

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS159K, THE ISAAC PITKIN SCHOOL

DBN (*i.e.* 01M001): DISTRICT 19, BROOKLYN, CLUSTER 2, NETWORK 212

Principal: DR. MONICA DUNCAN

Principal Email: MDUNCAN@SCHOOLS.NYC.GOV

Superintendent: JOYCE STALLINGS HARTE

Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Monica Duncan	*Principal or Designee	
Richard Martello	*UFT Chapter Leader or Designee	
Atalaya F. Johnson	*PA/PTA President or Designated Co-President	
Yvonne Ashley	Treasurer	
Natalie Miller	Parent	
Jeffrey McNeil	Parent	
Naji Holmes-Skeet	Parent	
Gayle Clement	Member/ Teacher	
Robert Randazzo	Member/ Teacher	
Cindy Kitroser	Member/ Teacher	
Adrianna Sandoval	Member/ Teacher	
Georgina Smith	Member/ Teacher	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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)
X	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, at least 15% of all students in Grade 3, 4 and 5 will demonstrate a deeper understanding of Common Core Learning Standards (CLS) based literary or informational text skills by using them as a source for making explicit or inferential statements as measured in growth in student performance evident in the comparison of baseline and end-line unit-based or common assessments from Developmental Reading Assessment (DRA) on selected standards.

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 2013-2014 school year was a year of many program changes for our school including the three month roll-out of Ready Gen and Wonders. We continued to hone analyses of raw data to develop differentiated instruction that met the needs of all student populations.

The majority of our work focused on:

- Strengthening questioning and discussion techniques, and implementing a more rigorous and consistent CCLS format for all student groups.
- Data driven scaffolded instruction based on assessment data and analysis.
- Stronger teacher team initiatives for programmatic changes and modifications.
- Use of a variety of programs to better differentiate instruction, including ReadyGen, Roake, Reading A-Z and Voyager.

Strengths:

- **P.S. 159's average score on the ELA State exam was 2.39.** This was similar to the average overall citywide test score for Elementary schools in 2013. Compared to other schools in the city servicing students with similar characteristics, P.S. 159's average score was statistically similar.
- **In 2013-2014 P.S. 159 21% met State standards** on the State English test with an average score of 2.3 out of 4.5. This score was 9% below the City Average of 30% and 3% above the District Average of 17%.
- **Student Progress for ELA measured at 52.0** with 2.4 Earned Points and qualified for Approaching Target.
- **Student Achievement for English (Levels 3 and 4) was 21.0%** with 8 Earned Points and qualified for Approaching Target.
- **Teacher evaluations are based on Danielson's framework**, which includes our focus on question and discussion techniques. Our school-wide collaboration provided the school a variety of program changes and enhancements.

The key points below highlight some of the positives that was noted by reviewers or evidenced in student achievement:

ELA Performance Scores: ELA performance score improvement was negligible and overall rose in tandem with citywide performance statistics. We attribute this to the implementation of ReadyGen, which is a more rigorous CCLS-based program (as compared with Reading Streets.) 2014 has been our first complete year of ReadyGen with complete classroom textbooks and support materials. We predict higher scores moving forward as students adapt to CCLS based questioning and answering formats and techniques.

Student ELA Comparison Scores: The school was cited in the 2013-2014 School Quality Snapshot with a 21% ELA score as compared with the city average of 30% and the district average of 17%.

Quality Review 2013-2014: Principal and school leaders make deliberate decisions and organizational modifications that advance instructional goals and support student learning. (1.3)

Needs: Our instructional priority for the 2014-2015 school year is to strengthen our students' questioning skills and discussion techniques. To accomplish these goals students need to have strong language skills to analyze text, ask questions to demonstrate understanding of that text and be able to refer explicitly to the text as a basis for answers. During the 2012-2013 school year both students and teachers were adjusting to a new reading program (where supplies were shipped over a three month period) and more rigorous CCLS based ELA tasks and activities. We also feel that we overcompensated for CCLS demands by placing a heavy focus on non-fiction. Consequently, 5th graders struggled with identifying figurative language. Modifications include a more balance of fiction and nonfiction this this year.

The key data points below highlight some of the impact of our challenge noted by reviewers or evidenced in student achievement:

1. **New York State ELA Assessment Performance Data (Proficiency Scores)¹:**

	2012-2013		2013-2014		Movement
3rd Grade	City	2.48	City	2.47	Decrease
	School	2.35	School	2.29	
4th Grade	City	2.56	City	2.59	Increase
	School	2.42	School	2.49	
5th Grade	City	2.55	City	2.55	Decrease
	School	2.39	School	2.22	

Quality Review lowest performance rating overall:

- **Grade 3:** 3.RI.4, 3.RI.1, 3.RL.1, 3.RI.5
- **Grade 4:** 4.RI.4, 4.RL.4, 4.RL.5, 4.RL.2
- **Grade 5:** 5.RI.3, 5.RL.3, 5.RL.1, 5.RL.2, 5.RI.1

According to the Item Analysis for Grade 3 on the Spring 2014 ELA Assessment our current 4th Grade students had 77% of student performing below Levels 3 and 4. 20% were Level 3 and 3% for Level 4.

Grade	Level 1		Level 2		Level 3		Level 4		% of Students Below Levels 3 and 4
	%	# Students							
3	47	63	30	39	20	26	4	3	77
4	41	51	31	39	22	27	4	8	72
5	54	73	34	45	10	13	2	3	88

¹ARIS 2-13-2014 data based on percentages is unavailable.

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. Building Teacher Content Knowledge Activities:

- Continue weekly Professional Development (PD) sessions that target teaching methodologies aligned to CCLS.
- Unpack the CCLS RL and RI standards in school wide and grade level meetings (our two most important areas of need.)
- Analyze the State Released Questions to gain insight on what each standard requires at each grade level.
- Develop questioning and prompts aligned to each of the priority standards.
- Determine research-based strategies for supporting all students, including English Language Learners and Student With Disabilities, to master each standard.
- In addition, language and reading concepts and skill sets are cross-pollinated with other content areas, such as science and social studies.

2. Lesson Planning and Implementation Cycles in Collaborate Teacher Teams:

- Continue to learn and perfect Ready Gen and Wonders units and tasks for optimal program usage and benefits.
- Unpack each literacy unit, including standards and tasks, to create a coherent sequence of learning targets.
- Design arcs of instruction to include long term and supporting learning targets and a sequence of standard-aligned formative assessments for classroom, cluster and resource teachers.
- Analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and individual students including Students With Disabilities and English Language Learners.
- Teachers will include learning targets in daily lesson plans and continue to receive professional developments to hone this skill.

3. Data Analysis and Adjustment to PD cycle:

- Teachers and administrators will work together to analyze the student work and data from assessments that address the priority standards, including prior year's state scores, baseline and on-going assessments.
- Adjustments/modifications will be made to subsequent units and to the professional learning opportunities.
- Appropriate goals and intervention/enrichment actions plans will be created and implemented for groups of students and individual students.
- Information on student progress, performance, and next steps will be shared with parents (weekly, monthly and Parent Teacher conferences.)

4. Classroom Programs:

- Maintain and increase small teacher to student ratio wherever possible for more effective literacy/reading instruction and learning opportunities, including in-classroom and RTI instruction. Teachers use the ReadyGen and Voyager programs as a means of RTI instruction. Informal, as well as formal, comprehension check will be monitored to ensure that the students understand the "focus" standards. Reteaching in small groups helps reinforce and solidify learning and comprehension.
- Develop teacher technology training programs for optimal usage of ReadyGen, Wonders and IXL classroom hardware and software resources.

5. RTI Intervention Instruction: RTI instruction continues to identify and address the needs of the lowest 1/3 student reading population. This intervention reading program provides to select students classified as Level1/at-risk, opportunities to achieve grade level comprehension and performance:

- Weekly assessments and monthly progress reports develop differentiated curriculum and learning opportunities give timely reports for classroom teachers and administration.
- Voyager intervention reading program is also provided to select students classified as Level1/at-risk.

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

Strategy 1: Building Teacher Content Knowledge Activities: Administration, Literacy and Math coaches, CFN and DOE resources, Bi-Lingual Education grant,

Principal's budget. Creative scheduling for weekly staff meetings, professional developments, teacher team meetings will be allocated.

Strategy 2: Lesson Planning and Implementation Cycles in Collaborate Teacher Teams: Administration, coaches, CFN and DOE resources, and vendor support. (Scheduled weekly staff and common prep and lunch meetings)

Strategy 3: Data Analysis and Adjustment to PD cycle: Administration, teacher teams, coaches, CFN and DOE resources. (Scheduled weekly staff and common prep and lunch meetings.)

Strategy 4: Classroom Programs: Administration, teachers (Daily review, teacher team meetings.)

Strategy 5: RTI Intervention Instruction: Administration, coaches, teachers (Daily)

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

Strategy	Targets	Progress	Effectiveness	Impact
<i>Strategy 1:</i> Building Teacher ELA Content Knowledge Activities	<p>Ready Gen (Grades 3,4,5) and Wonders (Grades K-2) used by all classrooms.</p> <p>Analyze student work from first three Ready Gen and Wonders unit assessments, identify trends and make adjustments to instructional strategies.</p> <p>Administrators will provide all teachers with at least two informal/formal feedbacks aligned to this goal.</p>	<p>Improved pedagogical practices in place.</p> <p>Administrators and teacher collaborate on program successes and issues and adjust accordingly.</p>	<p>Analyze student work for teaching strategies that are based on developed time sensitive Next Steps. On-going assessment for language skills and acquisition based on Danielson instruction rubrics.</p> <p>Frequent cycles of Observations for immediate feedback and hard time lines for recommendations.</p>	<p>Optimal Ready Gen and Wonders program usage, increased student understanding of program, and more students moving up from Level 1.</p> <p>(Our target is for moving Level1s up to the next level is 44% (8 students) per testing grade).</p>
<i>Strategy 2:</i> Lesson Planning and Implementation Cycles in Collaborate Teacher Teams	<p>Development of Daily Targets with continuous reflections/modifications to lesson plans.</p> <p>Review of program(s) effectiveness and finishing/planning for next school year.</p>	<p>Teachers meet regularly during weekly team meetings to review previous next steps/goals, plan for upcoming week noting any necessary modifications based on previous assessment results.</p> <p>Administrators and teacher collaborate on program successes and issues and adjust accordingly.</p>	<p>Adjust instructional programs to support rigorous instruction to target areas and different student learning needs.</p> <p>Programs that meet the CCLS standards and are based on student strengths and areas for improvement.</p> <p>Improved student work and increased on-line scores.</p>	<p>Student achievement and higher performance indicators.</p> <p>Student growth, achievement and progress.</p>
<i>Strategy 3:</i> Data Analysis and Adjustment to PD cycle:	<p>Customized professional developments based on CCLS</p>	<p>Based on teacher feedback administration</p>	<p>Reinforce critical thinking skills including questioning and</p>	<p>Student achievement and higher ELA performance</p>

	<p>and ReadyGen program goals.</p> <p>Professional development training on adjunct reading programs including Reading A-Z and IXL.</p> <p>Increased CCLS instructional rigor based on short term goals producing higher quality student work in all grades.</p>	<p>customizes PDs for optimal understanding and real-time adjustments.</p> <p>Teacher are provided training for extension literacy programs like Reading A-Z and IXL.</p>	<p>discussion techniques.</p> <p>Maximum Ready Gen and Wonders program implementation.</p> <p>Real-time student assessments for time sensitive instructional focus and intervention.</p>	<p>scores shown in Grades 3,4 and 5.</p> <p>Higher quality student products that demonstrate a more academically rigorous ELA program.</p>
<i>Strategy 4: Classroom Programs</i>	<p>ReadyGen is now implemented in all classrooms and is the foundation for all literacy instruction.</p> <p>Reading A-Z (Grades K-5), Wonders (Grades K-2) and IXL have been provided as extension and enhancement literacy tools.</p>	<p>School staff and vendors review program logistics and make modifications on an as-needed basis.</p> <p>Students have been issued accounts for independent work activities.</p>	<p>Optimal effective use of ReadyGen program.</p> <p>More effective time for students and increased use of technology.</p>	<p>Student achievement and higher performance scores on DRAs and NY State tests.</p>
<i>Strategy 5: RTI Intervention Instruction</i>	<p>On-going formative informative student assessments, comprehension checks, and program supported assessments.</p>		<p>Improved competencies in reading, writing, comprehension and questioning skills.</p>	<p>Increased competencies for ELA testing in spring of 2015.</p>

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

Strategy	Start/End Date	Additional Comments
<i>Strategy 1: Building Teacher Content Knowledge Activities</i>	September 2014 – June 2015	<p>Additional Professional Developments and planning meetings are also scheduled on days where children are out but teachers are in.</p> <p>Parent involvement on-going</p>
<i>Strategy 2: Lesson Planning and Implementation Cycles in Collaborate Teacher Teams</i>	September 2014 - June 2015	Parent involvement on-going
<i>Strategy 3: Data Analysis and Adjustment to PD cycle:</i>	September 2014 - June 2015	Parent Involvement on-going
<i>Strategy 4: Classroom Programs</i>	September 2014 – 2015 June	Parent involvement on-going
<i>Strategy 5: RTI Intervention Instruction</i>	September 2014 – June 2015	6 to 8 week increments

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

Instructional Strategies	Program Details	Resources
Building Teacher Content Knowledge Activities	Teacher team and data team meetings weekly, bi-weekly and monthly	Classrooms, staff, curriculum material and supplies, technology equipment, scheduled meeting times during day (common prep/lunch), weekly (Mondays/Tuesdays), and during Staff Development days.
Lesson Planning and Implementation Cycles in Collaborate Teacher Teams	Weekly grade meetings, weekly staff meetings	Classroom, staff, curriculum materials and supplies, technology equipment, scheduled meeting times during day (common prep/lunch), weekly (Mondays/Tuesdays), and during staff development days.
Data Analysis and Adjustment to PD cycle	Weekly grade meetings, weekly staff meetings and profession developments offer staff time to sit and conduct analysis of student work, assessment scores/data and noteworthy trends.	Staff, Curriculum materials and supplies, technology equipment, scheduled meeting times during day (common prep/lunch), weekly (Mondays/Tuesdays), and during staff development days.
Classroom Programs	ReadyGen and Wonders are supervised by our coaches who provide detailed program instruction, lesson plans and calendars, e-mail updates and professional developments.	Staff, coaches, Curriculum materials and supplies, technology equipment, scheduled meeting times during day (common prep/lunch), weekly (Mondays).
RTI Intervention Instruction	Lower Level 1 1/3 identified, six week instructional increments and on-going and end-of-unit assessments.	Voyager Passport instructional kits and reading resources form other leveled reading programs, daily schedules.

Strategies to Increase Parental Involvement

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

- Parent Involvement
- Monthly student progress reports, curriculum letters, parent calendars, weekly Tuesday parent conferences, on-going phone and meetings throughout the week, to keep families up-to-date on student academic progress and behavior issues.
 - Conduct parent literacy workshops that include: understanding educational accountability grade-level curriculum, Go Math student and parent resources, CCLS, help with ReadyGen and Wonders homework and using technology to access NYCDOE parent math information programs/tools/resources.
 - Provide access to ReadyGen and IXL websites to increase and improve parent understanding and support of literacy and language skills.
 - Open House, parent/teacher weekly conferences, Parent/Teacher tri-monthly conferences.
 - PTA involvement in school academic support and event planning, Parent Retreat.

Budget and Resource Alignment

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

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

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 2015, at least 15% of all students in Grades 3, 4 and 5 will display a deeper understanding of place value concepts; fraction concepts; measurement concepts and be able to apply these understandings to solve real-life problems with growth in their ability evident in their performance on the regular ongoing baseline assessments compared to improved performance on regular ongoing school-based summative common assessments.

Comprehensive Needs Assessment

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

Strengths:

- P.S. 159's average score on the Math State exam was 2.42. This was similar to the average overall citywide test score for Elementary schools in 2013. Compared to other schools in the city servicing students with similar characteristics, P.S. 159's average score was statistically similar.
- Overall our performance on the NYState math tests rose in tandem with citywide performance statistics. We attribute this increase to the implementation of Go Math, which is a rigorous Common Core Learning Standards (CCLS)-based program (as compared with Everyday Math.) 2014-2015 will be our second year of Go Math and all math instruction is now completely CCLS aligned. All classrooms are equipped with complete classroom textbooks, workbooks and kits.
- Student Progress on the NYState Math exam was

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

New York State Math Assessment Performance Data (Proficiency Scores)²:

	2012-2013		2013-2014		Movement
3rd Grade	City	2.69	City	2.77	Increase
	School	2.47	School	2.51	
4th Grade	City	2.71	City	2.83	Increase
	School	2.47	School	2.67	
5th Grade	City	2.54	City	2.74	Increase
	School	2.26	School	2.42	

All grades demonstrated an increase in proficiency scores as a result of the following:

- The implementation of Go Math was successful with classroom materials received and utilized by October 2014.
- Go Math has rigorous CCLS-based reading and writing and analysis components which prepared students for the state math tests that now contain a larger content of analytic reading and analyses.
- Go Math's feature rich on-line resources and activities are now utilized by all grades and students.
- Go Math has remedial differentiated tasks during whole group classroom instruction and small group work.
- Teacher developed NYC Math Scope and Sequence-based curriculum maps and planning guides that reinforce consistent content instruction across all grades.

² ARIS 2-13-2014 data which gives percentages is unavailable.

The data also indicates that across grades 3, 4 and 5 there are four consistent areas of need that move upwards with the students:

1. Measurement and Data (3.MD.2, 3.MD.3, 3.MD.7, 4.MD.6)
2. Number and Operations in Base Ten (4.NBT.1, 4.NBT.3)
3. Number and Operations – Fractions (3.NF.2)
4. Operations and Algebraic Thinking (3.OA.8, 4.OA.5)

As a result of our findings, we continue to address specific student needs (and targeted subgroups including SWDs, ELLs and Black Males) and to modify and differentiate the new math curriculums, particularly the high level math thinking and writing skills required by the CCLS math initiatives. Lower grades curriculum is more rigorous in basic math skills, which are the prerequisite for those skills needed in testing grades.

Despite each grade's growth, we see that the subgroups contained within did not demonstrate movement upward from lower levels. We believe any low math scores are indicators of the gap in the prerequisite language/reading skills stemming from the introduction of the CCLS. CCLS is still providing to be difficult for our 3rd and 5th graders since math problems have more complexity, more algebraic in thinking, and require writing skills and language fluency to formulate problems. Additionally, the school continues to experience demographic shifts in student populations in both lower and upper grades with more students entering the school year as English Language Learners. We have put in place in classrooms remedial reading/math groups for additional math and language skill building. The strengths of Go Math, we believe, will continue to reinforce our questioning skills and discussion techniques needed to solve mathematical real-life problems. In addition, math concepts and skill sets are cross-pollinated with other content areas, such as science and social studies.

We recognize the need to continue addressing the specific math needs of the General Education and subgroups (Special Education, ELL and ESL); and, we will implement on-going modifications to our math curriculum, and bolster student academic support services through differentiated instruction, extended day instruction, and outreach to families. All grades have completed the migration to Go Math from Everyday Math. Grade 4 is also using IXL and Motivation Math programs as differentiated extensions to remedial/intervention instruction. In addition, all 3,4, and 5th grades are using Ready CCLS MYMath to develop more sophisticated CCLS testing skill sets. During this Go Math rollout period, we continue to modify and implement academically rigorous instructional math platforms based on Danielson and the Common Core standards.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1. Building Teacher Math Content Knowledge Activities:

- Continue weekly Professional Development (PD) sessions that target teaching math and Go Math methodologies aligned to CCLS.
- Unpack the CCLS reading and writing standards found in the math program and apply them to math problems that demand those skills.
- Analyze the NY State Math standards and what each standard requires at each grade level.
- Develop questioning and prompts for real-life situations and problems that are aligned to each of the priority standards.
- Determine research-based strategies for supporting all students, including English Language Learners and Student With Disabilities, to master each math standard.
- In addition, math concepts and skill sets are cross-pollinated with other content areas, such as science and social studies.

2. Lesson Planning and Implementation Cycles in Collaborate Teacher Teams:

- Continue to learn and perfect Go Math units and tasks for optimal program usage and benefits.
- Unpack each math unit, and identify the CCLS standards and tasks, to create a coherent sequence of learning targets both short and long term.
- Develop real-time math curriculum maps to ensure on-going program modifications and adjustments.
- Design arcs of instruction to include long term and supporting learning targets and a sequence of standard-aligned formative assessments.
- Analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and individual students including Students With Disabilities and English Language Learners.

3. Data Analysis and Adjustment to PD cycle:

- Teachers and administrators will work together to analyze the student work and data from Go Math assessments that address the priority standards, including prior year's state scores, baseline and on-going assessments. (These discussions will continue with PTS staff in support of their goals.)
- Ensure that all lessons are based on Data Driven Instruction (DDI) rubrics and guidelines.
- Adjustments/modifications will be made to subsequent units and to the professional learning opportunities.
- Appropriate goals and intervention/enrichment actions plans will be created and implemented for groups of students and individual students.
- Information on student progress, performance, and next steps will be shared with parents (weekly, monthly and Parent Teacher conferences.)

4. Classroom Programs:

- Maintain and increase small teacher to student ratio wherever possible for more effective math instruction and learning opportunities.
- Implement the use of technology math programs to reinforce and extend math instruction.

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

Strategy 1: Building Teacher Content Knowledge Activities: Administration, Richard Martello, Math Coach, CFN and DOE resources, Bi-Lingual Education grant, Principal's budget, vendor resources.

Strategy 2: Lesson Planning and Implementation Cycles in Collaborate Teacher Teams: Administration, Math Coach, CFN and DOE resources, vendor support.

Strategy 3: Data Analysis and Adjustment to PD cycle: Administration, teacher teams, Math Coach, CFN and DOE resources.

Strategy 4: Classroom Programs: Administration, classroom and cluster teachers.

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

Strategy	Targets	Progress	Effectiveness	Impact
Strategy 1: Building Teacher Math Content Knowledge Activities	Teachers will continue to learn the units of Go Math through collaboration and identify that content which has the CCLS skill sets we need to move upward.	We continue to dig deeper into CCLS math demands using the increased rigor found in Go Math. Ready CCLS math is also used as a supplement to Ready Gen.	On-going assessment for math skills and acquisition based on Danielson instruction and Go Math rubrics. Teachers are more comfortable with the new format and activities. Ready CCLS provides additional differentiated instruction and activities.	Optimal program usage: <ul style="list-style-type: none"> • Increased teacher understanding of program, • More students moving up from Level 1.

<p>Strategy 2: Lesson Planning and Implementation Cycles in Collaborative Teacher Teams</p>	<p>Teacher team meetings and staff development teams continually review and evaluate unit content and instructional strategies.</p> <p>Begin planning for next year and 2nd year of Go Math program.</p>	<p>On-going identification of Daily Targets for each lesson plan with continuous reflections/modifications based on trends and developments.</p> <p>Evaluate areas of success and areas for modifications.</p> <p>Math Coach sends via email monthly unit plans and program information.</p>	<p>Adjust instructional programs to support rigorous instruction to target weak math skills areas and different student learning needs.</p> <p>Student work and increased on-line scores.</p> <p>Consistency across grades of math instruction and content.</p>	<p>Student achievement and higher math performance indicators.</p> <p>Increase in Student Progress for Level 1 by 5%.</p> <p>Increase in Student Achievement (Levels 3 or 4) by 2%.</p>
<p>Strategy 3: Data Analysis and Adjustment to PD cycle:</p>	<p>Conduct assessment analyses from initial baseline assessments including daily and end-of-unit assessments.</p> <p>Identification of grade strengths and weaknesses and trends to help modify, extend or enhance Go Math program.</p>	<p>Teacher teams and Math Coach conduct daily, weekly and monthly reviews and up-date meetings.</p> <p>Bi-monthly we examine student work unit-by-unit (mid unit and end)</p> <p>Math Coach reviews assessment results with administration to ascertain program effectiveness.</p>	<p>Reinforce critical thinking skills including questioning and discussion techniques within a math lesson framework.</p> <p>Proactive review prevents surprises in outcome.</p>	<p>Student achievement and higher math performance scores as shown in state test scores.</p>
<p>Strategy 4: Classroom Programs</p>	<p>Successful transition/ implementation of Go Math.</p> <p>Student understanding of GoMath activities, materials and resources.</p>	<p>Math Coach Support and Go Math resources in place for effective teacher collaboration.</p> <p>Math calendars and curriculum maps are generated on a monthly basis.</p> <p>25% of each classroom is devoted to mathematics manifested in math libraries, learning centers, math rubrics and math 4-Square writing.</p>	<p>Maximum usage of GoMath to affect a positive student outcome.</p> <p>Students demonstrate CCLS-based math skills.</p> <p>Student understanding of rubric-based skills and activities.</p> <p>We are able to leverage our strengths from the positive growth found in our statistical data into a more rigorous math program schoolwide.</p>	<p>Student achievement and higher math performance scores on state tests.</p>

• **Timeline for implementation and completion including start and end dates**

Strategy	Start/End Date	Additional Comments
Strategy 1: Building Math Content Knowledge Activities	September 2014 – June 2015	Additional Professional Developments and planning meetings are also scheduled on Staff Development days. Parent involvement on-going
Strategy 2: Lesson Planning and Implementation Cycles in Collaborate Teacher Teams	September 2014 - June 2015	Parent involvement on-going
Strategy 3: Data Analysis and Adjustment to PD cycle:	September 2014 - June 2015	Parent Involvement on-going
Strategy 4: Classroom Programs	September 2014 – 2015 June	Parent involvement on-going

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

Instructional Strategies	Program Details	Resources
Building Teacher Content Knowledge Activities	Teacher team and data team meetings weekly, bi-weekly and monthly	Classrooms, staff, curriculum material and supplies, technology equipment, and Professional Development and Teacher Team meeting times.
Lesson Planning and Implementation Cycles in Collaborate Teacher Teams	Weekly grade meetings, weekly staff meetings	Classroom, staff, curriculum materials and supplies, technology equipment, and Professional Development and Teacher Team meeting times.
Data Analysis and Adjustment to PD cycle	On-going	Staff, Curriculum materials and supplies, technology equipment, and Professional Development and Teacher Team meeting times.
Classroom Programs	On-going	Staff, Curriculum materials and supplies, technology equipment, and Professional Development and Teacher Team meeting times.

Strategies to Increase Parental Involvement

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

Parent Involvement

- Monthly student progress reports, weekly Tuesday parent conferences, on-going phone and meetings throughout the week, to keep families up-to-date on student academic progress and behavior issues.

- Conduct parent literacy workshops that include: understanding educational accountability grade-level curriculum, Go Math student and parent resources, CCLS, help with Go Math homework and using technology to access NYCDOE parent math information programs/tools/resources.
- Provide access to Go Math and IXL websites to increase and improve parent understanding and support of literacy and language skills.
- Open House, parent/teacher weekly conferences, Parent/Teacher tri-monthly conferences.

Budget and Resource Alignment

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

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

N/A

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 2015, all teachers will align their practices to the Danielson Framework, with emphasis on strengthening our school's focus of questioning and discussion techniques, which will help achieve an increase of 10 points in Student Progress to achieve Meeting Target. As a result, we expect increased student skills and strengths in engagement, complex question analysis, citation of text, presentation of compelling arguments and an overall demonstration of academic confidence based on practice and experience.

Comprehensive Needs Assessment

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

In accordance with the new Danielson Framework rubric for teacher effectiveness, PS 159 continues to recognize the important of increasing teacher effectiveness to reach student achievement goals. **We anticipate 5% of teachers will achieve a Highly Effective rating by June, 2015.** The schools focus is strengthening our questioning skills and discussion techniques, which are CCLS-based instructional goals.

Overall, teachers received a proficient from the Quality Review: 4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.

According to the Quality Review our instructional strengths are:

- Assessments, aligned to Common Core Learning Standards (CCLS) and curricula, are used to inform instructional modifications as well as student learning targets to promote increased student achievement. (2.2)

According to the Quality Review our areas for improvement are:

- Strengthen teaching practices for consistency that deepen students' higher order thinking skills and promote rigor for all students. (1.2)
- Build on efforts that encourage student voice and promote effective academic and personal behaviors for students to ensure a positive school environment. (1.4)

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.

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

1. **Resources are aligned to and support the school's instructional goals** and long-range action plans, as evident in meaningful student work:

- Budget monies for supplies
- Allocated space for instruction
- Technology to support instruction – classrooms and computer labs
- Coaches and CFN resources to support curriculum – Math and Literacy
- Partnerships and networking – CFN, Brooklyn College, Medger Evers College, The New York City Teaching Fellows

2. **Constructive use of staff time:**

- Administration will continue to provide teachers and staff timely feedback around areas of focus during observations, snap-shots and one-one-one meetings. This information will be conveyed both orally and in written form with next steps in an achievable timeframe.
- Weekly Monday Professional Developments focus on CCLS skill sets that are realistic and transferable for immediate implementation.
- Teacher Teams conduct substantial and regular meetings that are deliberately structured for CCLS discussions and analysis.
- Teacher professional responsibilities align with the school's instructional goals, focusing teaching time on CCLS-based instructional work and resulting in more rigorous instruction that engages all students in challenging academic tasks.
- School leaders have a strategic, timely transparent system for managing professional development and training to improve teacher performance and the quality of student work products.
- School leaders provide teachers timely informed decisions regarding succession plans (assignments, tenure, retention).

3. **Teacher assessment practices, rubrics and grading policies** are aligned with school policies and achievement goals and demonstrate mastery of:

- Creating assessment, rubrics and grading policies.
- Developing actionable and meaningful feedback to students.
- Instituting assessment practices that consistently reflect the varied use of ongoing checks to make necessary instructional modifications and effective adjustments.
- Feedback to teachers accurately captures strengths, challenges, and next steps using the Danielson Framework for Teaching and articulates clear expectations for teacher practice, supports teacher development, and aligns with individual professional goals for teachers.

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

Strategy 1: Resources are aligned to and support the school's instructional goals: Administration, Richard Martello, Math Coach, CFN and DOE resources, Bi-Lingual Education grant, Principal's budget, vendor resources.

Strategy 2: Constructive use of staff time: Administration, Math Coach, CFN and DOE resources, vendor support.

Strategy 3: Teacher assessment practices, rubrics and grading policies are aligned with school policies: Administration, teacher teams, Math Coach, CFN and DOE resources.

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

Strategy	Target	Progress	Effectiveness	Impact
Strategy 1: Resources are aligned to and support the school's instructional goals.	Teachers adapt Danielson based instructional methodologies for classroom instruction.	All observational rubrics are now based on Danielson framework.	Curriculum maps, CCLS-based lesson plans	A larger percentage of teachers achieving Danielson Highly Developed rating.
	Teacher teams develop new and use existing grading rubrics and curriculum maps for Go Math, IXL, Ready Gen and Wonders and other programs.	All program materials are CCLS-based to support Danielson Framework for teaching.	Comprehensive and in-depth instruction across all grades for maximum student learning. Increased quality of teacher instruction with more student-centered learning in classrooms.	Confident students with advanced skill sets.
	Timely dissemination of instructional materials to ensure	Administration reviews weekly with teachers school initiatives and program modifications.	Teachers, students and parents have clear understanding of support resources and learning materials.	Parent understanding of school programs.

	timeliness of information and compliance with school-wide initiatives.			
Strategy 2: Constructive use of staff time	Strategic scheduled staff, teacher and school team meetings for training and planning for maximum data driven instruction in all content areas.	Teacher team meetings, weekly professional and staff developments, weekly team and common prep meetings.	Consistent lesson content, understanding of new math and reading programs and any modifications to those programs, high quality rubric-based student assessments.	Increased competencies for reading, math and science testing in spring, 2015.
Strategy 3: Teacher assessment practices, rubrics and grading policies are aligned with school policies.	All school-wide administrative, teacher and program assessments will be based on the CCLS and school guidelines. Teacher observations and snapshots are based on CCLS performance rubrics. Administration develops grading criteria and provides that information in a timely manner for all teachers.	All curriculum maps and units are CCLS aligned. On-going Teacher Team meetings, weekly professional developments, weekly team and common prep meetings. Classroom teaching methodologies and physical space based on Danielson Framework. Grading policies were presented in September and are now in place for all report card grades (with use of Star Classroom).	Consistent lesson content, understanding of new math and reading programs and any modifications to those programs, high quality student assessments. Effective use of classroom space and content programs. Parents reported that they have more detailed information on report cards.	Improved teacher performance/ratings and confidence in CCLS-based instruction within Danielson framework criteria. Student-directed activities and environments. Clear picture of student performance for parents.

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

Strategy	Start/End Date	Additional Comments
Strategy 1: Resources are aligned to and support the school's instructional goals.	September 2014 – June 2015	Additional Professional Developments and planning meetings are also scheduled on Staff Development days. Parent involvement on-going
Strategy 2: Constructive use of staff time.	September 2014 - June 2015	Parent involvement on-going
Strategy 3: Teacher assessment practices, rubrics and grading policies are aligned with school policies:	September 2014 - June 2015	Parent Involvement on-going

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

Instructional Strategies	Program Details	Resources
Strategy 1: Resources are aligned to and support the school's instructional goals.	Teacher team and data team meetings weekly, bi-weekly and monthly meetings.	Classrooms, staff, curriculum material and supplies, technology equipment, and Professional Development and Teacher Team meeting times.
Strategy 2: Constructive use of staff time.	Weekly grade meetings, weekly staff meetings	Classroom, staff, curriculum materials and supplies, technology equipment, and Professional Development and Teacher Team meeting times.
Strategy 3: Teacher assessment practices, rubrics and grading policies are aligned with school policies:	Weekly grade meetings, weekly staff meetings, professional developments.	Staff, Curriculum materials and supplies, technology equipment, and Professional Development and Teacher Team meeting times.

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).

We will share this goal with parents both through PTA meetings and School Leadership where we have already explained and reviewed the Danielson rubric for teaching. Parents will be encouraged to become more involved in academic conversations with teachers and staff as they understand more the instructional shifts through the school's curricula.

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, we will have implemented at least eighteen (bi-monthly) content rich monthly parent information sessions to improve parental understanding of school academic programs, state assessments (ELA, Math, and Science) and instructional (Danielson) and health initiatives as they related to their children, particularly ELL, SSWD, and African-American subgroups.

Comprehensive Needs Assessment

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

PS 159 continues to place strong value and commitment to parental involvement as a pivotal success factor for student achievement; and, we are committed to fostering relationships with parents, who, continue to make no connection to the school. Because we recognize how critical it is for parents to understand our school's mission and academic goals, we have put in place additional programs and offerings to encourage more parental interaction with the PTA and school staff:

1. **Weekly Tuesday Parent Conferences:** Parents are encouraged to meet with teachers as often as possible so that there is a common understanding and set of goals between parent, teacher and student. At this time the PTA is also staffed for parents to visit and find out PTA programs, etc. These meetings are in addition to regularly scheduled yearly Parent Teacher conferences.
2. **Continued implementation of Technology for Parent Communication:** School Messenger, Facebook have been rolled out to keep parents updated in real-time for school programs, parent meetings, school closings. The goal is to expand outreach to all families and caretakers.
3. **Parent Coordinator:** Our Parent Coordinator continues to work closely with school administration/staff and PTA staff to help foster a close link to parents, families and caretakers.

We recognize that it is the PTA's charge to involve all parents in health, nutrition and family programs, supported by translation services where necessary and run by different parent groups. Working closely with the PTA staff, we are working hard to find additional areas to extend classroom/school learning to parents/caretakers and families through various PTA programs and parent offerings, including Reading Night, Student Awards, Movie Night and Health Forums.

PS 159 is a mosaic of different cultures and backgrounds and we continue to celebrate our diverse families. We continue to connect with parents of different cultures and languages and encourage ESL parents to develop and conduct programs that meet the need of their community and families. At this time there is a weekly ESL parent meeting with an interpreter, which reviews school goals and new CCLS-based academic programs.

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

Strategy 1: Expand web-based services to link parents to the PTA through technology:

- Coordinate web-services with CFN Technology Support.
- Provide web site with calendar links to increase and improve parent understanding and support for timely responses. (in discussion)
- Provide real-time PTA calendar with notifications of activities and events.
- DOE parent links to increase and improve parent understanding and support of PTA policies and procedures.
- Foster real-time communication between school and parents to better track student progress, issues, attendance.

Strategy 2: Information Services and Evening Events for PTA and Parents: Information sessions and evening events focus on Learning With Your Child, student learning styles and techniques, understanding student data, family reading, SWD home support, and how to use technology to link to PS159 staff. Our target groups are parents and caretakers who have not attended any school events, particularly those parents of ELLS and SWDs and student subgroups.

- Develop hands-on computer-based parent training for accessing web-based information and services.
- Foster a link to Facebook and PS159 website for information/connection to strengthen school identity and loyalty.
- Continue offering hands-on activities for information sessions with the NYC Dept. of Health, Cornell University Nutrition, and other sustainability initiatives.

Strategy 3: ESL Parent Programs: We continue to foster communication to local ESL families and encourage a strong communication platform between the school and PTA. Bengali parents still need more encouragement to be part of the PTA staff; however, we recognize that there are cultural constraints and boundaries that seem to impede this goal.

- ESL led mother group meets once a week.
- Bengali Kindergarten continues to provide additional opportunities to connect early with Bengali families.

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

Strategy 1: PTA staff, Administration, staff developers, ELA and Math coaches, Classroom teacher, CFN Tech Support.

Strategy 2: PTA staff, Administration, Teacher Health Coordinator, NYCDOH representatives, and other city/non-profit health and fitness groups.

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

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

	Target	Progress	Effectiveness	Impact
Strategy 1 – Expand and enhance web-based services for parent support and education.	The PTA and school staff are in discussions to determine what web-based services are needed/feasible/possible and within PTA budget range. The school does not have a technical staff person for real-time webmaster services.	In discussion with web-development companies. Google website in development for review.	Allow for parent to connect to PTA calendars, notices, etc. Marketing tool for school recruitment.	Parental and community awareness of school academic and health/fitness programs, student and class activities, fundraisers, and other school-based programs.
Strategy 2 - Offer information sessions and evening events for PTA and parents/caretakers/families.	Work with the Department of Health for scheduled health seminars and access to NYC Dept. of Health resources and programs. Schedule bi-monthly sessions for the PTA calendar. Technology training meetings.	Health Fair planned for June, 2015. PTA calendar has target events scheduled. TBD	Provide coaching and information on health, fitness, parenting and other areas. Establish PTA as an effective parent tool and resource.	Better family health, well-being, and awareness of academics at PS159.
	ESL family meetings and activities	ESL Coordinator to meet		

Strategy 3 – ESL Parent Programs	to be hosted by our ESL teacher/staff. Bengali families are still reticent to participate and lead activities and programs. This is a priority for our school due to the continued rise in the Bengali student population.	with PTA for winter schedule planning.	Increased ESL parent involvement and participation in PTA activities and membership. Provide new incentives for ESL families to be an integral part of our school community with more understanding of our school environment.	Better integration of PS159 ESL families, and strong dissemination of information to the East New York community. Increased student enrollment.
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• **Timeline for implementation and completion including start and end dates**

	Time Frame	Completion
Strategy 1 – Expand and enhance web-based services.	February, 2015 ()	On-going
Strategy 2 – Offer information sessions and evening events for PTA and parents/caretakers/families.	On-going	January, 2015 (Health) June, 2015 (Health)
Strategy 3 – ESL Parent Programs	On-going	On-going

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

	Program Details	Resources
Strategy 1 – Expand and enhance web-based services.	Google website NYC Technology Web Support	PS159 Web Coordinator (TBA), PTA staff, Parent Coordinator, CFN, NYCDOE web-resources
Strategy 2 – Offer information sessions and evening events for PTA and parents/caretakers/families.	School located meetings that instruct and highlight current school literacy, math and science programs.	PTA staff, Health and Fitness City agencies and non-profit groups, PS159 staff/administration
Strategy 3 – ESL Parent Programs	School located meetings that instruct and highlight current school literacy, math and science programs.	On-going

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).

PTA indicatives and activities are targeted at parent/caretaker populations who need outreach, rather than in-reach. Parent attendance at PTA meetings and events continues to be low. We also have families who are not involved in their child's education and are not available by phone or meeting. It is our hope that having technology links will foster new connectivity with such families.

- Increased technology outreach programs.
- Stronger marketing of PS159 student and parent programs to foster interest and participation.
- Small group and individual parent computer training and on-site resource walk-throughs.
- Work closely with Parent Coordinator and Family Representative to find opportunities to meet with parents.

Budget and Resource Alignment

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

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

N/A

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.

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

1.

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

1.

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

1.

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

1.

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

10.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

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

	Tuesday Hands-On Science Sunrise Science		Daily Daily
Social Studies	Extended reading in Content Areas	Individual, Small Group, Whole Group	Daily
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Guidance Counselor, School Psychologist/ Social Worker	Individual and family sessions are provided on an as-needed basis Conducts testing services. Individual and family sessions Provides individual medication and emergency services (on an as-needed basis) CPR trained team for emergencies	Students, families and caretakers Students

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), are strategic, promoting access to college and career readiness.
<ul style="list-style-type: none"> • Maintain current staff: professional developments and training opportunities. • Coordinate hiring qualified teachers through the CFN channels that provide available candidates from the job pool. • Continue working with Medger Evans College, the NYC Teaching Fellows and Brooklyn College to identify qualified new teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The use of staff time is structured such that teams have substantial and regular meetings that are deliberately structured so that teachers' professional responsibilities align with the school's instructional goals, focusing teacher time on instructional work and resulting in improved instruction that engages all students in challenging academic tasks.
<ol style="list-style-type: none"> 1. Monthly school staff meeting (first of the month) 2. Bi-monthly Professional Development for school staff 3. Weekly Teacher Team meetings 4. Bi-monthly Leadership Team meeting 5. Vendor on-site and off-site staff training 6. On-line training – vendors, NYC DOE, NYState

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, state and local service programs that incorporate literacy, reading and science include Fitting It All Together (Federal Nutrition/Technology Program), Cornell University's Cooperative Extension Nutrition Works programs. Funds are also used to provide to qualifying Students in Temporary Housing (STH) backpacks and basic school supplies.

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.).
N/A

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.
N/A

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
 - complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully;
2. always try my best to learn.

DBN: 19K159

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity
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		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$665,570.07	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$208,444.00	X	See action plan
Title III, Part A	Federal	\$17,116.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,790,044.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 159 Isaac Pitkin	DBN: 19K159
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 167
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

TITLE III Program Description

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

After School Program for ELLs

The After-School Program will have four teachers servicing three groups of ELL students. The tentative dates for the program would be the middle of January to the end of April. The groups will be organized by grade to facilitate grade specific content instruction. Two common branch teachers and one ESL/Bil. teacher will work with students in grade 3, grade 4 and grade 5. Approximately 45 students, ELLs and former ELLs will work together on Saturdays. One of the ESL/Bil. certified teachers will work with a bridge class with New-comers/Beginner students. Another certified ESL or bilingual teacher will split instructional time with the other two common branch teachers as part of the Title III Program.

The students will work with the teacher to receive support in ESL/ELA, math, science and social studies common core curriculum. The program will support English language development in listening, speaking, reading and writing and facilitate high quality instruction that is content specific for each grade. In addition, students will have an opportunity to develop test-taking strategies that will support their performance at standard level. The teachers will concentrate the work/instruction in the content

Part B: Direct Instruction Supplemental Program Information

curriculum for the grade by reinforcing vocabulary, reading strategies and writing. The teachers will facilitate technology assisted instruction using a Smart Board and iPads purchased with Title III funds. This current classroom technology allows teachers to navigate to sites on the internet to explore topics in Science and Social Studies. Teachers are able to enhance instruction through visuals that further student understanding and support language development through UDL.

Materials will be purchased that will be used in both extended learning opportunities provided in the program including the Oxford Dictionary for the Content Areas, Books on Tape and other texts for Math and Science that will be purchased with other school funds for this program. Other materials will be purchased that will be used in both extended learning opportunities provided in the program including the Oxford Dictionary for the Content Areas. Teachers will use two computers, the Smart-Board, iPads and Books on Tape purchased with Title III funds. New-Comers, SIFE and SpEd ELL students will also use iPad equipment. The educational technology will be funded by Title III.

The teachers will work with their groups for 2 hour sessions each day on Wednesday and Thursday, from 3:00pm to 5:00pm. The program will begin in the middle of January to the end of April. There will be a total of four hours per week in a stretch of eleven and a half weeks.

Saturday Academy

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

The ESL/bilingual certified teachers will work with students on content area instruction focusing on Math, Science and Social studies in preparation for the NYS assessments and provide native language support for these students through this after school program as well as imparting instruction with ESL strategies. A technology assisted approach will be used to further support student development and understanding of content specific topics. Content area topics will frame the English as a second language instruction for ELLs while allowing former ELLs to continue and further their understanding of the second language. Teachers will use two computers, Smart-Boards and iPads to teacher lessons including vocabulary development, concepts and frame content understandings. In addition, students will work on the computers and iPads using Books on Tape purchased with Title III funds. New-Comers ELL students will also use iPad equipment. The educational technology will be funded by Title III.

The teachers will work with their groups for 3 hour sessions each Saturday, from 9:00am to 12:00pm. The program will start in the beginning of March and finish at the end of May. There will be a total of six

Part B: Direct Instruction Supplemental Program Information

sessions for a stretch of eight weeks.

Part C: Professional Development

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

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

Begin description here: _____

Professional Development

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

These include:

- Monday P.D. sessions with Dr. Monica Duncan, Principal (Ongoing)
- Language Acquisition (November; Ms. Augustine, NYSRBRN from NYU)
- PIP–Puppetry in Practice, ELL classes–10 PD sessions (Private benefactor). Provided by Brooklyn College; Ongoing
- Dance Program & P.D. 2 days x week all students including ELLs Grade 2 – 5
- Wonders program PDs (TBA)
- ELA/ESL standards and their alignment to core curriculum (December; Ms. Augustine, NYSRBRN from NYU)
- Universal Design for Learning (UDL) (Date unknown)
- Using the Smart Board (Date unknown)
- Danielson's Framework & Questioning (Date unknown)

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

Part C: Professional Development

use where applicable.

Part D: Parental Engagement Activities

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

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

Begin description here: _____

Parent/Adult Education Program

ESL for Adults & Computer class

The third component of the Title III Program is Adult/Parent Education. Both computer education classes and ESL for parents will be offered the same day. The computer teacher and the ESL teacher, will be teaching these courses in the Spring 2015 starting at the beginning of April and finish at the end of May. The program will be 1½ hr. sessions offered for 8 weeks weeks on Fridays from 3:00 to 4:30pm. This program is offered to parents in response to the great interest in the use of computers, internet, and ESL for adults.

In addition, a variety of several workshops will be conducted to inform parents about school expectations, responsibilities and partnership. Workshops will focus on ideas to help their children to succeed in school. For any meeting or letter to parents, including Report-Cards, the school has translations available from the DOE & State website in the three major languages of the school: English, Bengali & Spanish. When no translation is available from the DOE, we have fluent staff who can translate communication to parents.

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

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

Part E: Budget

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

Allocation Amount: \$17116

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 	\$11,989.60	<p>After-School Instructional Program (K – 5)</p> <p>5 Teachers X 4 hrs/wk 7 weeks X \$50.19 hr = \$ 7,026.60</p> <hr/> <p>After-School Instructional Program</p> <p>4 Teachers X 4 hrs/wk – 11½ weeks X \$42.82 (Does Not include fringe benefits)</p> <p>16 hrs x 11.5 = 184 hrs x \$42.82 per/hr = \$7,878.88</p> <hr/> <p>Saturday Academy</p> <p>4 Teachers x 3 hrs/wk x 6 weeks x \$42.82</p> <p>12hrs x 6 x \$42.82 per/hr = \$3,083.04</p> <hr/> <p>Student Programs Totals \$3,083.04 (Does Not include fringe benefits)</p> <hr/> <p>Parent Involvement/Classes</p> <p>After-school Parent activities (2 teachers X 1½ hr/week x 8 weeks x \$42.82)</p> <p style="padding-left: 40px;">3hrs x 8 x \$42.82 = \$1,027.68</p> <p>Parents’ Class Total: \$1,027.68 (Does Not include fringe benefits)</p> <hr/> <p>Salaries Totals: \$11,989.60 (fringe benefits and differences may be paid with other school funds)</p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	0	<hr/>

Part E: Budget

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

Allocation Amount: \$17116

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$6,000.00	<ul style="list-style-type: none"> • Teacher Supplemental Supplies monies (8*&200 ESL classes) \$1,600.00 • Oxford Dictionary for the Content Areas \$700.00 • NYSESLAT practice books \$2,995.00 • Books on Tape \$200.00 • 2 iPad Air 4th Generation 16g \$800.00 • 2 Jensen Cassette/CD player \$65.00 • 4 Over-The-Ear Headphones • Sony-ZX (4*\$20): \$80.00 • 1 Laptop Lenovo Computer \$800.00 <p>Materials & Supplies Totals: \$6,000.00</p>
Educational Software (Object Code 199)	0	0
Travel	0	0
Other	0	0
TOTAL	\$17,989.60	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 159
School Name ISAAC PITKIN		

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

Principal Monica J. Duncan	Assistant Principal Linda Delluomo
Coach Richard Martello	Coach Staff Developer/E. Ocallaghan
ESL Teacher A. Sandoval de Moore	Guidance Counselor D. Page
Teacher/Subject Area G. Smith / Science	Parent
Teacher/Subject Area M. Wishy/ 3rd grade ELLs	Parent Coordinator P. Welch
Related Service Provider V. Botfeld	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	854	Total number of ELLs	134	ELLs as share of total student population (%)	15.69%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1													1
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1								6
SELECT ONE														0
Total	2	1	1	1	1	1	0	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	134	Newcomers (ELLs receiving service 0-3 years)	118	ELL Students with Disabilities	8
SIFE	1	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	17	0	1							17
Dual Language										0
ESL	101	1	6	15		1	1			117

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	118	1	7	15	0	1	1	0	0	134
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali	17													17
SELECT ONE														0
0														0
TOTAL	17	0	17											

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16	5	3	10	2	7								43
Intermediate(I)	1	10	8	2	4	3								28
Advanced (A)	10	9	15	7	12	7								60
Total	27	24	26	19	18	17	0	131						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		2		5	1	5		15
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - For soft data we utilize running records to determine the students' reading level from the Fountas & Pinnell leveling system.
 - The K to 2nd grade use past data as an indicator of next steps for each their own students, as well as upcoming students when a trend is found (i.e. blends of 3 letter consonants tend to be a problem area)

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

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

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

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

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

Paste response to question here:

7. For dual language programs, answer the following:

- 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.).

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

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - The intake personnel for the admission process are the secretaries in PS 159, to assist with the process, bilingual paraprofessionals and the Bilingual Social worker assist with the interviews.
 - To support the different languages spoken by parents, the intake secretaries provide the parents with translated Home Language Surveys and other intake documents.
 - Home Language Survey (HLIS) – Filled by parents who are admitted for the first time to a NYC schools. LAB-R eligibility is determined by the ESL/LAB-R coordinator.
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

At P.S 159 meetings are conducted throughout the year in order to have the parents sign the Parent Survey and Program Selection Form. This form indicates the parent's choice of the program that they prefer for their child. This meeting also lets the parents know that they have the option to transfer their child to another school where a Dual Language, or Transitional Bilingual Program is offered, if the program would be available in their home language.

In collaboration with the Parent Coordinator, the ESL coordinator offered a parent orientation at the beginning of the year and two-three times afterwards for newly enrolled ELL parents. The school utilizes the resources in the E.P.I.C. kit. The kit provides letters in each home language as well as a DVD in each home language. For the meetings, letters and reminder notices were sent home in English and in their home language (Spanish and Bengali). During the Orientation a DVD was played in their home language explaining each program choice.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- The ESL coordinator ensures that all the students who are/were entitled for ELL services receive a notification letter. All these letters are sent home in the student's home language A copy is kept on file, and one on their Cumulative Record.
- Entitlement letters. Once the child is tested with the LAB–R and the student is eligible for ESL services, the parent receives this letter from the ESL coordinator.
 - Non–Entitlement letters. Once the child is tested with the LAB–R and the student is not eligible for ESL services, the parent receives this letter from the ESL coordinator.
 - Continued Entitlement letters. Once the school receives the NYSESLAT scores, and the student is still eligible for ESL services, the parent receives this letter from the ESL coordinator.
 - Transition letters. Once the school receives the NYSESLAT scores, and the student is no longer eligible for ESL services, the parent receives this letter from the ESL coordinator.
 - The Parent Survey and Program Selection Form is sent and monitored by the ESL coordinator. Parents have been invited to meetings and letters for the Parent Survey and Program Selection Form were sent to those who did not attend. Absent parents from any of the orientation meetings, received letters for them to sign and return the Parent Survey and Program Selection Form in English and in their Home Language, plus an explanation in writing, found in the E.P.I.C. kit, with the explanation of each program choice in their home language. Finally, we send a special invitation for parents to attend in September and October for them to watch the DVD and sign the Parent Choice if they have not done so. The ESL coordinator is responsible for keeping a copy of each letter sent for school records; in addition, a second copy is made to be placed in the student's Cumulative Record.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- This year PS 159 has opened a Kindergarten Transitional Bilingual–Bengali program. We invited the parents for a meeting before the 13–14 school year started, we had a Bengali translator and we explained the choices in NYC for ELLs. Most of the parents invited decided to place their children in the Transitional Bilingual program from the 2013–2014 school year. From 1st to 5th grade, after a student has been identified as an ELL student, the child is placed in an ESL program due to the lack of a bilingual–Bengali teacher in the school until the parent signs the Parent Survey and Program Selection Form. Our students' parents have increasingly chosen an ESL program. Parents of ELLs also receive their placement notice (i.e. entitlement letter, or non-entitlement letter) in their home language from the LAP Toolkit.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The NYSELAT test is a well organized effort between the Testing Coordinator, the ELLs coordinator & administration. The testing coordinator ensures that we have all the testing materials available; the ELL coordinator that all the ELLs are tested; the Administration provides the staff necessary to test and score the NYSESLAT. The Speaking component is given first, individually and starts in April; In May, the Listening, Reading & Writing is administered in 3 consecutive days. Any student not present, will take the test when he/she returns.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
- In the last few years there has been a declining interest in bilingual or dual language programs. There is a growing interest in self-contained ESL programs taught by certified personnel. In this school year, parents have been invited to the meetings; letters for the Parent Survey and Program Selection Form were sent to those who did not attend.
- 20% percent of the parents did not sign the form in spite of our efforts.
- 6% chose Bilingual or TBE program.
- 65% chose ESL
- 9% chose Dual language
- Those parents who chose a different program than ESL, refused to transfer their child to a school that offered a bilingual or dual program, saying they were happy with this school and the teachers.
- The signed Parent Choice demonstrates an interest in ESL programs. ESL Self Contained classes are offered for all grades. The students are placed in one group for the ESL teachers to push-in, or pull out students from these classrooms. Although Bengali TBA program is not in high demand, the principal projected to have a successful TBA program for the new comers in Kindergarten to make an easier transition into English; We are still working on the numbers in two consecutive grades (K–5th); therefore, the TBE Bengali program might stay for the Kindergardeners only.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) Organization and Program Model
PS 159 in CSD 19 offers a Free-standing ESL program. In our ESL program, we have two teaching models: (1) ESL push-in, (2) pull-out teaching model (K-5).
 - (1) The ESL teacher does the Push-In model for some classrooms, such as the 1st to 3rd grade; the teacher comes in and gathers a group of students that requires her services. Most times, the ESL teacher will service the whole class at one time, and do smaller grouping at other scheduled times to assist the Beginners and Intermediates.
 - (2) Pulling students out of the classroom to provide services in a smaller class in a smaller setting with students with their own level of proficiency.
 - b) What are the program models?
We have all grades homogenous classes: TBE Kindergarten, ESL Kindergarten, 1st, 2nd, 3rd, 4th and 5th grade. In all classes, from Kg to 5th the ESL teachers push-in or pull-out students to service them according to their level and mandated minutes per level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
This year PS 159 has an ESL teacher servicing all ELLs in a push-in or pull-out manner, the teacher keeps a schedule with the classroom teacher & Administration demonstrating the amount of time provided to each student.
The Beginner and Intermediate students across grades are serviced 360 minutes a week; while the Advanced students

are serviced 180 minutes a week, plus 180 minutes of ELA.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The only native language evaluation we have is the Spanish LAB as a new student in the NYC school system. We do not administer other native language test, such as 'El Sol' test because we do not have a bilingual program in Spanish.
For the Bengali TBE the teacher creates her own testing materials; there is no Native Language test for Bengali as of yet.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The baseline used for all four modalities is any previous NYSESLAT test. We study the data on the NYSESLAT Modality Report from ATS to assess their individual needs. The ESL coordinator provides this data to the classroom teacher with ELL students.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

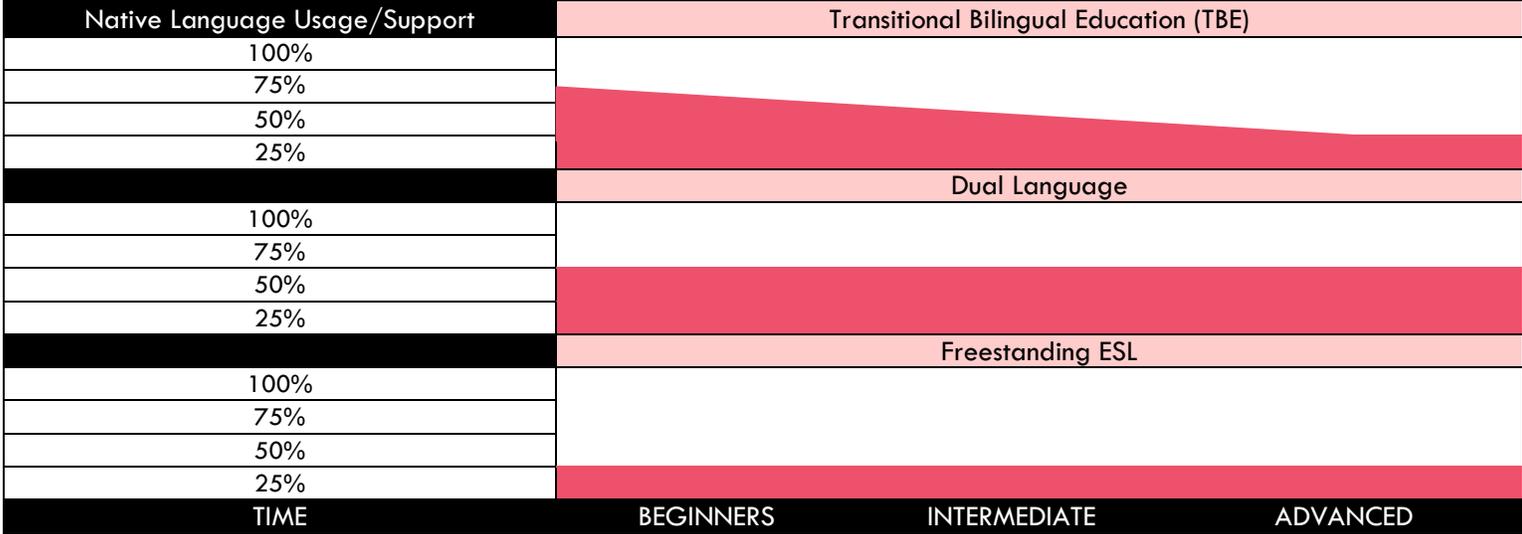
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

n/a

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

n/a

19. For schools with dual language programs:

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

n/a

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

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

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

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

D. Parental Involvement

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

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Isaac Pitkin</u>		School DBN: <u>19K159</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/14/13
	Assistant Principal		11/14/13
	Parent Coordinator		11/14/13
	ESL Teacher		11/14/13
	Parent		11/14/13
	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		11/14/13
	Coach		11/14/13
	Coach		11/14/13
	Guidance Counselor		11/14/13
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K159 School Name: Isaac Pitkin

Cluster: 02 Network: 209

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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