and State ELA Assessments.

d. N/A

e. Students who test proficient on the NYSESLAT continue to be placed into classrooms with ELL support and receive support in extended day by an ELL certified teacher. After closely monitoring their growth after their first year of testing proficient, they may continue to be placed in a class with ELL support or moved into another class setting if they no longer require the ESL support.

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?

Teachers at PS159 use a variety of instructional strategies and grade-level materials to support ELL-SWD with both academic content areas and to accelerate English language development. To support the Ready Gen core reading and writing program we have implemented the use of Imagine Learning, a computer-based program that builds gateway literacy skills through a variety of modalities, reading, writing, listening and speaking. This program designs activities to meet the individual needs of each of our ELLs and provides comprehensive data reports allowing teachers to connect to and monitor progress. We are also using many other programs to support the content areas such as Discovery Education United Streaming to show nonfiction videos, Pebble Go to allow for interactive close reading of nonfiction texts with vocabulary and visual supports, BrainPop, and Bookflix. To support writing development and Social Studies content, teachers are using Picturing America. Picturing America is a teaching tool that exposes our students to American History and traditions through art. Finally, our comprehensive implementation of Thinking Maps supports our ELL-SWD by providing a consistent representation of thinking through all contents, including literacy, physical education, etc.

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?

For our ELL-SWDs, they receive ELL services by receiving push in instruction from an ELL-certified teacher. Melissa Delmonte uses ELL scaffolds including realia, pre-teaching vocabulary, and visual supports to ensure that these IEP students are able to access content. She also facilitates turn-and-talk and small group accountable talk to help re-inforce new content vocabulary.

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:			

Courses Taught in Languages Other than English *i*

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

Science:				

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

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

Our targeted intervention programs for ELLs includes a school-wide implementation of Thinking Maps. Thinking Maps provide ELLs with a concrete visual tool to support their thought processes. We are implementing Thinking Maps throughout the school to provide consistency for our ELLs and SWD. In addition, we have recently purchased Imagine Learning. This program provides personalized literacy intervention for students with native language support. We use a leveled literacy program to provide Guided Reading and continue to track their progress throughout the year.

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

Our current program is effective in meeting the needs of our ELLs in both content and language development because the classroom teacher who is delivering instruction daily is dual licensed. The teacher ensures that the ESL students in her class are being given the appropriate scaffolds and incorporates ESL methodology into all of her lessons. The two out of classroom ESL supports are also available to offer RTI small group lessons to support the classroom teachers goals with individual students.

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

This is the first year at PS159 that we have concentrated all of our ELLs into one classroom per grade. This is also the first year we will be using Imagine Learning with our ELLs. The data will carefully be looked at schoolwide to ensure that this new model and program is supporting the ELLs. We are also implementing the new Ready Gen program and will consider that in our evaluation of the new self contained program and Imagine Learning program.

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

We have discontinued our schoolwide Pull Out model. Mr. Paul DiDio and the staff at PS159 believes it to be best for the ESL students to have a dual certified teacher that can tailor all lessons to include multiple entry points for our ELL population. We have also discontinued the used of Teachers College Reading and Writing program to adapt the new Common Core Learning Standards into our practice and to address the need for students to be exposed to grade level texts for the 2013-2014 school year.

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

Every program in our school is open to all children including our ELLs and SWD. We offer an afterschool Test Prep Program twice a week for all students in grades 3-5 who are below grade level standards. We also utilize our extended day to support all ELL students, with instruction provided by their classroom dual certified teacher. The teacher plans targeted activities to support classroom instruction and also utilizes NYSELAT Test Prep books to prepare ELLs for their upcoming NYSELAT assessment. Students are also given the opportunity to use the Imagine Learning program to address all four modalities throughout the school week. All programs planned outside of the school day by our PTA is open to all students including ELLs and SWD.

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

The instructional materials that are used to support ELLs include Go Math ESL supports and Ready Gen ESL support. We also use Discovery Education United Streaming videos, Pebble Go interactive non fiction texts, Brain Pop, and Bookflix. These are in addition to the many teacher-created tools, which include many visual and language supports. We also utilize our SmartBoards or Promethian Boards and Elmos are available to all teachers to create interactive lessons that contain media such as graphics, video, and sound clips. Every classroom is equipped with laptops for all students to utilize throughout the school day. For native language support along with English Instruction the Imagine Learning Program has been purchased to be used with our ELLs.

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

Native language support is provided through our newly purchased program Imagine Learning. In this program, teachers have the option of allowing students to hear instruction in both English and their native language. This program is used in our ESL self contained classrooms and with our push in/pull out grade 5 students. Our school does not have dual-language nor a transitional biligual program. Many of the teachers, paraprofessionals and support staff are bilingual and offer native language support as needed.

Native language support is also provided through our extensive picture dictionaries in all of the languages in our school. Students are given dictionaries for use in class and are also allowed to borrow them to support at home. Classmates offer translations to support their peers.

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

In grades K-4 teachers are dual licensed and provide the required support. They work with their grade, our Literacy Coach and our ELL Coordinator to ensure that the resources correspond to ELL's ages and grade levels. Our ELL Coordinator provides materials as needed to support all areas of instruction and supports any modifications needed to instruct our ELL population. Our collaborative professional community allows staff to share ideas and use best practices when differentiating for ELLs.

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.

We do not offer any programs before the beginning of the school year to any of newly enrolled students including ELLs. We share with the families information regarding the local library and internet resources they can access to support their children. The same is offered to ELLs and non ELLs who enroll throughout the school year. Parents will also be given access to the Go Math online component to support math instruction as well.

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 & 2. Professional Development at PS159 is an ongoing part of our goal to grow as professionals and ensure we learn how to meet the needs of all students. The ELL providers will participate in many professional developments this school year including Thinking Maps, Ready Gen, Go Math, Imagine Learning and Common Core Learning Standard professional developments. All information learned at any professional development is turn-keyed between all of the ELL providers and the other classroom teachers. All instruction is supported by our involvement in the Thinking Maps program. Thinking Maps are being used in every content area to support comprehension and processing. Our Literacy Coach Allison Myers is supporting the staff in Thinking Maps. All teachers, including teachers of ELLs are encouraged to attend outside Professional Developments offered throughout NYC from the Office of ELLs and turn key any information learned during weekly grade meetings.

3. Our staff knows the challenges that are ahead for all students including our ELLs as they transition to middle school. Our fifth grade is departmentalized preparing our students for the expectations in grade six. The children travel to three different teachers to receive their instruction (ELA, Math and Science/Social Studies) We explain to the students this is the change that they will experience in grade six and allow them the opportunity to experience it for one year in their elementary school. Students who struggle with the transition are supported by out of classroom personal and school guidance. Staff members continue to collaborate to best prepare our fifth graders for middle school not only with the departmentalization but through our instructional decisions as well.

4. This year all teachers, including non- ELL teachers at PS159 will receive the 7.5 hours of ELL training throughout the school year from a variety of professional developments. Professional developments will take place during grade meetings, on Wednesday's from 2:40-3:30 and during professional development non attendance days for students. We will work on planning Ready Gen Modules and Go Math Units of Study to support our ELL population. We will also receive trainings from our administration and literacy coach outlining citywide expectations and what that looks like for all students including ELLs and SWDs. Lynn Walsh our ELA Network Specialist will meet with the staff to support teachers of ELLs and non ELLs with strategies that can be used with all students. Gail Schwartz, Pearsons Ready Gen specialist will meet with all staff to provide teachers with information on how to differentiate within the program to allow all students to access the text being studied.

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?

1. Parent and Community involvement is stressed at P.S. 159. We reach out to parents with the help of our Parent Coordinator. Every effort is made to provide materials in their native language. We also provide translators at Parent-Teacher conferences and at parent-orientation meetings and workshops. Notices are sent home in all languages available or stamped with a PS159 stamp in the major languages stating "Important Information please translate". Staff members also are called on to translate/communicate in writing when necessary. There are bilingual dictionaries offered and available for use during the school year.

Parents are welcomed and encouraged to participate in classroom activities in order to be familiar with all aspects of instruction. Parents are invited and encouraged to join in classroom activities, celebrations and school trips. We know that parents and families are an integral part to each student's learning and that families can offer support not only during the school day but at home as well. The Parent Coordinator Kim Johnson offers parent workshops to support parental understanding of the new Common Core Learning Standards and the goals we expect our students to meet by the end of the school year. Translation is always provided in all of our parent involved activities with our bilingual staff members or outside services if needed.

2. Parents are encouraged to attend and participate in PTA and CDEC meetings. Letters in regard to Community Meetings are sent home in the native languages inviting children and parents of ELLs to join in neighborhood activities. Parent coordinator attends workshops and ensures all relevant programs are advertised and made available to parents.

3 & 4. We evaluate the needs of our parents by keeping open communication through individual meetings, letters home and parent meeting with parents of ELLs. The classroom teachers also communicate with not only the parents but the ELL Coordinator and Parent Coordinator regarding any questions or concerns. School administration and the staff use the data provided by the NYC DOE Parent Survey to determine the effectiveness of our current parent programs and communications. In addition to the normally scheduled parent-teacher conference, we provide a Meet the Teacher meeting in September to give the parents the opportunity to get to know the classroom teacher, programs to be used, and the overall expectations of the year. The parent coordinator is available daily for all parents and will contact the dual certified classroom teachers or the ELL Coordinator when an ELL parent has a specific question in regard to ELL servicing and language progress.

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:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q School Name: PS159

Cluster: 2 Network: 2.05

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

Part A: Needs Assessment Findings

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

At P.S. 159 we begin the collection of the written and oral translation needs of our families upon initial admission to our school. We offer translated HLIS documents, utilize bilingual staff members for translation support and the phone translation services to ensure parents understand the importance of the HLIS form that they are completing. Once the HLIS has been completed with a pedagogue (Melissa Delmonte, ESL Coordinator) a record is kept by the ESL Coordinator of both the oral and written language that is requested and a copy is given to the classroom teacher. This data is used to ensure NYS and NYC-DOE notices, brochures and information available in the native language are provided to parents. Translation services are also provided for PTC. Report cards are ordered in English and all other languages as provided by DOE. Teachers can ask for assistance from bilingual staff members to orally communicate with parents throughout the year. Parents are also welcome to provide their own translators for meetings with staff. The Parent Coordinator is available to assist with obtaining translation services. Community notices and school event notices requiring a response are stamped "Important Information -Please translate". in the major languages found at PS159 to ensure families are aware of all important dates and school updates.

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

Our school requires written and oral translation for the following: Parent Teacher Orientation, Parent Teacher Conference, Pre-referral, IEP and parent/teacher meetings, report cards, and all notices. These findings are reported to the school community through SLT, PTA, CEP, school committees, SBST and the parent coordinator. We utilize all translation services and documents that are provided by the NYCDOE to address the oral and written interpretation needs of our school community and seek outside services when necessary to translate languages not available through the DOE.

At P.S.159 the oral and written translation needs of our families are as follows: 86 Chinese families, 53 Korean families, 15 Spanish families, 10

Arabic families 1 of Polish family, 1 Portuguese family, 1 Vietnamese family, 1 Albanian family, 1 Hindi family and 1 Urdu family, and 1 Armenian family. Classroom teachers, out of classroom teachers, and other school personal are provided with this data to ensure the individual oral and written translation needs of our families are met throughout the school year.

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.

The written translation services that we offer at PS159 ensure that our families are given the information they need in their native language as requested on the HLIS. All official notices from NYS and NYC available in the native languages will be distributed. Report cards are sent home in English and native languages as provided by the DOE. Bilingual Pedagogues and other DOE employees assist with written translation. During the ESL Parent Orientation that is held within 10 days of entitlement, the ESL Coordinator distributes all information (invitations, brochures and program selection forms) in English and the home language, provided by the NYC-DOE. The Parent Coordinator can direct parents to online language assistance services. Community notices and school event notices requiring a response are stamped "Important Information -Please Translate" in the major languages found at PS159. Bilingual Parent Homework Dictionaries and other supplemental bilingual aids are available upon request.

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

The oral interpretation services are provided for Parent Teacher Orientation, Parent Teacher Conferences, Annual IEP meetings and any parent conferences throughout the year. These important meetings that require oral interpretation are provided with translators by outside contractors, in-house school staff, parent provided interpreters or parent volunteers. Teachers also are assisted by bilingual staff members to orally communicate with parents throughout the year. Parents are also welcome to provide their own translators for meetings with staff. The parent coordinator is available to assist with obtaining oral interpretation services. Community notices and school event notices requiring a response are stamped "Important Information -Please translate", in the major languages found at PS159.

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

A. PS 159 provides each parent whose primary language is available by the NYCDOE, with notices in their primary language. In addition, each parent has access to copies of the Bill of Parent Rights and Responsibilities. Upon request, we provide translation service with bilingual staff members. For Parent Teacher Conferences, PS 159 hires official translator's in both Chinese and Korean to assist.

B. In the entrance of the school there is the large WELCOME sign provided by the NYCDOE that informs families in all languages that we offer translation services. The school security agent also has small cards that are given to parents to bring to the office, to indicate which language they need translation and interpretation services. The Parent Coordinator keeps a binder that is dedicated to parent information in all translated forms. Included in the binder is the Translation and Interpretation Folder, the Bill of Parent Rights, as well, as a sign indicating that interpretation services are available.

C. All parents are welcome to meet with administration. On site staff members assist in oral translations to support setting up the meeting with administration and translating during the meeting.

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

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. Our staff strives to ensure parents are aware of all of their rights and have access and knowledge of how to access such websites that support translation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS159	DBN: 26Q159
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: push-in model
Total # of ELLs to be served: 21
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

+

Rationale-

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

Subgroups and Grade -

Gr. 2 -1 Intermediate, 3 Advanced

Gr. 3 -4 Intermediate, 6 Advanced

Gr. 4 -1 Intermediate, 6 Advanced

Schedule and Duration -

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

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

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

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

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

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

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

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

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

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

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

Names of Providers - P. DiDio, Principal

A. Pecorella, Assistant Principal

J. Goldfeder, Network Literacy Specialist

K. Mascoe, Network Math Specialist

A. Myers, E. Lackos, Instructional Lead Literacy

R. Steinberg, L. Kemme, Instructional Lead Math

J. Testagrose, ELL Teacher

Various Pedagogues, Content Dependent

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

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

Paul DiDio - Principal

Kim Johnson - Parent Coordinator

Janice Testagrose - ESL Teacher

NYC/DOE - Flyers/ Notices

UFT - Flyers/Notices

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

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$0

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

