

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **26Q159**

**School Name:**                       **P.S. 159**

**Principal:**                              **PAUL DIDIO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 159Q School Number (DBN): 26Q159  
Prekindergarten – 5th  
Grades Served:  
School Address: 205-01 33<sup>rd</sup> Avenue  
718-423-8553 718-423-8583  
Phone Number: Fax:  
Paul J. DiDio pdidio@schools.nyc.gov  
School Contact Person: Email Address:  
Principal: Paul J. DiDio  
Janice Testagro  
UFT Chapter Leader: Jeanine Carollo & Dina Kalavanos  
Parents' Association President: Christina Guercio  
SLT Chairperson:  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson):  
Student Representative(s):

**District Information**

District: 26 Superintendent: Danielle Giunta  
61-15 Oceania Street, Bayside, NY 11364  
Superintendent's Office Address: DGiunta4@schools.nyc.gov  
Superintendent's Email Address:  
(718) 631-6943 (718) 631-6996  
Phone Number: Fax:

**Borough Field Support Center (BFSC)**

BFSC: Queens Plaza North Director: Lawrence Pendergast  
28-11 Queens Plaza  
Director's Office Address: Lpender@schools.nyc.gov  
Director's Email Address:

Phone Number: 718-391-8222

Fax: 718-391-8320

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Paul J. DiDio	*Principal or Designee	
Janice Testagrose	*UFT Chapter Leader or Designee	
Jeannie Carollo	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christina Catalano	Member/ Assistant Principal	
Christina Guercio	Member/ Teacher	
Lauren Goldstein-Delgado	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Irene Metrakos	Member/ Parent	
Effie Koutouratsas	Member/ Parent	
Basiliki Karakatsanis	Member/ Parent	
Jennifer Turner	Member/ Parent	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 159 Q is a vibrant school that is housed in a three-story U-shaped brick structure built in 1931 and sits in the middle of Bayside, a neighborhood of modest, middle-class private homes.

Our Vision at P.S. 159 is a true partnership of administrators, teachers, school staff, students, and parents all working together toward the same goal. We want our students to be independent, lifelong learners who have the essential skills to succeed in today's society and to become responsible members of our global world.

Our mission is to achieve this vision by creating a safe and stimulating educational environment for our students. Through our commitment to Common Core Learning Standards based instruction and the values of a multi-ethnic, democratic society, our dedicated school staff works diligently to provide our students with an exciting and rigorous instructional program.

After participating in the pilot program in the Spring of 2014, we again joined Chancellor Farina's Learning Partners Program initiative for the 2014-2015 school year. Together with our partner school PS9 K, and our host school PS 321 K, we participated in inter-school collaborative learning with a focus on strengthening literacy instruction.

Our educational program meets all the Common Core requirements of literacy, mathematics, social studies, science and the arts. The integration of technology and providing effective remediation, enrichment and extra-curricular programs are part of our goal in meeting the needs of all the students in our school.

Some of the initiatives being implemented this year include the full implementation of Teacher's College Reading and Writing, the use of Thinking Maps as a means of planning for writing and Math Exemplars as a second mathematical assessment to develop critical thinking and reasoning skills to solve real-world problems.

Teachers in kindergarten through grade 5 use the Teachers College Units of Study in Opinion/Argument, Information, and Narrative Writing. This is our first year that we have partnered with TCRWP as a project school. We are thrilled to be working with a staff developer from Teachers College and are looking forward to attending calendar days at TC. The TC curriculum fosters higher-level thinking through regular chances to synthesize, analyze, and critique writing, and build writing independence and fluency in our students. Teachers embed test sophistication within their literacy teaching by supplementing with correlating NY Ready reading lessons.

We provide additional instruction in vocabulary building and word study skills through the implementation of the Wordly Wise program for Grades K-5. The Foundations phonics program is used with our K-1 students. Students with disabilities are provided with additional support in decoding and fluency through Wilson Reading. In addition, our English Language Learners are provided with additional support in literacy through the Imagine Learning program.

Another initiative at P.S. 159 includes our Peer-Tutoring program drawn from students in PS 159. We have a mutually beneficial partnership with the Lowell School. Their exemplary students are given the opportunity to work in our early childhood classes to provide one-to-one and small group assistance while also acting as a big brother or a big sister to our youngsters.

We use the GoMath curriculum in grades K-5. The program has a strong emphasis on constructivist learning which focuses on students' conceptual understanding of mathematical ideas and concepts. We provide additional instruction around problem solving using the "Exemplars" Math program to differentiate instruction for our students.

Our Science Program emphasizes a hands-on inquiry based approach to learning where students construct their understanding of the natural world through problem solving and active exploration. A full time science cluster teacher who provides hands-on activities in a fully equipped science room supports our science program.

The Arts program at P.S. 159 offers instruction in the Visual, Performing, and Musical Arts. Our third through fifth grade students perform at our annual Spring Choral Concert. Students in kindergarten and first grade participate in interactive learning in music by singing, dancing and playing instruments; students in second and third grade learn how to play the recorder and perform for their parents in the Spring; fourth and fifth grade students learn how to play the guitar, drums and keyboard for which students collaborate in each lesson to create a musical piece.

Our Computer Literacy program staffs a full time computer teacher who provides instruction in a lab that has a networked i-Mac Computer Lab. The computer teacher also supports our computer literacy program by maintaining classroom computers. Our building is 'wireless' and all classrooms have internet capability. The computer teacher also trains teachers in the use of Interactive SmartBoards/Prometheans which are in all classrooms.

At P.S. 159, we are strong believers in recognizing student achievement and celebrating the success of our students. Two students of the month are chosen from each class and their pictures are displayed in the main lobby. The art teacher also chooses an artist of the month, whose artwork, photo and biography are displayed in the school lobby. We have class performances throughout the year and student work is beautifully displayed around the school. An annual

Curriculum Fair showcases each student's learning process and achievements during the year.

We, at PS 159, are committed to addressing the emotional, social and academic needs of every child. Character Counts is a highlight to this process. We focus on the Six Pillars of Character each month, a school-wide program we have had in place for over seven years. This is a program that promotes core ethical values that transcend cultural, religious and socio-economic differences.

We recognize the importance of working closely with our administrators, teachers, students and their families, as well as with outreach organizations, as we strive to have every child achieve his or her potential.

#### Strengths, Accomplishments, and Challenges

We have a structure in place for all educational staff to share strategies and best practices through our monthly school-wide Literacy Liaison meetings throughout the year.

#### **Areas of Growth During the Previous Year**

Being a part of the Learning Partners Program has provided us with an opportunity to grow. We have established norms with our Learning Partners triad to ensure that our time working collaboratively is more thoughtful and productive. The use of norms has trickled down from our Learning Partner Teams to every teacher team meeting in our building. We have incorporated technology into our sharing practices through the use of Google Docs. Through classroom walkthroughs, observing teacher teams in action, using protocols, group discussion, presentations and materials distribution, we continue to share best practices in order to improve student outcomes in literacy.

## 26Q159 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	658	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	2.6%	% Attendance Rate		95.2%
% Free Lunch	37.5%	% Reduced Lunch		11.0%
% Limited English Proficient	12.1%	% Students with Disabilities		14.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		2.2%
% Hispanic or Latino	20.4%	% Asian or Native Hawaiian/Pacific Islander		44.1%
% White	31.9%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.72
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	63.8%	Mathematics Performance at levels 3 & 4		73.1%
Science Performance at levels 3 & 4 (4th Grade)	98.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The needs of our school are assessed on an ongoing basis throughout the school year at various team meetings. These teams include the School Leadership Team, Grade Level Teams, the Pupil Personnel Committee, the Response to Intervention team, the Professional Development Committee, the MOSL Committee, the Liaison Teams, the Special Education and English as a New Language Teams, and through formal and informal observations by administration. Student performance trends are assessed through informal and formal formative and summative assessments.

Based on the feedback from these teams and data from the Quality Review, the School Quality Snapshot and the Framework for Great Schools Report, it was identified that our school’s strengths lie in the areas of assessment, quality of student discussion, and incorporating the Common Core shifts in literacy and math. According to the 2014-2015 Quality Review, the area most in need of improvement is teacher pedagogy as evidenced by a rating of proficient. In addition, according to the 2014-2015 Framework for Great Schools Report, the school earned a score of 86 in the area of rigorous instruction. According to data from Advance on MOTP, 89% of our teachers scored effective or highly effective in component 3c: Engaging Students in Learning on the Danielson Framework.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 95% of our teachers will score effective or highly effective in Danielson Component 3c.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Instructional programs that will be implemented during the 2015-2016 school year include Teacher’s College Reading and Writing, Wilson’s Foundations, GoMath!, and Houghton Mifflin’s Social Studies and Science programs.</p> <p>Professional development opportunities available to teachers and support staff will be provided throughout the school year in Foundations, Thinking Maps, Universal Design for Learning, differentiated instruction, multiple entry points, and technology support.</p> <p>After identifying areas of need and providing professional development to teachers and support staff, vertical teams including Literacy, Math, Special Education, and ENL Liaisons; and Grade Leader Meetings, were created to support teacher development in crafting and executing effective and highly effective lessons.</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Support Staff</li> </ul>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Literacy Coach</li> <li>• Teacher Leaders</li> </ul>
<p>To ensure the needs of all students will be met, supplemental programs- Recipes for Reading and Imagine Learning, will be used to support teachers and students in building foundational skills needed to progress in meeting the CCLS for each grade. High standards will be set in every classroom with a focus on engaging all students in learning including ELLs and SWDs in ambitious, intellectual activities. As a result, students will develop improved critical thinking skills that will support their reading, writing, and listening proficiency.</p> <p>AIS and RTI teachers will be provided with the names of students in need of Tier II and III intervention to improve reading skills.</p> <p>Teacher teams including the PPC, ELL and Special Education Liaisons as well as content specialty liaisons will meet monthly to ensure that students with IEPs and special needs are provided with the supports and resources needed to succeed.</p> <p>Teachers will design coherent instruction with multiple entry points that challenges students cognitively, and employs a range</p>	<ul style="list-style-type: none"> <li>• ELLs and Students with Disabilities,</li> <li>• Teachers</li> </ul>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• PPC</li> </ul>

of strategies that are differentiated for individuals and instructional groups of students including ELLs, SWDs and high achieving students.			
Teachers will communicate with parents during parent engagement time on Tuesdays, common planning periods, conferences and meetings to engage parents in their child’s education and share best practices on how they can best support their child at home. Parent workshops will be held throughout the year to educate parents in the areas of the CCLS, NYS assessments, ELLs and supporting SWDs to educate parents on how to support their children at home. Administration and the Parent Coordinator will continue to hold bi-monthly “Can We Talk” meetings to provide parents with the opportunity to speak freely about anything on their mind. The Parent Coordinator will also continue to host a parent book club with the UFT. Parents/Guardians/Families will be invited to Writing Celebrations, classroom celebrations, "Family Fridays," and the Celebration of Learning as a means to view and understand the common core and the rigorous classroom instruction and expectations.	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> <li>• Teachers</li> </ul>	September 2015-June 2016	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• Parent Coordinator</li> </ul>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
In order to achieve this annual goal we will need strong instructional leadership from the administration, literacy coach, and teaching staff. Inter-visitations between teachers rated ‘Highly Effective’ in Danielson Component 3c and those striving to be rated Highly Effective will be scheduled. Time for meeting, planning and debriefing will be required, as well as time on the Monday Professional Development to inform teachers about differentiation and small group instruction.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 48% of teachers will score effective or highly effective in Danielson Component 3c as measured by teacher performance during observations.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

According to the School Quality Review conducted on February 2, 2014 the findings were:

The vast majority of teachers engage in inquiry-based teacher teamwork to analyze student work and teacher practice. Distributed leadership structures are embedded across the school. Teachers are given leadership roles in several areas. Each grade chooses their grade leader as well as their content specialty liaisons.

Our school is a community of collaborative teachers. According to the Quality Reviewer, it was suggested that our teachers collaborate more vertically. In order to address this suggestion, we formed several liaison teams. In addition, we have set up a schedule of mixed grade inter-visitations to help our teachers learn more from one another. Our inter-visitation schedule includes kindergarten to grade two visits and visits among grades three to five. This mixed grade schedule aids teachers in learning new and creative strategies to implement in their classrooms. The impact of this collaborative initiative should lead to school-wide success.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will be involved in collaborative activities that lead to at least two inter-visitations with school colleagues during the year.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>As a result of our inter-school collaborations with PS321K and PS9K, conferring binders/books were created by teaching staff. Supplies were purchased for teachers who were not part of the Learning Partners Team to begin creating and using conferring books throughout all grades K-5. Teams such as the Content Specialty, ELLs, and SWDs Liaisons, and the New Teacher Network will continue to share pages from their books to differentiate instruction for strategy lessons.</p> <p>In order to promote collaboration among teachers, they will participate in professional development provided by TCRWP coaches twice weekly within the school building.</p> <p>Staff will attend professional development at Teachers College throughout the year, on a volunteer basis or needs assessment.</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• Coach</li> <li>• Teacher Leaders</li> </ul>
<p>Teachers on the ELL and Special Education Teams will collaborate with general education colleagues to develop strategies for comprehension in both reading and writing in order to create pages for their conferring books that will help meet the needs of all learners in each class.</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• Coach</li> </ul>
<p>Parents will be given progress reports and be encouraged to attend Parent-Teacher Conferences and workshops to share instructional strategies to help children succeed.</p>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Students</li> </ul>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• Coach</li> </ul>
<p>We will review our Danielson observations and feedback from the inter-visitations to determine if our annual goal was met.</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>Septemeber 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers</li> <li>• Coach</li> </ul>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

This work will be taking place during common planning periods and Professional Work Time on Tuesday afternoons. The school schedule will need to be created in a way to allow for multiple common planning periods, including common planning periods for ELL and Special Education teachers to meet and collaborate. The Literacy Liaison team will share pages vertically through the building, so time needs to be created for the Literacy Liaisons to meet and share their work both vertically and then horizontally. The Literacy Coach and TC Staff developer will oversee a lot of this work.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 75% of teachers will be engaged in collaborative teamwork that has lead to at least one inter-visitation with school colleagues during the year.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After an analysis of parent attendance at school events i.e. PTA meetings and workshops, it was apparent that there was a decline in attendance throughout the school year. According to the 2014-2015 NYC School Survey, 50% of parents responded that family and community involvement is being promoted. At PS159Q, we along with the PTA and teachers hold more than 20 events each year. Being that parents are aware of the events taking place, but are not yet in attendance, we must increase the level of parent attendance at our events.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent participation in workshops, school and PTA events will increase by 10% as measured by sign in sheets at each event.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parent workshops, UFT Parent Book Club and Orientation meetings will be planned and presented by staff including the Parent Coordinator, Literacy Coach, Related Service Providers and teachers on a regular basis to share strategies and information with parents to support their child’s academic success and growth both in school and at home. Workshops may include topics such as “Understanding My Child’s IEP,” “Understanding the NYS Assessments: ELA &amp; Mathematics,” "Understanding the Common Core Curriculum" and "English as a New Language."</p> <p>Staff members and the NYC Translation unit are utilized to provide clear communication between parents and teachers during times like workshops, parent meetings, parent teacher conferences and parent engagement time.</p> <p>Our school community including parents, teachers, staff and students partner in supporting city and community organizations like City Harvest, Jump Rope for Heart, NYC Toy Drive, Penny Harvest, and the Participatory Budget Committee.</p>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Caregivers</li> <li>• Guardians</li> <li>• Families of students at PS159Q</li> </ul>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Parents</li> <li>• Administration</li> <li>• Teachers</li> <li>• Staff</li> <li>• Social Worker</li> <li>• Literacy Coach</li> <li>• PTA</li> <li>• SLT</li> </ul>
<p>The school will reach out to parents of students with disabilities and English Language Learners with information on ways to be actively involved in their child’s education. Such activities include, but are not limited to, parent workshops, ELL orientation, parent surveys, IEP meetings, classroom celebrations, and school-wide events like The Celebration of Learning.</p>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Caregivers</li> <li>• Families of English Language Learners and students with disabilities</li> </ul>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Parents</li> <li>• Administration</li> <li>• Teachers</li> <li>• Staff</li> <li>• Social Worker</li> <li>• Literacy Coach</li> </ul>

			<ul style="list-style-type: none"> <li>• PTA</li> <li>• SLT</li> </ul>
Through the school website, School Messenger, e-mails, monthly newsletters, workshops, and book clubs parents will be kept informed of school activities and events that they can participate in.	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Caregivers</li> <li>• Families of students at PS159Q</li> </ul>	September 2015 to June 2016	<ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Parents</li> <li>• Administration</li> <li>• Teachers</li> <li>• Staff</li> <li>• Social Worker</li> <li>• Literacy Coach</li> <li>• PTA</li> <li>• SLT</li> </ul>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Administration, Parent Coordinator, Teachers, Staff, and the PTA will create and hosts events that bring families into our school. The events will be throughout the year and be offered on different days and times in order to maximize parent involvement. The PTA will fund the School Messenger account so that information can be shared with families via phone call.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, parent participation in workshops, school and PTA events will increase by 5% as measured by sign in sheets at each event.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Formative and summative assessments and ELA discussions will also be utilized. Teachers will analyze data from Running Records and plan to provide Tier I and Tier II interventions for students who are not progressing. Formative and summative assessments using CCLS assessments and teacher conference notes and data are considered.</p> <p>Students in Grades 4 or 5 who received a level 1 or low level 2 on 2014 ELA state assessment</p>	<p>Teacher’s College Reading and Writing Units of Study, RTI, Wilson, Foundations.</p> <p>The Wilson program provides students with strategies in Phonics. Students tap out the syllables in words; tapping out words in sentences that contain one-syllable words. In addition, repeated use of nursery rhymes that students are familiar with.</p> <p>Interactive writing is used as well as small group strategy lessons. Thinking Maps are used to organize ideas and plan for writing. Small groups focus on the components of the TC Checklists such as grammar, sentence structure and paragraphing.</p>	<p>Small group, one-to-one, peer tutoring, After-School Test Sophistication Academy, Title III After-School Program.</p>	<p>During the regular school day and during the After-School Test Sophistication Academy and Title III After-School Program.</p>
<b>Mathematics</b>	<p>Students in grade K-5 will be pre –assessed before each CCLS aligned Go Math unit Teachers will analyze data and plan to</p>	<p>Students in Grades 4 &amp; 5 who are performing at Level 1 or Level 2 on New York State Math exam are identified</p>	<p>Small group, one-to-one, peer tutoring, Afterschool Test Sophistication Academy.</p>	<p>During the regular school day and during the Afterschool Test</p>

	<p>provide Tier I and Tier II interventions for students who are not progressing. Formative and summative assessments using CCLS assessments and teacher conference notes and data are considered.</p> <p>Students in Grades 4 or 5 who received a level 1 or low level 2 on 2014 math state assessment.</p>	<p>by the classroom teacher using State Test data. These students are then given targeted instruction in the classroom, with special attention given using the Go Math Reteach component.</p>		<p>Sophistication Academy.</p>
<b>Science</b>	<p>Formative and summative assessments using CCLS assessments and teacher conference notes and data are considered. Science lab teacher and classroom teacher collaborate on providing needed Tier 1 service if necessary. Students in Grades 5 who received a level 2 or level 1 on the State Science test will receive Tier 1 interventions in the classroom.</p>	<p>We focus on the specific area(s) of need, i.e. measurement. A hands-on approach is used with small groups.</p>	<p>Small group, one-to-one, peer tutoring.</p>	<p>During the regular school day.</p>
<b>Social Studies</b>	<p>Formative and summative SS assessments are utilized to ascertain need for AIS services in social studies.</p>	<p>We integrate social studies content with vocabulary development.</p>	<p>Small group, one-to-one, peer tutoring.</p>	<p>During the regular school day.</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><b>School Psychologist:</b></p> <ul style="list-style-type: none"> <li>● One to one</li> <li>● Small groups</li> </ul>	<p>Counseling is provided in small groups or one-to-one. The focus is on improving social skills, study skills through time</p>	<p>Small group and one-to-one.</p>	<p>During the regular school day.</p>

	<p><b>Guidance counselor:</b></p> <p>One to three (socialization)</p> <p>Small Group of 8 students</p> <p>One to one</p> <p><b>Social Worker:</b></p> <ul style="list-style-type: none"> <li>• One to one group</li> </ul>	<p>management, building confidence and self-esteem.</p>		
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## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**Parent Involvement Policy (PIP)**

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 the school. **PS159Q**, 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 the school and the families. The 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 the school community. **PS159Q** will support parents and families of Title I students by:

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

The 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. The

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

The 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;
- 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 (SPC)**

**PS159Q**, 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 on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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: <u>159</u>	DBN: <u>26Q159</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>90</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
# of certified ESL/Bilingual teachers: <u>6</u>
# of content area teachers: <u>6</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

Principal Paul DiDio has determined that the prior use of Title III funds for the "F" status position was not meeting the needs of our English Language Learners. For the 2011-2012 and 2012-2013 school years, he monitored the program and decided to offer a Title III afterschool program specifically for ELLS in grades 1 and 2 for the 2013-2014 school year. This year we have decided to extend our program to support all of our English Language Learners in grades K-5, including long term ELLs, newcomers, and SWD.

We will have 6 group's, 2 Kindergarten groups, 1 group for Grade 1, 1 group for Grade 2, 1 group for Grade 3 and 4, and 1 group for Grade 5.

Grade K has 38 students ( 13 Beginner, 11 Intermediate, 14 Advanced).

Grade 1 has 20 students (1 Beginner, 6 Intermediate, 13 Advanced).

Grade 2 has 12 students (1 Beginner, 6 Intermediate, 5 Advanced).

Grade 3 and Grade 4 have 20 students (6 Beginner, 4 Intermediate, 10 Advanced).

Grade 5 has 12 students (3 Beginner, 3 Intermediate, 6 Advanced).

The six teachers are dually licensed in ESL and Common Branch. The program goals are to prepare students to meet the English as a Second Language Standards as seen through the NYSESLAT results, in addition to meeting the Common Core Learning Standards for reading, writing, listening, and speaking. The program will run on Wednesday and Thursday for 23 sessions starting on January 7, 2015 till April 2, 2015 from 2:45 pm- 4:00 pm. P.S.159 offers all ESL programs as per the Parent Choice Surveys. Therefore, all instruction will be in English. However, we will offer native language support through Imagine Learning software licenses. Student dictionaries and glossaries are available in all languages for student use in school and at home.

The program will utilize the new Common Core NYSESLAT test sophistication materials with the support of leveled libraries, non-fiction articles and books, and the use of thinking maps to support writing. Technology materials include use of the Smart Board and laptops to access Pebblego.com (nonfiction articles in an audio format for use at home and school), Imagine Learning (individualized program with native language support to target phonemic awareness, comprehension, vocabulary and fluency), BrainPop, Brain Pop Jr., Brain Pop for ELLs, and video streaming from Discovery Education (supports nonfiction concepts through video).

The Title III program will be inclusive to all students, including long term ELLs, SWDs, and newcomers. Grouping will be flexible to support individual student needs and to ensure all students are receiving small group instruction based on school-wide/classroom data and NYSESLAT results from the prior school year. Small group instruction will be used throughout the program in order to maximize English language acquisition for the ELLs. Content will be delivered with appropriate ELL scaffolds. Teachers will use realia, videos, and explicit vocabulary instruction to ensure that ELLs are able to access content knowledge. Close readings and questioning/discussion will be used with sentence frames. Students will be engaged in group discussions and turn and talks. Interactive Read Alouds and Shared Reading will also allow for students to participate orally in a shared reading experience. Visual supports, TPR and Thinking Maps will be used to support our students and allow for Multiple Entry Points throughout lessons.

### 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: \_

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

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

Schedule and duration/Topics To Be Covered - Pedagogues attend Professional Development every Monday. Administration and staff work together to ensure that this time is used to meet the needs of our staff and students. The staff has created a list of topics to use as a menu throughout the year. Each week our professional development is differentiated to meet the staff's needs. Staff will attend the PD that will best support their current area of development. Professional Development includes, but is not limited to, Danielson, CCLS, Technology in the Classroom, Imagine Learning, Reading and Writing, Go Math, Content Area Instruction, Data, Differentiation, Supporting ELLS and SWDS, Teachers' College, Ready Gen, Rubrics and Checklists, Pre and Post Assessments, Co-Teaching Models, Special Ed Reform etc. During these times the providers listed below and other staff members turn-key information on ESL instruction, curriculum, common core state standards and content area specifics gained from Professional Development workshops given by District/Network/NYCDOE. These workshops are mostly monthly and cyclical. They are full day sessions or half day sessions. Staff also participates in Professional Development as scheduled on a city-wide basis. Grades meet weekly during common preps and our Tuesday Professional Work Time. During this time, Professional Development takes place to target grade specific needs. Our Literacy Coach will be attending grade meetings and Professional Work Time to support our Reading and Writing Units of Study. Network specialists also offer school-wide support through labsites. These labsites highlight and share best practices and support collaborative planning and teacher reflection. P.S.159 continues to be a Learning Partners School and will share best practices with our partner school and turn key their best practices to our staff.

Names of Providers - P. DiDio, Principal C.Catalano, Assistant Principal, L. Walsh, Network Literacy Specialist, N. Colon, Network Math Specialist, A. Myers, M. Henick, Instructional Lead Literacy, R. Steinberg, L. Kemme, Instructional Lead Math, J. Wasserman ELL Coordinator, Various Pedagogues, Content Dependent

### 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

## Part D: Parental Engagement Activities

Begin description here: \_

The home-school connection has an important impact on achievement of ELLs. Communicating with parents in both Native and English Languages is key to welcoming, informing and encouraging involvement.

Schedule and duration - Parent-Teacher conferences are held and translators are provided. Report cards are distributed in home language when available. Additionally, teachers communicate throughout the year with parents using written translations or oral interpreters, as needed on an individual basis. Bilingual staff are available for these meetings. Meetings can be held before, during or after school.

Parents are encouraged to bring their own translators (fluent in their dialect and language) to meetings, conferences and other activities, as well. Outreach to local ethnic organizations and churches have brought bilingual volunteers to meetings and events. Legal interpreting services will be made available with funding from DOE. Parent coordinator hosts regular workshops open to all parents. Student of the Month Awards combined with PTA meetings are held monthly. Participation as "trip parent" is encouraged. International dance and food festivals are held for third and fifth grades. Many ethnic dances are included. Translated invitations to CDEC meetings and UFT sponsored conference are sent home. Individual class, grade and schoolwide events are on-going throughout the year where parents are invited to "Celebrate Learning". Notices, pamphlets and brochures (available in various languages) from the DOE, NYC Public Library and other sources are available in the main office. Automated phone system is also used to inform parents of events.

Topics to be covered - Exploring the World with PreKindergarten, Cyber bullying, Reading and Your Young Child, Understanding Common Core Standards, Standardized Testing Workshop, Boy Scouts and Girl Scouts, Student of the Month Awards, Queens Library programs, Dial a Teacher program, OELL Workshops for Parents, Grade Expectations, Preparing Students for College and Careers, Creating a Healthy World for You & Your Child: Family Wellness, UFT Parent Book Club, and Can We Talk which is offered every other month for open discussion between parents and administration. Community organizations also offer events open to all parents.

P. DiDio - Principal, C. Catalano-Assistant Principal, Kim Johnson - Parent Coordinator, Jill Wasserman-ESL Coordinator, NYC/DOE - Flyers/ Notices, UFT -Flyers/Notices,

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

## Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	<u>\$8885</u>	<u>We will have 23 sessions. Each session will be 1 hour and 15 mins. totalling 28.75 hours per teacher. <math>28.75 \times 51.51 = 1,480.9125</math> <math>1,480.9125 \times 6 \text{ teachers} = 8885</math></u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$1568</u>	<u>We will be ordering NYSESLAT Test Prep books from Attanasio &amp; Associates.</u> <u>K- \$98 x 6 sets = \$588</u> <u>1- \$93 x 3 sets = \$294</u> <u>2- we have unused books</u> <u>3/4 - \$98 x 4 sets = \$392</u> <u>5- \$98 x 3 sets = \$294</u> <u>= \$1568.00</u>
Educational Software (Object Code 199)	<u>\$750</u>	<u>1 Imagine Learning Perpetual</u> <u>\$150 x 5 = \$750</u>
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>11200</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>26</b>	Borough <b>Queens</b>	School Number <b>159</b>
School Name <b>PS 159</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Mr. Paul DiDio</b>	Assistant Principal <b>Ms. Christina Catalano</b>
Coach <b>Ms. Allison Myers</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Ms. Mary Jane Blau</b>
Teacher/Subject Area <b>Ms. Melissa Delmonte/ENL</b>	Parent <b>Jeanine Carollo</b>
Teacher/Subject Area	Parent Coordinator <b>Ms. Kim Johnson</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Ms. Danielle Giunta</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>11</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>11</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>616</b>	Total number of ELLs	<b>89</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	89	<b>Newcomers</b> (ELLs receiving service 0-3 years)	87	<b>ELL Students with Disabilities</b>	11
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	87		9	2		2				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE																					0	0	
SELECT ONE																						0	0
SELECT ONE																						0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE										
SELECT ONE										
SELECT ONE										
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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		4	3	1	1	3								0
Chinese	17	15	9	6	8	9								0
Russian														0
Bengali														0
Urdu						1								0
Arabic				1										0
Haitian														0
French														0
Korean	5	2		4										0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	7	1	3	2	7	7								0
<b>Emerging</b> (Low Intermediate)	2	3	1	3	1	3								0
<b>Transitioning</b> (High Intermediate)	10	2	1	2	2	0								0
<b>Expanding</b> (Advanced)	24	6	7	2	3	3								0
<b>Commanding</b> (Proficient)	32	17	6	2	1	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					2									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	15	16	20	4	6	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4			0
4	6				0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3			2	1	1	1		2	0
4	2	1	2	2	2	1			0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	1	1	1	2			2	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 At P.S. 159 we are currently using Teachers College in grades K-5. We will use the data offered through this program to support decisions for all our students including our ELLs. We are also continuing to assess our students using the Teachers College Running Records in grades K-5. The data collected will support all instructional decisions for literacy instruction. In the early childhood grades we are also using Foundations. The early childhood ELL students at P.S.159 will receive whole group and small group instruction utilizing these literacy tools. In addition, we also utilize Imagine Learning which provides ongoing data of our students progress. Our schools ELA Instructional Expectations will be considered when planning.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across proficiency levels on the NYSITELL and NYSESLAT are as follows: The students who took the NYSITELL in Kindergarten have the following performance levels: 6 entering, 7 transitioning, and 9 expanding. In grades 1-5, the pattern revealed is that students with a performance level of entering or emerging are our newcomers and students with disabilities. In addition, NYSESLAT data reveals that our students exhibit a pattern of advancing at least one level, from one year to the next. Out of our 2 Developing ELLs receiving services for 4-6 years, 1 is expanding and one is emerging. Both of our Developing ELLs are students with disabilities and these students continue to receive support in all areas, with an emphasis on reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))  
 In order to design effective instruction and/or intervention we collect and analyze information from the AMAO using such factors as home language, grade level, years of ELL service, ELA/Math performance, NYSESLAT proficiency and progress, attendance, age, holdover status, SIFE status and disability classification. The early warning indicator feature automatically calculates the number of risk factors exhibited and color codes them accordingly. The data reveals that most of our students meet and succeed their annual AMAOs.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

At P.S.159 we are noticing an overall pattern across performance levels and grade levels that our English Language Learners need additional support in reading and writing. This year we are a project school and will be implementing the Teachers College Reading and Writing Program for grades K-5. Staff will receive professional development from Columbia University throughout the year. Staff will turn key information learned at TC to their grade, regarding best practices for ELLs and SWDs and how to incorporate multiple entry points into our planning. In addition, students taking the NYS Math Test and NYS Science Test in their home language, performed at Level 4. Aside from this, there is not a strong pattern as to how ELL's are performing in tests taken in English, as compared to the home language.

P.S.159 is not using the ELL Periodic Assessments. We are using the NYC Baseline Assessments, NYSESLAT, and current classroom data for grades K-5. The teachers and school leadership collaborate to use the data to determine the whole and small group instruction needed within the classroom and Title III program. Staff collaborates to share best practices to develop rigorous activities that meet the CCLS. The native language is supported through Imagine Learning; as it is utilized in this program. The data provided by Imagine Learning will support our understanding of our students current deficiencies and we will plan instruction to meet these needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

P.S.159 analyzes Teachers College running records throughout the year to select English Language learners who need additional support. Students who are below the grade benchmark will work with ELL certified teachers, for Tier I intervention using a leveled literacy program to support and track their progress. Early Childhood students will also receive RTI Intervention when needed in Foundations by double dose small group instruction. Tier II and Tier III RTI instruction is provided by Vanessa Giordano, Marlene Grefig and Maryanne Levinson. RTI Instruction is also provided for Math in addition to ELA.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Each year as a school, we look at the individual growth of each of our students and reflect on our programs and methods of instruction. As we utilize NYSITELL/NYSESLAT data, ELA/MATH State assessments, TC Running Records and Foundations, we will continue to track data to determine the success of our programs and make any changes we find necessary for the success of our ELL population.

We exercise a focused effort to address our ELL students. We have staffed our school to have two licensed Early Childhood/ESL teachers for kindergarten-grade 2, and one licensed Common Branch/ESL teacher for grades 3-5. This structure allows for daily use of ESL methodologies from the classroom teacher throughout the entire school day. In addition, Jill Wasserman and Janice Testa who are ESL and Common Branch licensed, are providing support to our ELL population. Our supports are targeted to ensure that our students will show a greater increase in their NYSESLAT results and all classroom assessments, as well as standardized tests.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When parents enroll their children at PS159, Jill Wasserman assists in the completion of the HLIS in English and their native language. Mrs. Wasserman has an informal oral interview in English with the parents and reviews each question to ensure parents accurately answered all questions. In addition, any questions/concerns the incoming families may have are addressed. For parents who require oral translation in another language, the ESL provider will utilize bilingual staff members or the phone Translation Services to complete the oral informal interview and HLIS. If the home language is determined to be any language other than English, a more indepth interview is performed and based on this interview, eligibility for NYSITELL testing is determined. Therefore, the home language is determined based on a combination of responses to the HLIS and the interviews with the parent and student. Licensed ESL teacher (Jill Wasserman) administers the NYSITELL to those students who are eligible. Bethany Porras, Chiara Scaduto, and Cristina Rodrigues (ESL and Common Branch licensed), are licensed pedagogues and are fluent in Spanish. These teachers are available to administer the Spanish Lab-R to our Spanish speaking ELLs. Students not passing the NYSITELL exam, as determined by the ESL pedagogue, will receive services based on their Parent Survey and Program Selection Form. Parents are notified by letter in their preferred language. Copies of each letter are placed in student's cumulative records and in the ELL office with Jill Wasserman. Completion of this process is done within ten school days.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If there are indications within the ELL identification process that a student has had an interruption or inconsistency in their formal schooling, we would proceed with the SIFE Identification Process as outlined below for students who are newly identified ELLs in grades 3 to 9 and at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results. In addition, if upon initial enrollment these students are two or more years below grade level in mathematics and/or two or more years below grade level in literacy in their home language, due to inconsistent or interrupted schooling prior to arrival in the United States. The SIFE identification process would be as follows:

1. Administer the oral interview questionnaire.

2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, administer the LENS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Our Language Proficiency Team (LPT) will review evidence of the student's language development. Our LPT consists of, Paul DiDio (Principal), Christina Catalano (Assistant Principal), Jill Wasserman (ELL Coordinator), Special Education service provider (Vanessa Giordano or Tracie Meyers) and the child's parent/guardian. When the team recommends the student takes the NYSITELL, which will determine ELL status and the ELL identification procedures would continue, as with all students. On the other hand, if the team initially recommends the student not take the NYSITELL the LPT's recommendation is sent to Mr. DiDio for review. Upon review, if Mr. DiDio determines the student should take the NYSITELL, the student is tested and standard ELL identification procedures continue. If Mr. DiDio determines the student should not take the NYSITELL this determination is sent to the superintendent, Ms. Giunta for review. The parent/guardian is notified within 3 days. Upon review, Ms. Giunta will determine if the student should or should not take the NYSITELL. The parent is notified of the decision and ELL procedures continue as with all students.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Jill Wasserman ensures that all parents of students receive entitlement and non-entitlement letters in both English and their home language. Careful records are kept to keep track of timely distribution within the five day window. Jill Wasserman produces these letters and distributes them to classroom teachers to be placed in student take-home folders. Copies of every letter sent home are hard copied. These letters are stored in the ESL office with Jill Wasserman and the student's cumulative record. Melissa Delmonte, ENL teacher, also has access to these letters in the ELL office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

After testing, the ELL coordinator will send the entitlement/non-entitlement letter of ELL status notification within 5 school days, letting parents know the results and that they have the right to appeal the ELL status within 45 days of enrollment. The letter will state this parental right. Letters are prepared and sent home in the parents preferred language. Copies of letters are distributed, filed and maintained by Jill Wasserman. Copies of these letters are kept in the ELL office and also placed in the student's cumulative record.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

We then set up a Parent Orientation within ten days of the student's enrollment. We send home the official letters provided by NYCDOE in the home language which invite parents to attend an orientation about the programs offered, along with information that describes each program in the parents preferred language. The meeting is held with the ELL Coordinator, Parent Coordinator, Chinese, Korean and Spanish bilingual staff members and administration. Parents are provided with an agenda in their home language which has been translated officially by the written translation services in all possible languages provided. They are then shown the orientation video in their home language to explain the three program choices. A group discussion is held to allow the ESL

Teacher/Coordinator, Jill Wasserman to answer all questions and concerns. For parents who require additional translation support, phone translation services are used with that family. Parents are made aware that all programs are available to their children. After the completion of the program selection form, parents who select a program other than ESL/ENL are informed that if a sufficient number of families request the particular program option, that the school will create a classroom to meet their program selection. They are offered the opportunity to transfer their child to a school that currently has the program of choice and the ESL/ENL provider supports the parent decision to transfer their child or wait for the program to be opened in their home school. If there is any further support needed, the ESL/ENL provider Jill Wasserman will meet individually with families to help support their program selections. Additional parent orientations are scheduled for parents who were unavailable for the original presentation. If parents are still unable to attend, 1 on 1 meetings and phone conversations are scheduled by the ESL Coordinator to ensure all ELL families are given the opportunity to obtain the information needed to complete the Program Selection Form. When a parent survey is not returned, the the default placement is a bilingual program, and the child may be placed in a bilingual program if there are sufficient numbers of students in the school to do so. This information is contained on the Parent Survey and Program Selection Form.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure completion of the parent survey and program selection forms, the ESL Coordinator makes phone calls to each family who were unable to attend the Parent Orientations. With the support of a bilingual staff member or translation services if needed the ELL Coordinator will set up one-on-one conferences or discuss options with parents on a phone conference. If a parent did attend the orientation but chose to complete their program selection form at home, we follow up with that family to ensure the documentation is returned ASAP. Parent choice is recorded in the ELPC screen by the ELL coordinator and this can be referred to at anytime for a record of parent choices at our school. The Parent Survey and Parent Selection form are stored in students cumulative records and copies are stored in the ESL office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. In order to monitor completion of the parent survey and program selection forms, the ESL Coordinator makes phone calls to each family with the support of bilingual staff members or translation services if needed to set up one-on-one conferences. If a parent did attend the orientation but chose to take their program selection form home to complete, we follow up with that family to ensure the documentation is returned ASAP.
9. Describe how your school ensures that placement parent notification letters are distributed. Once a student's program has been determined, Jill Wasserman ensures that the appropriate placement parent notification letters are distributed in both English and their home language. Jill Wasserman produces these letters and distributes them to classroom teachers to be placed in student take-home folders. A copy is kept for the students cumulative record and the ELL Office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of every letter sent home are signed and stored in the ESL office and the student's cumulative record. Copies of all HLIS are kept in the main office and in the ESL office. Jill Wasserman is responsible for maintenance of these records and has access to all files in the ELL office, along with Melissa Delmonte and Janice Testagrose; ENL certified teachers.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Students are organized into testing groups based on grade band levels and their current class. The ESL teachers (Melissa Delmonte and Jill Wasserman) carry out testing for students that are not on their servicing roster for Speaking. The Reading, Writing and Listening sections are administered by either the Dual Certified classroom teachers or the ESL providers. To ensure that all students take all parts of the test we track the students on a spread sheet containing all names of ELL students and the sections they have completed. After all sections are administered to all ESL students, the two ESL providers complete all necessary information on the scans and transfer any bubbles from the test booklets. We then work with a team of trained scorers to score the writing and complete the packaging and deliveries.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Jill Wasserman ensures that continued entitlement letters are distributed in both English and their home language. Jill Wasserman produces these letters and distributes them to classroom teachers to be placed in student take-home folders.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

placement elsewhere.

During the 2015-2016 school year the Program Selection requests were as follows:

All request ESL, except 1 parent requests Dual Language.

During the 2014-2015 school year the Program Selection requests were as follows:

All request ESL, except fourteen parents request Transitional Bilingual and nine parents request Dual Language.

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

All request ESL except four parents request Transitional Bilingual and four parents request Dual Language.

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

All request ESL except two parents request Transitional Bilingual.

Languages for which parents requested TBE or DL Programs consisted of Korean and Chinese.

Students who are placed in ENL as a result of the parents' not returning the survey are counted towards minimum thresholds as per the Aspira Conscent Decree. ELL students who speak the same language in one or two contiguous grades would require the opening of a bilingual program. The requests listed above have not met this criteria.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.  
.For our integrated ENL Program, in all grades K-5 we have dual licensed teachers in the classroom. On the K-2 level, we have 2 dual licensed teachers for two of our classes per grade, and for grades 3-5, we have 1 dual licensed teacher for one of our classes per grade. For our stand alone program, we have one ESL provider, Jill Wasserman who is doing stand alone instruction. Groups are arranged in NYSESLAT Testing grade bands-i.e. K/1, 2/3/ 4/5. Groups are heterogeneous including entering and emerging.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Jill Wasserman will deliver Stand Alone ENL to support ongoing development of reading, writing, listening and speaking with a focus on strengthening vocabulary in order for students to succeed in core content courses. During Integrated ENL instruction, students will continue to develop language skills through content area instruction. A schedule was made with school administration based on CR Part 154-2 ENL Units of Study and Staffing Requirements. Students are receiving the following: Entering 180 minutes Stand Alone; Emerging 90 minutes Stand Alone. Being that our school is set up with dual licensed teachers on every grade, we are over servicing the required units for Integrated ENL.
3. Describe how core content is delivered in each program model. 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.  
Core Content Instruction is delivered in Stand Alone ENL and Integrated ENL by focusing on the Scope and Sequence for Science and Social Studies in addition to the CCLS and the ESL Standards for Reading, Writing, Listening and Speaking. The curriculum followed includes Teachers College Reading and Writing Units and GO Math. Instruction is in English. Students work in flexible groups, with partners and one to one to support ongoing language development. A variety of methodologies will be utilized to make content comprehensible such as scaffolding, TPR, realia, visual supports, and fiction and nonfiction read alouds. Glossaries and picture dictionaries are provided as native language support for the content areas. Classroom teachers are dual licensed and handle their own strategies to allow access to content area support for ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
 ELLs are instructed in English and are expected to test in English. Students are allowed to use word for word glossaries on classroom tests. For NYS Math exams, students receive translated versions in their home language or are provided with an oral translator.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, teachers will create assessments that are both formative and summative. During whole group, small group and one on one instruction teachers will collect data using checklists to monitor student progress and areas of deficiency. In addition, we utilize the Teachers College Running Records and Writing Assessment to evaluate in all four modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- Instruction is differentiated depending on the students individualized performance level in addition to their current level of performance based on classroom data. Instruction is designed to have multiple entry points for students of all levels and provide opportunities for independent practice and increased levels of student engagement. Newcomers are exposed to introductory vocabulary to support content area instruction with use of a variety of scaffolds, visuals, realia, TPR, sentence frames and modeling language. Students are also given partners that can assist in native language support as needed. As students develop more language and become Developing ELLs, these strategies will continue to be utilized and students will be given additional opportunities to expand on their thinking and can serve as models for their classmates. Thinking Maps are used with students at all levels; (including Newcomers, Developing, Long-Term and Former ELLs,) with color coding and visuals depending on their individual needs. Paper choice, learning centers, and activities are created to support all learners on all levels mentioned above, both in the classroom and with service providers. We currently have no SIFE students. As per CR Part 154.2, mandated services for Former ELLs up to two years after exiting ELL status are in place, as per CR Part 154.2 and these students are placed with dual licensed teachers with ENL strategies embedded. Test accommodations for ELLs and Former ELLs include time 1/2, glossaries, and a separate location.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- The principal will consult with ENL coordinator Jill Wasserman, the student's classroom teacher, the parent/guardian and the student. The CSE team will be consulted if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. These individuals will participate in both the initial identification process and the re-identification process. If the principal, based on the recommendation of personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student. He may reverse this determination in the 6-12 month period. The request made that the student may have been misidentified as an ELL or non-ELL must take place within 45 days of enrollment. The Re-identification process must be completed within 10 school calendar days of receipt of written notice; however if the CSE must be consulted, the process must be completed within 20 school calendar days.
8. 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?  
 At P.S.159 we use a variety of instructional strategies and grade level materials to provide access to academic content. Teachers College Units and Go Math materials used in addition to Foundations (Grade K-2) and Wordly Wise (Grade 2-5) for academic vocabulary. Some instructional strategies include modeling language, TPR, realia, visuals, interactive read alouds and close reading. Teachers also use a variety of technology such as Imagine Learning for one on one, small group or whole group instruction, Brain Pop, and other video resources to support content area instruction. Teachers utilize thinking maps, leveled nonfiction libraries, content word walls, anchor charts, and multiple opportunities and activities to practice language related to a specific unit of study.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 Our ELL-SWD students are serviced within the classroom, when scheduling allows. We mainstream students for clusters such as Music, Art, Computer, and Physical Education. ELL-SWDs also work in inclusive groups to meet their English proficiency with

Chart

ELLs who do not have IEPs. Our schools instructional focus is to have multiple entry points and student engagement for all students. RTI approaches are provided for ELL-SWDs also as needed.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

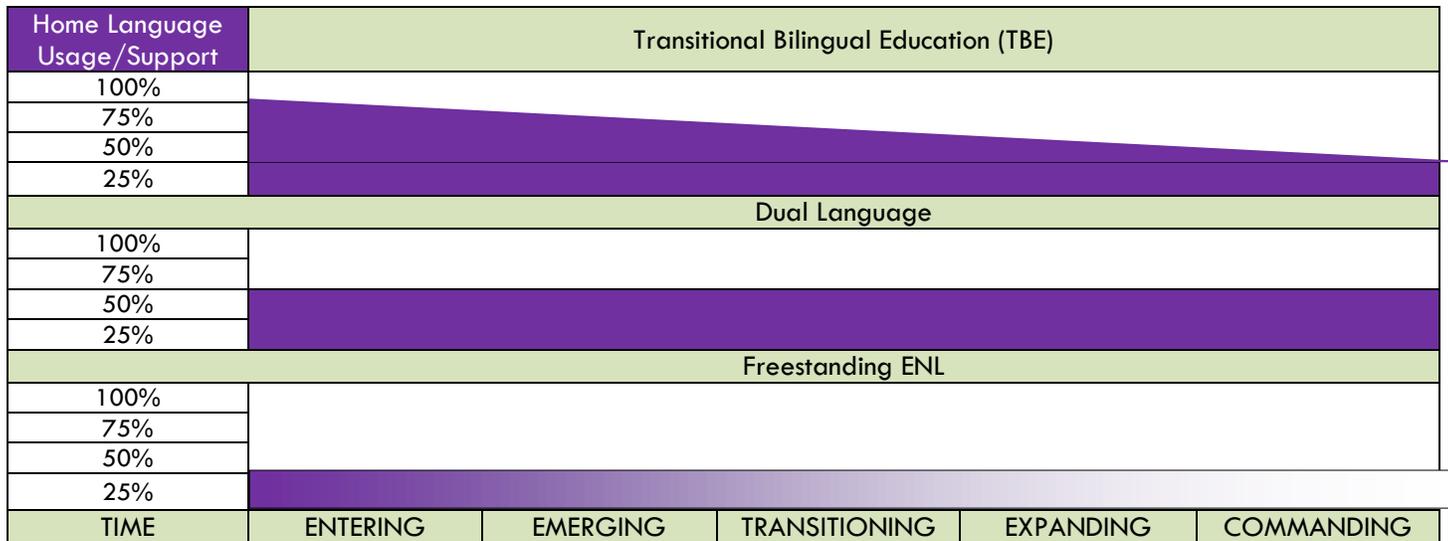


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. P.S.159 offers Tier I, Tier II, and Tier III ELA and Math interventions for all students including ELLs and SWDs. The language of instruction is English except for when students use Imagine Learning which offers native language support. For our Early Childhood students double dose Foundations is offered. Target groups are created for all ELL subgroups depending on the specific need in ELA, Math, Social Studies, and Science. Ongoing data is collected to determine which students need additional support and our RTI providers work with students to target the individual needs within each group.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program offers ELLs and FELLs the opportunity to work with a dual licensed teacher. In grades K-2 we have now expanded our ELL program to include two teachers per grade that are dually certified allowing our ELLs to have additional strong language models. In grade 1 we had 15 out of 35 students become Commanding, and 13 moved one or more levels. In grade 2 we had 16 out of 27 become commanding, and 3 moved one or more levels. In grade 3 we had 5 out of 16 become commanding and 3 moved one or more level. In grade 4, 4 out of 11 became commanding and 3 moved one or more levels. In grade 5, 6 out of 13 became commanding and 2 moved one or more level. For students who did not make one level of progress, classroom data and NYSELAT raw scores are utilized to determine areas of deficiency and which areas students have shown progress, in order to plan instructional goals for the upcoming school year. This data is reviewed three times; at the time of each marking period. A similar process is used for Math, Science, and Social Studies as we review classroom tests three times per year.
12. What new programs or improvements will be considered for the upcoming school year?

This year P.S.159 will utilize Teachers College for Reading and Writing. We have also hired an additional RTI service provider who will support ELA instruction and offer Double Dose Foundations. We have also hired two staff members who are dually licensed and speak to Korean to support our students and families. We are expanding our family involvement to include one day per month for all grades to have families invited into the classroom for a special activity.
13. What programs/services for ELLs will be discontinued and why?

Ready Gen will no longer be utilized in P.S.159. After looking at our data we believe that Teachers College will better meet the needs of our students and will support them in making greater improvements in their reading and writing.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. Programs offered throughout the school day (chorus, student council, band) and after school (Test Prep, Enrichment) are inclusive to all students including ELLs, SWDs and ELL-SWDs. ELLs are invited to programs through teacher dialogue, connecting with parents to ensure they are aware of the given programs and where applicable; letters are sent home to invite ELLs to participate. ELLs are represented in many of our programs such as our school choir, art club, on student council as elected by their fellow classmates and during morning announcements. Translation services are provided by many of our staff members who are fluent in Chinese, Korean, Urdu, Hindi, Punjabi, Greek, Spanish, and Italian.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We use picture dictionaries, thinking maps, native language libraries, listening centers, Words Their Way and Wordly Wise 3000. We use a variety of technology including Brain Pop, Pebble Go, video clips to support content area instruction, Imagine Learning with native language support for individual students and Imagine Learning for small group and whole group instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our ENL program model, home language support is delivered by utilizing Imagine Learning, picture dictionaries and books in the native language. Students are given dictionaries for use in class and are also allowed to borrow them to support at home. Our school does not have DL or TBE programs. Many of our teachers, paraprofessionals, and support staff are bilingual and offer native language support as needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

In grades K-5 teachers are dual licensed and provide the required services, in addition to the ENL support provided by Jill Wasserman and Janice Testagrose. Teachers work with their grade as a team, our Literacy Coach, Allison Myers and ELL Coordinator, Jill Wasserman to ensure that the resources correspond to ELLs ages and grade levels. Our ELL providers provide materials as needed to support all areas of instruction and supports any modifications needed to instruct our ELL population. Our collaborative professional community allows for staff to provide practices when differentiating for ELLs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We do not offer any programs before the beginning of the school year to any of our newly enrolled ELL students. We share with the families information regarding the local library and internet resources they can use to support their children. The same is offered to ELLs and non ELLs who enroll throughout the school year. Parents will also be given access to the GO MATH online

component to support math instruction as well. Our ELLs in grades 2-5 are invited to the Summer Title III program, which includes our current ELLs and ELL-SWDS at all proficiency levels. Our Parent Coordinator, Kim Johnson is available for any further information regarding these programs along with our School Counselor, Mary Jane Blau.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Paste response to question here:
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

1 & 2. Professional Development at PS159 is an ongoing part of our goal to grow as professionals and ensure we learn how to meet the needs of all students. The ELL providers will participate in many professional developments this school year including Thinking Maps, Teachers College, Go Math, Imagine Learning and Common Core Learning Standard professional developments. All information learned at any professional development is turn-keyed between all of the ELL providers and administration, literacy coach, classroom teachers, paraprofessionals, guidance counselor, social worker, school psychologist, special education teachers, occupational/physical therapists, speech therapists, secretaries and our parent coordinator. Instruction is supported by our involvement in Teachers College and Thinking Maps. Thinking Maps are being used in every content area to support comprehension and processing. Our Literacy Coach Allison Myers is supporting the staff with Thinking Maps. During professional work time, staff will receive training from Christina Guercio(ENL Teacher) about The Wallace Foundation; which is an ESL school leadership project.. All teachers, including teachers of ELLs are encouraged to attend outside Professional Developments offered throughout NYC from the Office of ELLs and turn key any information learned during weekly grade meetings. Our administration and ENL teacher Christina Guercio are involved in a project around ELL instruction- The Cahn Fellowship Program through Teachers College. The calendar of professional development dates for the current year will be as follows: November 3, December 1, January 5, February 2, March 1, April 5, May 3, June 7. In addition, our professional development time each Monday is for all staff and we always include specific strategies for ELL students.

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

4. The professional development requirements as per the CR Part 154 will be met through ongoing training throughout the school year from a variety of professional developments. Agendas and Attendance are kept by administration for all meetings. Professional developments will take place during grade meetings, on Monday during Professional Development time from 2:40-4:00 and on Tuesday during Professional work time from 3:20- 3:55, and during professional development non-attendance days for students. We will work on planning Reading and Writing Teacher's College Units of Study and Go Math Units of Study to support our ELL population. Our Instructional Focus is multiple entry points and student engagement which will put a heavy focus on meeting our ELL and ELL-SWD individual needs in all lessons and activities. We will also receive trainings from our administration and literacy coach outlining citywide expectations and what that looks like for all students including ELLs and ELL-SWDs. As a project school, we will also receive training from Teachers College to meet the diverse needs of our ELL population.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

This year P.S.159 had an ENL Workshop for all parents of ELLs and FELLs. The ENL Coordinator Jill Wasserman and ENL teacher Melissa Delmonte met with parents to review NYSESLAT and NYSITELL scores for their child. We discussed the progress or lack of progress, and offered ESL Strategies to support their students language development. Translation services are offered by our bilingual staff members in Chinese, Korean, Spanish, Urdu, Punjabi, Hindi, Italian and Greek. Throughout the school year, Jill Wasserman and ENL classroom teachers will continue to support ELL parents and set up individual and group meetings as needed. Furthermore, individual meetings will be scheduled in addition to parent-teacher conferences and initial parent orientations, to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas in English. Such meetings will be conducted with a qualified translator/interpreter in the language or mode of communication the parent or guardian best understands. Attendance will be recorded, maintained and filed in the ELL office.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Each year we hold meetings to inform parents of their options for selecting their Program Placement based on eligibility determined by the NYSITELL. Parent attendance is kept and filed in the ELL Office. When individual meetings are held, parents are asked to sign in to keep a formal record of the date of the meeting and what it was in regard to. Translation services are available for such meetings. In addition we have several staff members fluent in languages other than English to assist our parents. Bethany Porras, Chiara Scaduto and Cristina Rodrigues are fluent in Spanish. Jasmeen Kim and Sunhwa Kim are fluent in Korean. Stephanie Cheng and Angela Tam are fluent in Chinese. Maria Giambone and Chira Scaduto are fluent in Italian. Grace Ballas is fluent in Greek. Robina Aziz is fluent in Urdu, and Renuka Khanna is fluent in Urdu, Punjabi, and Hindi.

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

Parents are welcomed and encouraged to participate in classroom activities in order to be familiar with all aspects of instruction. Parents are invited and encouraged to join in classroom activities, celebrations and school trips. We know that parents and families are an integral part to each student's learning and that families can offer support not only during the school day but at home as well. The Parent Coordinator Kim Johnson offers parent workshops to facilitate communication and support the needs of our parents and teachers; and the goals we expect our students to meet by the end of the school year. Translation is always provided in all of our parent involved activities with our bilingual staff members or outside services if needed. P.S.159 also hosts "Can We Talk?" with the principal, assistant principal and parent coordinator each month to discuss any questions or concerns parents have.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents are encouraged to attend and participate in PTA and CDEC meetings. Letters in regard to community meetings are sent home in the native languages, inviting parents and students of ELLs to join in neighborhood activities. Our Parent Coordinator attends workshops and ensures all relevant programs are advertised and made available to parents.

5. How do you evaluate the needs of the parents?

We evaluate the needs of our parents by keeping open communication through individual meetings, letters home, and parent meetings with parents of ELLs. The classroom teachers not only communicate with the parents, but with the ELL Coordinator and Parent Coordinator regarding any questions or concerns. School administration and the staff use the data provided by the NYC DOE parent survey to determine the effectiveness of our current parent programs and communications. Translation is available by bilingual staff members listed above in Spanish, Korean, Chinese, Urdu, Hindi, Punjabi, Greek and Italian. We are able to get a translated version of the majority of all notices distributed to parents. This is obtained from the DOE website. When the Gifted and Talented materials arrive, they come in varied languages. The Environmental Parent Surveys and Middle School Directories are distributed in this format also.

6. How do your parental involvement activities address the needs of the parents?

In addition to the normally scheduled parent conference, we provide a meet the teacher meeting in September to give the parents the opportunity to know the classroom teacher, service providers, programs to be used, and the overall expectations of the

year. The parent coordinator is available daily for all parents and will contact the dual certified classroom teachers or the ELL Coordinator when an ELL parent has a specific question in regard to ELL servicing and language process. Bilingual staff members are available for translation, in addition to translation services from the DOE.

#### **D. Additional Information**

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

**Paste response here:**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **26Q159** School Name: **PS 159Q**  
Superintendent: **Mrs.**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Chinese, Korean, Spanish, Arabic, Urdu

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

NYS Testing Dates - September  
Monthly Calendars - Each Month  
Parent-Teacher Conference Announcements - November & March  
After-schol program information - December

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Family Night - September 17<sup>th</sup>  
Parent Teacher Conferences - November 5<sup>th</sup>  
Parent Teacher Conferences - March 3<sup>rd</sup>  
Family Night - May 12<sup>th</sup>

## Part C: Providing Language Assistance Services

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

Information -Please Translate” in the major languages found at PS159. Bilingual Parent Homework Dictionaries and other supplemental bilingual aids are available upon request.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During Monday Professional Development the ESL Teacher Team will present to all staff members how to the use of the over-the-phone interpretation service, as well as, other translation services we provide.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

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

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

all translated forms. Included in the binder is the Translation and Interpretation Folder, the Bill of Parent Rights, as well, as a sign indicating that interpretation services are available.

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

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

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

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Informal parent survey will be used to gather feedback from parents on the quality and availability of services. In addition, we will strive to schedule a focus group of parents inclusive of all cultures and languages represented at P.S. 159, to gather feedback and best practices on the quality and availability of services.