



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **10X159**

**School Name:**                       **P.S. 159 LUIS MUNOZ MARIN BILING**

**Principal:**                             **LUIS LIZ**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: LUIS MUNOZ MARIN BILINGUAL SCHOOL School Number (DBN): 10X159  
Grades Served: ELEMENTARY (K-5)  
School Address: 2315 WASHINGTON AVENUE  
Phone Number: 7185846140 Fax: 7185847794  
School Contact Person: LUIS LIZ Email Address: LLIZ@SCHOOLS.NYC.GOV  
Principal: LUIS LIZ  
UFT Chapter Leader: EVELYN ORTIZ  
Parents' Association President: AZUCENA URDALS  
SLT Chairperson: EVELYN ORTIZ  
Title I Parent Representative (or Parent Advisory Council Chairperson): Yaska Roman  
Student Representative(s): NA

**District Information**

District: TEN Superintendent: MELODIE MASHEL  
Superintendent's Office Address: 1 FORDHAM PLAZA BRONX NY 10458 Room 836  
Superintendent's Email Address: MMASHEL@SCHOOLS.NYC.GOV  
Phone Number: 7187415852 Fax: 718.741.7098

**Borough Field Support Center (BFSC)**

BFSC: BRONX District 10 Director: JOSE RUIZ  
Director's Office Address: 1 FORDHAM PLAZA BRONX NY 10458  
Director's Email Address: JRUIZ2@SCHOOLS.NYC.GOV  
Phone Number: 7188287776 Fax: 718.741.7098

## 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 School Comprehensive Educational Plan (SCEP) 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)
Luis Liz	*Principal or Designee	
Evelyn Ortiz	*UFT Chapter Leader or Designee	
Guadalupe Lucero	*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	
Maria Diaz	Member/ Teacher	
Rosa Ojeda	Member/ Teacher	
Evira Matos	Member/ Teacher	
Sandra Lucero	Member/ Parent	
Arsceles Osorio	Member/ Parent	
Arecelis Rodriguez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yaska Roman	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** 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.

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Public School 159, the Luis Muñoz Marín Bilingual School is an elementary school in Community School District Ten in the New York City Department of Education. Our school serves students in grades kindergarten through fifth grade. Our students are about 93 percent Hispanic and 7 percent Black. We historically have between 30 to 50 percent of our students being English Language Learners and 20 to 30 percent being Students With Learning Disabilities. Our mission at Public School 159 is for our students to develop a life long love of learning. We believe all students will reach high standards in a child-centered, risk free environment that utilizes the children's strengths and interest to move them forward. Our ultimate goal is for the entire school community, staff, students, and parents to work collaboratively, support, and enhance life-long learners who can become active members of a multicultural and complex society. Public School 159 aligns its resources to support instructional goals that meet students' needs. We use curricula-aligned assessment practices that inform instruction to better enhance and support student learning. We strive to actively incorporate a culture of learning that communicates high expectations with supports to provide students opportunities for academic success. The incorporation of the arts and physical education are part of the culture of Public School 159. We have long establish collaborations with Arts organizations such as DreamYard and Global Writes. We also utilize partnerships with the New York Road Runners to engage our students in physical fitness activities. We have a cohesive school community where 99% of parents are satisfied with the education that their child has received and 100% of teachers feel that order and discipline are maintained at this school and agree that leaders of this school place a high priority on the quality of teaching. Teachers are supported and evaluated through timely, actionable feedback using the Danielson framework and the practice of analyzing student learning outcomes. Public School 159 has traditionally had high parent collaboration and participation. We will continue to utilize the entire community and encourage a unified and shared vision that promotes trust and a shared goal to ultimately improve student outcomes at school and at home and ultimately prepare them for college and careers.

## 10X159 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	195	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	89.8%	% Attendance Rate		93.1%
% Free Lunch	82.3%	% Reduced Lunch		0.5%
% Limited English Proficient	39.3%	% Students with Disabilities		27.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		7.0%
% Hispanic or Latino	91.9%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	1.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.83	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
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)	N/A	Average Teacher Absences (2013-14)		6.89
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.8%	Mathematics Performance at levels 3 & 4		28.8%
Science Performance at levels 3 & 4 (4th Grade)	87.5%	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		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
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		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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	YES	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	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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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>		
<ul style="list-style-type: none"> <li>We will continue to tailor curricula so units of study across all grades and subjects embed rigorous instructional tasks throughout daily lessons, focused on reading comprehension that provide students with specific and actionable feedback that support and extend student higher level thinking and comprehension and challenge our students to produce quality work at standard levels and beyond. Through analysis of student performance and feedback during 2014-15, we have identified the need to improve on our teaching of reading and continue our work in refining curriculum and supporting our staff in its ongoing implementation and student assessment. Specifically, 3.2/PPO)</li> <li>We will also initiate cycles of professional learning and schedule regular teacher meeting times that targets support for staff to implement curricula aligned to CCLS, focused on reading comprehension, and rigorous instruction to cognitively engage all students including students with diverse learning needs that promotes college and career readiness.(3.4/QR-state recommendation)</li> </ul>		

**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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, 100% of all teachers will participate in on-going weekly professional development that
  - Improve teacher strategies in the teaching of reading
    - o targets support to implement curricula aligned to Common Core Learning Standards,
    - o incorporate the instructional shifts in their lesson planning and delivery,
    - o plans for delivery and rigorous instruction to cognitively engage all students, including students with diverse learning needs, and promotes college and career readiness which will result in a 15 % increase in effective teaching as measured by Domains 1 and 3.

### **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)</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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Change the structure for professional development so that it is conducted in cycles of 4 to 6 weeks with teacher teams, both horizontal and vertical, administration, school coach, consultants, and BFSC instructional specialist to improve on our common understanding of what effective reading instruction looks like, assessment and planning for cognitive engagement in our school community.</p>	<p>Pedagogical staff</p>	<p>September 2015 to June 2016</p>	<p>Administrators , coaches, teachers, BFSC contentment specialist and consultants</p>

Through frequent observations based on the Danielson Framework and feedback with administration pedagogical practices across classrooms based on Advance data will be reviewed to monitor and support relationship of instructional practices aligned to the school's core beliefs, curricula and professional development.	Pedagogical staff	September 2015 to June 2016	Administrators
Through analysis of student work we will promote and expand on our understanding of multiple access points, scaffolding, and routines across classrooms that address the diverse needs of all students and further inform customized professional development and lesson delivery.	Pedagogical staff	September 2015 to June 2016	Administrators, Coaches and teachers
Through ongoing communication (progress reports and workshops) with school community, families and staff, a shared understanding of rigorous expectations based on CCLS will be established with a shared goal to ultimately improve student outcomes at school and at home.	School community	September 2015 to June 2016	Administrators , parent coordinator and teachers

**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.
Funding for consultant to provide Professional Learning and in class support in the area of reading instruction
Funding for resources for units of study (Go Math and Ready Gen)
Purchase Additional nonfiction and fiction leveled texts
Funding for technology resources
Per session funding for additional team planning

Funding for parent outreach and curricula workshops

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

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

- January, 2016 10% increase in teacher effectiveness in Domain 3:instruction with documented observations of teachers using strategies to increase reading comprehension.
- January , 2016, 20% increase in student midline assessment data as measured by teacher made test to assess reading comprehension.

**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 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	€
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	€
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	€
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	€
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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> <p>Based on feedback, surveys and student behaviors, PS 159 provides a warm nurturing environment that is welcoming to all members of the school community and supports student learning . To sustain and build this strong positive culture, we will enhance our plan and provide professional development to systematically work with stakeholders to create a collaborative vision and understanding of clearly articulated skills and behaviors that demonstrate social and emotional development health so that the students can learn and implement behaviors that will lead to college and career readiness. (5.3/QR-state recommendation)</p>		

**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 –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>By June 2016, there will be a 5% increase in positive student behaviors as measured by teacher observation and anecdotal as well as the ClassDOJO tool(ClassDojo is a positive feedback platform that connects teachers, parents and students, helping kids improve character and behaviors in school and at home.) , which measures specific student behaviors and engagement.</p>

**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 supportive environment and the Common Core in order to support their children at home.</b></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? (include school, educational consultants and/or CBO staff)</i></p>
<p>professional learning will be provided to systematically work with stakeholders to create a collaborative vision and understanding of clearly articulated skills and behaviors that demonstrate social and emotional development, so that the students can learn and implement behaviors that will lead to college and career readiness.</p>	<p>School community</p>	<p>September 2015 to June 2016</p>	<p>Administrators , parent coordinator, outside organizations and teachers</p>

Through ongoing communication using ClassDojo a web based interactive program that allows communication with parents reports, parent meetings and workshops) with school community, families, staff, student council and student body, a supportive environment and shared understanding of student behavioral expectations will be established with a shared goal to ultimately improve student outcomes at school and at home such that students feel safe, supported, and challenged by their teachers and peers.	School community	September 2015 to June 2016	Administrators , parent coordinator and teachers

**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.
<p>Provide funding i to schedule family workshops to support student progress</p> <p>Provide funding for supplemental curriculum supplies: high interest books, assorted genre text, technology resources.</p> <p>Provide Per Session funding for teachers and Administration for additional professional learning, curriculum planning, and analyzing student data</p> <p>Provide Per Diem funding to allow teachers to attend professional learning workshops.</p> <p>Provide funding for additional professional learning dependent on the identified needs as they emerge</p>

<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	X	Title I SWP		Title I TA	X	P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 January 2016, there will be no increase in behavioral incidents as reported to the New York City Online Occurrence System (0%) in student disciplinary incidences.

**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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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>		
<p>Continue to implement protocols that focus professional learning on deepening teachers’ analysis of summative and formative assessment data to make timely adjustments to instruction that effectively meet students’ diverse learning needs and inform instructional decision-making and to provide targeted and actionable feedback so that students take ownership of their learning and develop self-reflection protocols for students to reflect upon and assess their own progress.(4.5 /QR-state recommendation)</p>		

**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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>By June of 2016, teachers and administration will focus on implementing effective protocols and provide professional learning to deepen teachers’ ability to analyze summative and formative assessment data to make timely adjustments to instruction that effectively meet students’ diverse learning needs and inform instructional decision-making resulting in a 4 % increase in student performance at or above level in the NYS ELA assessment.</p>

**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? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers and Administrators will participate in ongoing teacher team meeting to analyze student work that inform instruction and curricular modification to meet the needs of all students.</p>	<p>Pedagogical staff</p>	<p>September 2015 to June 2016</p>	<p>Administrators, BFSC Content Specialist, In-house Coaches</p>
<p>Teachers and Administrators will use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.</p>	<p>Pedagogical staff</p>	<p>September 2015 to June 2016</p>	<p>Administrators, BFSC Coaches, In-house Coaches</p>

Through ongoing communication (progress reports and workshops) with school community, families and staff, a shared understanding of rigorous expectations based on CCLS will be established with a shared goal to ultimately improve student outcomes at school and at home.	Pedagogical staff	September 2015 to June 2016	Administrators, Network Coaches, In-house Coaches

**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.											
<ul style="list-style-type: none"> <li>• Schedule professional learning (4 to 5 week cycles), observations, intervisitations and family communication meetings,</li> <li>• Provide funding for supplemental curriculum supplies,</li> <li>• Provide Per Session funding for teachers and Administration for additional pd, curriculum planning, and analyzing student data</li> <li>• Provide funding for professional learning- dependent on the identified needs as they emerge (per session, per diem, consultants and materials)-where possible we will conduct PD in-house. Purchase professional books for teacher book study</li> </ul>											
<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	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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, 40% of students demonstrating progress as measured by the iReady and or F&P midyear ELA assessment.
<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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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> <p>Continue to implement a prioritized schedule of targeted and frequent observations that provides constructive feedback to staff and includes a system of accountability for continuous improvement, along with targeted on-going support so teachers take ownership for their own professional development in identified areas. Conduct targeted professional development in 4 to 5 week cycles to deepen understanding and insure teacher effective implementation.(2.4 /QR-state recommendation)</p>		

**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 1b, 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>
<p>By June of 2016, 4% increase of students reaching level 3 or above in the State ELA assessment.</p> <p>By June of 2016, 100% of all teachers will have participated in the minimum required observations that provide constructive feedback and include a system of accountability for continuous improvement which will result in a 5% increase on their MOTP .</p>

By June of 2016, 100% of all teachers will have participated in ongoing targeted professional development and 80% will have demonstrated implementation into their instructional practice.

**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 parent leadership and engagement as a key lever for school improvement.</b></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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Through parental outreach we will provide ongoing workshops for parents on providing additional support, resources and strategies to achievement a shared goal to ultimately improve student outcomes at school and at home..</p>	<p>Parents/Guardians</p>	<p>September 2015 to June 2016</p>	<p>Administration, Teachers, Parent Coordinator</p>
<p>Through frequent observations and feedback with administration pedagogical practices across</p>	<p>Pedagogical Staff</p>	<p>September 2015 to June 2016</p>	<p>Principal and Assistant Principal</p>

classrooms will be reviewed to monitor and support relationship of instructional practices aligned to the school's core beliefs and curricula.			
Through ongoing communication (progress reports and workshops) with school community, families and staff, a shared understanding of rigorous expectations based on CCLS will be established with a shared goal to ultimately improve student outcomes at school and at home.	Parents/Guardians	September 2015 to June 2016	Administration, Teachers, Parent Coordinator

**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.											
<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		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
February 2015, 50% of all teachers will have been observed at least 2 times.
40% of the 50% observed will have been rated effective.
<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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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>		
Sustain and build upon relationships with families and community-based organizations and monitor feedback from staff, family and community to increase services that aid families in supporting the student achievement. 1.3		

**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 1b, 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.
We will continue to provide opportunities for parent engagement with in the school during the 2015-16 school year, so that parents and families feel welcomed and encouraged to engage with the school which will result in a 5% increase in students meeting proficiency on state exams and or reading inventories.

**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? (include school, educational consultants and/or CBO staff)</b></p>
<p>We will continue to provide parental outreach and provide ongoing workshops for parents on topics and concerns they request to ultimately improve student outcomes at school and at home.</p>	<p>Parents/Guardians</p>	<p>October 2015-June 2016</p>	<p>Administration, Teachers, Parent Coordinator, Community Organizations, Health Professionals</p>
<p>We will utilize the provided Tuesday afternoon time, to increase communication with parents and guardians in supporting student achievement.</p>	<p>Parents/Guardians</p>	<p>October 2015-June 2016</p>	<p>Administration, Teachers, Parent Coordinator, Community Organizations, Health Professionals</p>

**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.											
<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	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
February 2016, 10% Increase in meetings with parents to discuss student progress and workshop opportunities provided to parents by staff and organizations.
<b>Part 5b.</b> In February 2016, 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<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>	Students that have yet to demonstrate grade level ability in ELA.	Flexible Strategy Groups in Reading, Math, Science and Social Studies. Repeated close reading strategies Daily Flexible Small Group Instruction, Reading A to Z, RAZ Kids, Brain Pop, IXL, iReady, NY Ready and Additional Guided Reading,	Flexible Small Group Instruction Technology (Laptops, ipads)	During the school day, before and or afterschool. Programs consist of guided reading or strategy groups based on specific skills and strategies.
<b>Mathematics</b>	Students that have yet to demonstrate grade level ability in Mathematics .	Daily Flexible Small Group Instruction, Hands On Math Activities,IXL, RAZ Kids, Mind Math, iReady, NY Ready and Strategy Groups (Reading, Math, Science, Social Studies	Flexible Small Group Instruction Technology (Laptops, ipads)	Students also at-risk in grades K through 5 participate in the extended day 37.5-minute Program four days a week and after-school. Programs consist of guided reading or strategy groups based on specific skills and strategies.
<b>Science</b>	Students that have yet to demonstrate grade level ability in Science.	Students receive small group instruction focusing on specific science content, process, and inquiry skills. Science is also incorporated into the Literacy block. Both formative and summative assessment data is used to determine students at-risk. Science instruction supports intervention	Flexible Small Group Instruction Technology (Laptops, ipads) Science instruction supports intervention in the sciences due to content area work	Classroom teachers also provide supplement activities, homework, and center work/activities on student needs, particularly those at-risk. Differentiated planning also supports student learning. Instructional technology tools like Brain Pop are also

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

## 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>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</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.
<ul style="list-style-type: none"> <li>• We will to continue to develop relationships with Colleges to provide student teachers with their practicum. This brings a good source of certified teacher.</li>   <li>• Continue to attend hiring fairs to find available teachers in shortage areas when needed.</li>   <li>• Work closely with Human Resource Director to fill vacancies with qualified candidates when needed.</li>   <li>• Continue our relationship with colleges to conduct practicum's for future teachers.</li>   <li>• Continue to set aside funding to assist teachers in obtaining credits to achieve Highly Qualify status.</li> </ul>

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
All pedagogical staff are encouraged and supported in seeking high quality professional development. Administration provides class coverage for teachers to attend professional development. Administration seeks out consultants with specific expertise to meet the needs of staff and administration. We will also utilize our BFSC personnel and instructional specialist to support and increase teacher effectiveness.

### 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).
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**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/information, early intervention services, etc.).
We baseline assess all early childhood students within the first two weeks of their arrival at our school. We analyze any previous education records the student may or may not have. We attempt to create a clearer picture of their educational background so as to address all of their needs.

**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.
Teachers and Administrators meet on an ongoing basis as grade level teams where they engage in the analysis of student work products. The teachers as a team decide on next steps that would improve student-learning base on their findings. The work is supported by the administration and the expertise of the Network Instructional coaches.

**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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	230,050.00	X	11, 14, 16, 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	42,408	X	11, 14,
Title II, Part A	Federal	126,363.00	X	
Title III, Part A	Federal	11,200.00	X	11, 14, 16, 20
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,281,232.00	X	11, 14, 16, 20

### <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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: 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 SCEP 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. **Public School 159** 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. **Public School 159** 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template**

**Public School 159** 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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>Public School 159</u>	DBN: <u>10X159</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>72</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>0</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: \_\_\_\_\_

The Title III funds at our school will be used for after school student instruction per session activities. The instructional program will provide support in literacy and English language acquisition, second language skills, and mathematics. The workshop model will support the program by providing instruction in English. The program will focus on grades K – 5 as an extended afternoon program. Each teacher/class will have approximately 10-15 students each. The students will be flexibly grouped based on NYSESLAT results and teacher assessments and recommendations. The total number of students to be serviced is anticipated to be 76 students. Teachers will meet to group students by strengths and needs. Materials will be selected collectively with the Assistant Principal and literacy coach as the lead teacher. Planning and designing activities will be created collaboratively and implemented by all teachers with a focus on differentiated instruction, language acquisition and comprehension. Materials will be made available to all classes.

The teachers will be using Empire State NYSESLAT ESL/ELL and trade books,

Reading A-Z collection

K- Carlos goes to school,

1- My Neighborhood,

2- Community Workers,

3- Pizza

4- A seed grows

5- Whales .

We will also incorporate the use of iPads and the newly purchased MyOn digital library where student will have access to thousands of book titles in English and Spanish to further engage and enhance student learning. All grade levels kindergarten through fifth grade will have workbooks for all students. The classes will be held on Wednesdays from 2:20pm to 3:30pm starting in early October 2014 and ending in March of 2015 .

All instruction will be focused on building fluency and developing comprehension through increase vocabulary acquisition.

## Part C: Professional Development

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

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

Begin description here: \_

We as a school place a great emphasis on on-going staff development so as to provide a strong academic foundation. Classroom teachers and the Title III direct instruction providers, as well as other teachers of ELLs, are offered common preparation periods to facilitate teacher articulation and professional development. Our school is supported by on site Bilingual literacy and Bilingual mathematics staff developers who will deliver the professional development along with the utilization of

### Part C: Professional Development

lab sites and private consultants. The new structure in place that provides dedicated professional development every Monday will facilitate teacher development in the ELL instruction. With this year's focus on "Common Core Learning Standards" and "DOK" we will continue with an emphasis of examining student work and how to effectively reach and enhance learning for our ELL students. The objectives to be accomplished will be to modify the units of study for reading and writing, improving the skill of conferring with students, developing differentiated lessons to address the ELL students, increasing the academic rigor to meet state standards as well as providing teachers of grade K-5 with ongoing staff development and support in implementing a more rigorous instructional program the challenges our students to reach state standards. Teachers will be offered additional opportunities to attend workshops offered by the NYCDOE and our Network ELL department whenever available. Less experienced teachers have been assigned a senior teacher as a mentor to assist and model effective instruction focused on the needs of ELL's.

#### Professional Development Sessions

##### Mondays Fall 2014:

- F&P Assessment in Espanol
- ELL Instructional Strategies
- Developing Agency in the ELL student

##### Mondays Winter 2014/15 -

- Questioning and Discussions for ELLs
- Analyzing ELL student work
- Rigor and the ELL student

##### Mondays Spring 2015:

- Analyzing ELL student work part 2
- Differentiation for the ELL Student
- Designing Rubrics for ELLs

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-

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

We have historically had excellent participation in workshops, meetings and activities. ELL Parents are attending workshops on, adult education classes and curriculum training classes. We conduct on-going parent workshops on varying topics such as:

- "Selecting the right book for your child"
- "Helping your child with his homework",
- "Story Telling", "State ELA, Math and NYSESLAT support"

-

Parent Coordinator is very active and parents seek her out for assistance. We survey our parents as to what areas they would like workshop on. Workshops are conducted by our teachers, purchased vendors and guest from organizations and DOE central staff. Workshops are held in the morning or afternoon and on Saturdays. Parents are notified at parent meetings and through written correspondence. All notifications and correspondence with parents are translated to Spanish.

Possible ELL Parent Workshop topics:

**Part D: Parental Engagement Activities**

Tuesday October 21 2014 2:45PM- Learning expectations,  
Tuesday November 4 2014 8:10AM- Choosing your childs Middle School  
Saturday November 8 2014 9:00AM- Picking the right book for your child  
Tuesday December 9 2014 2:45PM- CC Mathematics  
Tuesday January 13 2015 2:45PM- Writing strategies  
Saturday March 14 2015 9:00AM- State assessments  
Tuesday May 19 2015 2:45PM- Getting ready for the next grade  
Our office staff is bilingual and there is always a bilingual member available to assist our parents.

**Part E: Budget**

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

Allocation Amount: \$0

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

**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>10</b>	Borough <b>Bronx</b>	School Number <b>159</b>
School Name <b>LUIS MUNOZ MARIN BILINGUAL SCHOOL</b>		

### B. Language Allocation Policy Team Composition

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>Luis Liz</b>	Assistant Principal <b>Michelle Mendez</b>
Coach <b>Annette Berrios</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Maria Diaz</b>	School Counselor <b>Moses Torres</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Nereida Ramirez</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Socorro Diaz</b>
Superintendent <b>Melodie Mashel</b>	Other (Name and Title)

### 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>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>12</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 <u>not</u> 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>5</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>199</b>	Total number of ELLs	<b>59</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"/> 12 <input type="checkbox"/>
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**This school offers (check all that apply):**

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): #INGEST ERROR!
Dual language program (DL)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): 16
Freestanding ENL	Yes <input 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>	7	7	15											0
<b>Dual Language</b>											59	30	7	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>	1	<b>Newcomers</b> (ELLs receiving service 0-3 years)	29	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	30	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<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>	29	1	7	0			59			0
<b>DL</b>							0			0
<b>ENL</b>						0	0	30	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 16

## 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 8	7	7	15								59	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	16	6	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>											

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP														
SELECT ONE —															0	0	SELEC T ON EAlb ania nAr abic		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																	
																		Bengali Chinese French Haitian Korean Polish Punjabi Russian Spanish Urdu Yiddish			
SELECT ONE —																0	0			0	0
SELECT ONE —																0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>																	

\* 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 —						0	0			0	0
SELECT ONE —						0	0			0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE						0	0	0	0	0
<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): 6      Number of students who speak three or more languages: 8

**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	7	7	15								59			0
Chinese											0			0
Russian											0			0
Bengali											0			0
Urdu											0			0
Arabic											0			0
Haitian											0			0
French											0			0
Korean											0			0
Punjabi											0			0
Polish											0			0
Albanian											0			0
Other				1	1						2	16	6	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## 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)	0	1	4								14	2	0	0
<b>Emerging</b> (Low Intermediate)	1	1	2								9	4	1	0

**OVERALL NYSESAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Transitioning</b> (High Intermediate)	1	3	4								16	4	3	0
<b>Expanding</b> (Advanced)	5	2	5								20	0	0	0
<b>Commanding</b> (Proficient)	0	0	0								0	16	6	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 NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											0	0	6	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	8	8	20								44	5	8	0

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	21	19	17	0
4	0	40	14	14	0
5	1	35			0
6		0			0
7		0			0
8		0			0
NYSAA		0	10		0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3		4	1	1		22	13	1	0
4		7		3		41	15		0
5		2		3		31			0
6						0			0
7						0			0
8						0			0
NYSAA						0	1		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4		15		17	1	40			0
8						0			0
NYSAA Bilingual (SWD)						0			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				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other ____				
Other ____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science		33	47	20

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)	0							
Chinese Reading Test						For all grades we use the Fountas and Pinnell Literacy assessments to	Many of the students who are new arrivals, regardless of grade, scored at	Lessons for Entering and Emerging ELLs will focus on language acquisition. Teachers

						<p>determine literacy skills for all students, including ELLs. Many of our students are lacking many of the comprehension strategies necessary to be successful in State exams. Hence, the emphasis school-wide for new ELLs is not only on decoding skills, but comprehension skills and strategies. We use the data from Fountas and Pinnell, end of unit literacy assessments and writing samples to help inform our guided reading programs and instruction. These assessments allow us to properly group the</p>	<p>the Entering level of the NYSESLE T because they are not proficient in communicative and literacy skills in English as well as their native language. We have had a steady increase in the Reading/Writing modality and that is due to the whole schools focus on reading, writing and comprehension. Intervention has been more specific and focused. The 2015 NYSESLE T data shows that the majority of third, fourth and fifth graders achieved scored within the Transitioning and Expanding</p>	<p>will use a multi-sensory approach to promote a richer vocabulary. songs and chants, literature, poetry, music, role-play, and puppetry will help develop vocabulary and reinforce specific grammar and pronunciation patterns. Teachers model English pronunciation, intonation patterns, grammar and language related to everyday functions. Reading and writing levels were lowest in grades K through 2. Bilingual lessons will focus on vocabulary building, strengthening listening skills, phonemic</p>
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						<p>students for literacy and identify specific skills and strategies that the students need. They also inform us of which students may be in need of AIS in all grades.</p>	<p>g. The data seems to indicate that we traditionally have more students testing out of the NYSESLA T by the time they reach grade 5.</p>	<p>awareness and oral responses to literature. Reading and writing activities will be comprehensible and will follow the SIOP model protocol. Guided reading and interactive writing will be used to strengthen proficiency. The majority of the ELLs in grades 3 through 5 scored at the Transitioning and Expanding levels. Bilingual lessons will focus on vocabulary, word study and accountable talk. The use of graphic organizers and scaffolding makes vocabulary and content more explicit. Students will be involved in</p>
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								extended prewriting oral language development and linking literacy and content area material. Teachers will scaffold information yet maintain grade level academic rigor expectations.
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**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.  
 All tests are taken in English but in Mathematics some students are using the Spanish version as a side by side translation to assist them. Only 2 students opted to take the Spanish version of the Mathematics test and 1 student in the Science test. ELL Students scored lower to non ELL students on the ELA tests. In Mathematics the ELL students did poorer than non ELL students. In Science students scored on levels 3 and 4.
  2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 All ELL students who score level 1 in the ELA and Math state exams are initially placed in an RTI at-risk group where extra support is given (AIS, Small Group Instruction in ELA and Math) to help them improve their skills. ELLs are periodically assessed according to their grade level. Fountas and Pinnell and Writing Diagnostic (baseline, Midline and Endline).  
 The aim of RTI is to provide at-risk academic support services before an initial referral is made to the Committee in Special Education Services (CSE) within the school building. Based on their assessment level, students are then placed in the appropriate Tier Level. The data from the assessments is used to guide RTI instruction. From the data, specific skills and strategies needed are identified for each student.
  3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Every class at PS 159 has a team teaching approach so one of the teachers is a Bilingual Teacher during ELA and Mathematics instruction. Bilingual teachers meet with classroom teachers on a weekly basis during "Grade -Level" meetings. The goal of these meetings is to notify the teachers of strategies they can implement during classroom instruction to promote student's second language acquisition development and/or skills.
  4. 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?
- Not Applicable

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](#).]  
The success of our ESL program is determined by the number of students who test out at the end of the year along with the performance of our Former ELLs. We have steadily shown growth in the number of students who are Proficient in the NYSESLAT and results have shown that our ELLs and Former ELLs scored a level two on the ELA and a level three in mathematics.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Upon initial enrollment, prior to completing the HLIS, our Bilingual Assistant Principal, Ms. Mendez will conduct an interview with both the parent and the child in English. If the native language is Spanish (which 99% of the time it is) the interview will be conducted in Spanish. The Assistant Principal is qualified to administer the initial informal assessment due to her experience and/or training dealing with ELLs and parents of ELLs. Once the interview is concluded and the HLIS form is completed, the parent is informed of what services are available to ELLs in our school. They are also informed of the differences between the three available programs offered in the City of New York (TBE, Dual Language and Freestanding ESL). If based on the HLIS the student is eligible for the NYSITELL, we then inform the parents that the student will be administered the NYSITELL by Maria Diaz Bilingual Teacher within the five day administration window, and we explain the purpose of the test to the parents. If the child's home language is determined to be a language other than English, the LAB-R is administered within 10 days of enrollment by a Bilingual certified teacher. An ATS report, RLER provides a list of students eligible to receive the LAB-R. To verify all students are entered into the computer correctly Mrs. Garcia (School Enrollment Secretary), along with the assistance of Mrs. M. Rodriguez review the Home Language Surveys to ensure every student with a language other than English is tested. After the ELL identification process is complete, the entitlement letter will be sent to the parents within five days.
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?

Within 30 days of registering at PS159 we use assessments to identify SIFE students by looking at student work, including a baseline writing piece. A questionnaire that is formulated by our school, which includes questions about the student's prior education is also given. In addition, the student's reading skills are assessed by meeting with the student and listening to them read a grade level book. Conclusions and observations are then made. If the student is struggling with the reading and the writing and are two grade levels behind, and the questionnaire also states that they have had an interrupted education, they are then identified as SIFE.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The identification for newly enrolled students with IEP's is the same as the regular process for all students, with the only difference being that we have a Language Proficiency Team, which consists of an assistant principal Mrs. Mendez, the parent coordinator Ms. Ramirez, ENL Teacher Mrs. Diaz, the parent, and the school guidance counselor. Interpretation of any information is provided to all parents. A rigorous check to identify if the student meets any of the determining factors that would indicate SIFE status. Parents are informed that they have 20 school days to accept or reject LPT and all efforts will be made to grant them the program of their choice if available.

## 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.  
Our secretary Mrs. Garcia ensures that entitlement and non-entitlement parents are notified within the five days of the NYSITELL being scanned by sending home a letter with the student in the parents preferred language. A copy is also filed in a compliance binder.
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).  
We will inform parents that they are entitled to appeal ELL status for their child within 45 days of enrollment by adding this information for them to the entitlement letter.
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 school provides parents with resources that enable them to make informed decisions about their children's education. To ensure that parents understand the options available to them, the three (3) programmatic choices are explained to the parents during the

initial enrollment and then once again during the Parent Orientation Video. Parents are informed upon registration that we have a Transitional Bilingual Program in our school. If a parent is interested in another ELL program we provide support in helping them with placement. Collaboration is in place with our school's parent coordinator as well. To provide further information, along with the Initial Entitlement Letter, an informational guide in the home language is sent home. All ELL letters are sent home with the students with the exception of the Parent Survey and Program Selection forms. Those two are given out to parents to fill out during the Parent Orientation meeting to ensure they are returned to the school. We make every attempt to communicate with parents in their native language. Translation devices have been purchased using Title III funds in order to facilitate communication.

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.  
Entitlement letters are distributed to each eligible student along with the NYCDOE brochure which serves as a guide for parents of ELLs. The students are expected to take the letter home and give it to his/her parent. A copy of the letter is kept in school and, if necessary, is re-distributed at the parent-teacher conference. Parent Surveys and Program Selection forms are given to the parents at the Parent Orientation meeting and are collected after the parents view the orientation video, discussion and question and answer portion of the orientation meeting.
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).  
During orientation parents complete the parent survey and the program selection forms, therefore none of the forms are incomplete.
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.  
The letters are hand-delivered to each child individually.
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.  
All documents are retained in one binder. The binder consists of notification letters, agendas of parentorientation meetings, parent meetings, Title III Plans, as well as other important ELL-related documents.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The NYSESLAT is administered every spring to the students to determine continued entitlement. By printing out the RLER from ATS we are able to determine which students are eligible for NYSESLAT testing. We reconcile the RLER with the ESL teacher's roster to ensure all eligible students are tested. Once a student is administered the LAB-r and it is determined that he/she is and ELL, the entitlement letter along with the ELL brochure is sent home to the parents in their native language. Along with the letter and brochure, the parents are informed in writing of Page 23 the Parent Orientation meeting. At the Parent Orientation meeting the parents are once again given an explanation of each program available by the New York City Department of Education and are shown the Parent Orientation video provided by the DOE which provides further clarity on the programmatic choices and is available in various languages. At PS159 we provide a Transitional Bilingual Program for all our ELL students. Parents are informed, upon registration, and then reminded in the entitlement letter and Parent Orientation meeting that we only provide a Transitional Bilingual Program. If the parents are interested in a different program they are referred to a school in the area which provides these programs or are referred to the office of placement for placement in the program of their choice. All communication, either oral or written, is conducted in the parents' native language.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Based on the NYSITEL scores, the letters are hand-delivered by the Bilingual teacher to each child individually.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
An overwhelming number of our ELL parents (approximately 99%) have continued opting for our Transitional Bilingual Program. We have had a successful Transitional Bilingual Program and this has been in alignment with the parents' request. Very few of our parents opt for either a Free Standing ESL or a Dual Language Program. Hence, since we have not had an overwhelming amount of parents opting for the other two programs, we have made no plans to create either. All Special Education students who have bilingual services on their IEPs are provided those services.
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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

We group our students in several ways. One way students are grouped is by grade level. Another way we group our students is by reading proficiency level. Students in the Transitional Bilingual program including SWD's receive instruction from New York State Certified Bilingual Education Teachers in both the native and target language. The goal of the bilingual program is to gradually transition students into English-only instruction. The primary language (Spanish) is used to support the transition. In the bilingual program, students are taught in their native language with intensive support in English language instruction. Content area (Math, Science and Social Studies) instruction is mainly in the students' native language (Spanish) with some instruction in English (with ESL support) depending on students' English proficiency level. Students receive grade level appropriate work which helps them meet New York State Standards. This helps them make academic progress in the content areas while they develop English proficiency. In the push-in ESL program, students content area instruction is in English-only with ESL support provided by the push-in ESL teacher.

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).

## 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.
 

Transitional bilingual education is the theory that "reading in one's native language facilitates reading in a second language.... [And] that children's achievement in a second language depends on their mastery of their native language" (Porter 3). In other words, a solid foundation in the students' native language best prepares them for learning in English. Students at Public School 159 are provided instruction in their native language through a certified Bilingual Teacher. The Bilingual teacher ensures that the students are provided their allotted times as per CR-Part 154.2. ELA instruction is delivered by the classroom teacher and co-teacher one of which is bilingual certified. Students' varying needs are met not only by the Bilingual teacher, but also by the classroom teachers. All of our classroom teachers have received training in differentiation of instruction as well as in RTI to address students who are functioning below level. To assist newcomers in Mathematics, we also use our co-teaching model where one teacher is a bilingual teacher, all efforts are made to supply materials in the students' native language (Spanish). Newcomers are also placed in the Title III ESL after school program. Many of our long-term ELLs also receive either Resource Room or other AIS services in addition to ESL to assist them in their language development. All intervention services are provided in English.
  - b. TBE program. *If applicable.*

Content is delivered in the home language in either science or social studies. We use non-fiction materials which are aligned with the CCLS. Teachers use authentic literature and other titles available in the native language as the basis of common core aligned units of study in native language arts classes. Go Math (Grades K-5) include teachers guides and student editions with built in vocabulary support in every unit. Additionally, each lesson includes suggestions for instructional strategies for various levels of student understanding. ELL students are also paired up with peer tutor who speaks their native language to assist them during area instruction whenever possible. The general education teachers are provided with supplemental materials from the Bilingual teacher to assist in teaching and supporting the ELLs in their classroom.
  - c. DL program. *If applicable.*

Students who are first time admits are evaluated in their native language with the NYSITEL in Spanish. The ELE results are used to evaluate student progress. We also utilize Fontas and Pinnell en Espanol. Instruction is provided in English and Spanish whenever possible to our newcomers. The students are trained in using a translated version side by side and are given the option to either complete the test in Spanish or in English.
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)?

Students are evaluated in all four modalities with a baseline, midline and endline writing piece to see their second language acquisition progress. Each assessment is divided by grade level and coded according to the student's grade level.

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.

a/b. Instruction is differentiated for SIFE students and newcomers by providing visuals, diagrams, graphic organizers, and allowing extra time to complete activities.

c. Instruction is differentiated for Developing level students by providing them with graphic organizers, instructions that are step-by-step to follow.

d/e. Instruction is differentiated for Long Term and Former ELLs by providing more complex and higher order thinking questions and activities.

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

Paste response to questions here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Instructional strategies that teachers of ELLs use in their classrooms include making lessons visual, making connections to prior knowledge, modifying vocabulary instruction, and providing them with personal word walls. The grade-level materials we use is Reading A-Z and RAZ KIDS, which provides access to academic content areas and accelerate English language development.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

All special education students model are serviced as mandated by their IEP recommendations and ELL eligibility. All instruction and scheduling is done within the student required setting to accommodate all of their educational support services as they are mandated to receive Speech, Counseling, Occupational Therapy, Physical Therapy, and Adaptive Physical Education support services.

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.

Our Academic Intervention Providers are using a variety of intervention programs to address the specific needs of our ELL groups which are offered in English. The ELLs in grades K-2 receive targeted intervention from the Reading Specialist which uses Ready Gen and Foundations Program that focuses on phonemic awareness, blending, letter sounds, etc. with a variety of non-fiction books related within the content areas (i.e., Social Studies, Science, and Math). All students are provided support the additional pedagogue always ensuring that one is bilingual, resource teachers, and math providers (enrichment). Guided Reading is provided using fiction and non-fiction texts (Social Studies, Science, and Math). These programs are provided in English. The AIS teachers in grades K-5 AIS teachers are also bilingual. They use ReadyGen and Go Math programs to provide continuity and support the work of the classroom teacher.

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?

Our Bilingual program has been effective since few of our Special Education or ELL students remain in the same level (Intermediate). The majority of our ELL students show progress by moving from either beginning level to intermediate or intermediate to advanced. Content and language development has been a priority in our program since it is aligned with the common core curriculum. Our program is focused on ensuring that our ELL students are supported on acquiring content specific knowledge so when the transition to English occurs they will be able to achieve success.

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?

We will continue to use the IReady online assessment program to provide more support for our Ell students.

Chart

**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)	2 units of study <i>per week</i> (360 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/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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(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. 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.

Chart

**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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

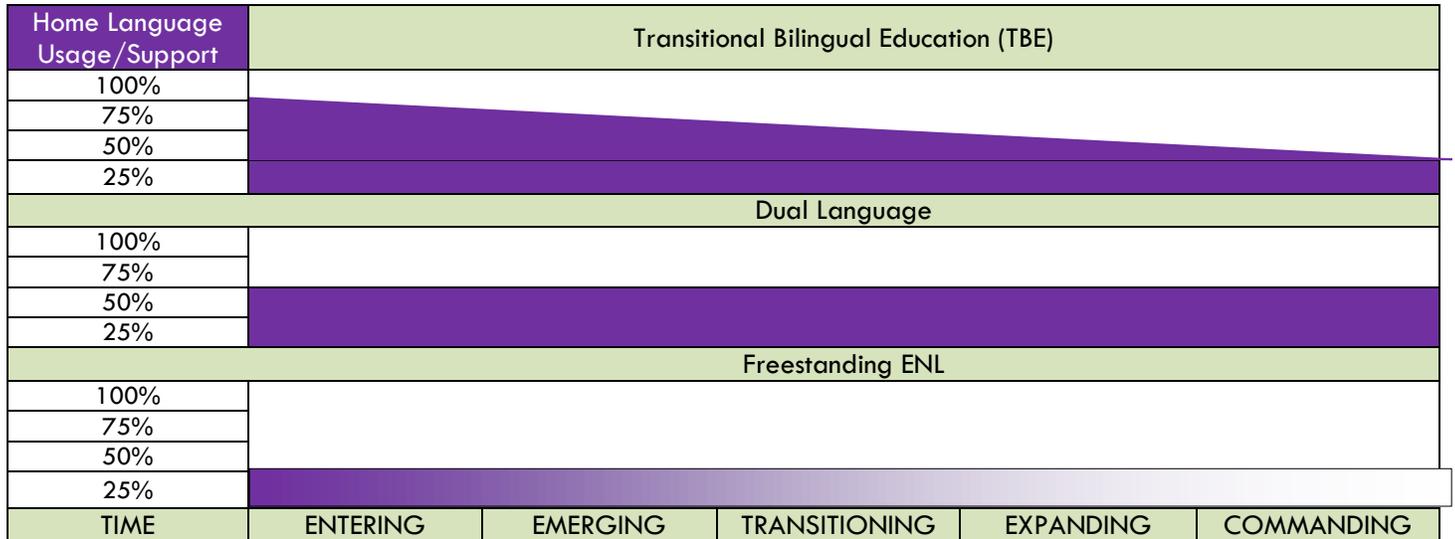


\*Note “other approved services” does not apply to New York City at this time.

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.  
We have no plans to discontinue any ELL program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
ELL students are invited to participate in all academic programs offered at PS 159. ELLs are invited to ELA and Math test prep academy. They are also invited to all of our extracurricular programs which affords the students with classes in athletics, technology and the arts.
12. What new programs or improvements will be considered for the upcoming school year?  
To support and supplement instruction provided to ESL students, all teachers are provided with a Bilingual Library/Leveled Library/Media Center in their classroom for use during independent study and/or independent reading. These areas include audiocassettes and CDs, phonics games, puzzles and flash cards, bilingual and picture dictionaries, trade books, periodical and newspaper activities, computers and tablets with internet capabilities and Smart Boards.
13. What programs/services for ELLs will be discontinued and why?  
In our Bilingual program we provide native language support by the Bilingual teacher in all the content areas to newcomers or beginning level students whenever it is needed. The support is given through the use of native language dictionaries, translated materials for content instruction, native language library and other resource materials. In addition, we provide Bilingual-Spanish teacher during reading and mathematics instruction to support ELL students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All required service support and resources correspond to ELLs' ages and grade levels. Our Bilingual and classroom instruction is currently aligned with the Common Core Curriculum that is delivered on a daily basis during instruction. In our school our ELL students are instructed based on their grade level and with age-appropriate materials. The classroom teacher will ensure that instruction is modified to meet the student's academic needs and/or educational goals.
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.  
Since newly enrolled ELL students are identified in the Fall upon registration, once they are identified, the ESL teacher provides the students with a tour of the school. They are introduced to the Assistant Principal in charge of ELL instruction, the nurse, Guidance and other important personnel in the school.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Since we are a K-5 school, we don't offer electives.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
N/A
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).  
It is our desire to provide rigorous, quality instruction to all students which provides high-challenge and high-support. To reach this objective we will continue to support all of our teachers in their growth as pedagogues by providing them with professional learning which focuses on supporting all students improve reading comprehension. Planning is key to good instruction. Teachers are analyzing student data. They are aware of all the data available to them where they can see how their ELL students are performing in comparison to their English proficient students and also to see the varying degrees of need in the classroom. Looking at this data also gives them an idea of the linguistic and academic needs of the students. The Bilingual teachers in collaboration with the common branch teachers and the Assistant Principal will continue working on developing effective research based instructional strategies that support all learners.
19. What language electives are offered to ELLs?  
Teachers of ELLs receive professional development and guidance, as it pertains to ELLs, from both the Assistant Principal and Principal. In addition, teachers are provided with resources available to support them in scaffolding curriculum in both ELA and Math for teaching the fundamentals of language. During the monthly grade level meeting, teachers are provided with their ELLs student data and strategies are shared for appropriate grouping and selecting supporting materials aligned with the common core learning standards.
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)?

The transition process from elementary to middle school tends to be very smooth for our ELL students. The families of all ELL students are provided with information and dates for Middle School open houses. Our Parent Coordinator provides workshops and meetings to support the parents in the selection of their child's Middle School.

## 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.)  
As required by CR Part 154 each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. :
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?  
With the new systems in place at NYC DOE teachers are allotted time every Tuesday afternoon to conduct parent outreach and contact parents to keep them informed of student progress. Teachers will use this time whenever possible to schedule meetings with families to communicate with families about the progress of their ELL student.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
As required the teachers will meet individually with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. PS 159 will make every effort to provide a mutual time to conduct the individual parent meetings, in accordance with collective bargaining agreements. Schools should record attendance using existing procedures. :
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.  
PS 159 has always provided parents with many opportunities to attend and participate in workshops that support them in supporting their children. Our parent coordinator Nereida Ramirez surveys the parents and what they would like learn more about and she then coordinates workshops to support all of our parents.

### 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?

NA

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.

The needs of our parents is evaluated on an ongoing bases, data is collected at Parent Association meetings, SLT meetings and parent workshops. The data is analyzed and a plan of action is initiated to provide parents with workshops and resources that support their needs.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parent coordinator sends a survey twice a year which ask parents to indicate the types of workshops they are interested in and the time/date they are available to attend. Once the survey is completed, bilingual workshops are given according to the level of interest they expressed in the survey. Also, our parent coordinator translates documents, school letters, and parent meetings for our non-English speaking parents. In addition, she provides resources that our parents can use.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

N/A

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

Luis Munoz Marin Bilingual Sch

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

10

### 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.

Luis Liz

School Name: <u>1/1/01</u>		School DBN: <u>Michelle Mendez</u>	
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)
1/1/01	Principal		Nereid Ramirez
1/1/01	Assistant Principal		Maria Diaz
1/1/01	Parent Coordinator		
1/1/01	ENL/Bilingual Teacher		
1/1/01	Parent		
1/1/01	Teacher/Subject Area		Annette Berrios
1/1/01	Teacher/Subject Area		
1/1/01	Coach		Moses Torres
1/1/01	Coach		Melodie Mashel
1/1/01	School Counselor		
	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: 10X      School Name: PS**  
**Superintendent: Mashel**

**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**

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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.

The following data and methodologies were utilized to determine parents' preferred language of communication:

- Informal parent surveys
- Home language survey
- School report card data
- Parent surveys
- Oral translation request
- Home Language Report (RHLA) from ATS.

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.

Parents at PS 159 request communication in English and Spanish.

## **Part B: Creating a Communications Calendar**

---

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.)

The local community makeup is 95% Hispanic. We are an unzoned Bilingual school (Spanish), which serves this community and others not in our area. All notices, memorandums and other parent information communication is provided in Spanish as well as English.

These findings were reported to the school community via the following:

- School leadership team meeting
- Monthly calendar
- Parent coordinator workshops or meetings
- Parents Association meetings
- Parent memos
- Weekly Newsletter per grade

A translator is provided at all of the above-mentioned meetings.

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.

During the school year, we have many face-to-face meetings with parents. These meetings include but are not limited to:

- Curriculum night
- Tuesday parent meetings
- Parent-teacher conferences
- Parent workshops
- Requested parent meetings with the teacher or other school staff

## **Part C: Providing Language Assistance Services**

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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.

Written translation services will be provided in-house by school staff. We are a Bilingual School 98 percent of our staff members are bi-literate in English and Spanish. Other staff members are available to communicate with parents in Portuguese . Written translations will be provided for: monthly calendar, all memorandums and individual parent letters (as needed).

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.

Oral interpretations will be provided in-house by staff members who are fluent in the parent's native language. Members include: the parent coordinator, secretary, supervising school aide, coaches, teachers, and administration. If there is a parent that speaks a language other than those languages of our staff members, then we will reach out to the Translation and Interpretation Unit and provide over-the-phone translation for the parent.

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

---

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 our welcome back staff meeting in September, all staff members are informed of the procedures to provide proper translation services to our parents (Language Access Kit). Each staff member receives a handout with the procedures that need to be followed. Administration is always available to staff for support.

#### **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 copy of the Bill of Parent Rights and Responsibilities regarding translation and interpretation services is shared with the parents. In addition, our school posts near the primary entrance a sign in each of the covered languages/most prominent covered languages, indicating the availability of interpretation services available for parents.



**Part F: Monitoring and Quality Control**

---

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

After the surveys have been collected and analyzed we look for data and make the necessary adjustments to meet parent needs.