2018-19

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

DBN: (i.e. 01M001): 19K159

School Name: P.S. 159 ISAAC PITKIN

Principal: MONICA DUNCAN
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>P.S. 159K, The Isaac Pitkin School</th>
<th>19K159</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>331900010159</td>
</tr>
<tr>
<td>School Number (DBN):</td>
<td>__________</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>K-5th Grades</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>2781 Pitkin Avenue, Brooklyn, NY 11208</td>
</tr>
<tr>
<td>School Address:</td>
<td>(718) 277-4828</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax: (718) 827-4531</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Georgina Smith</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Gsmith13@schools.nyc.gov">Gsmith13@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Dr. Monica Duncan</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Richard Martello</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Wendy Sanchez</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Cindy Kitroser</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Vivian Rodriguez</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

District Information

<p>| 19 |  |</p>
<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>Superintendent: Dr. Thomas McBryde, Jr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>557 Pennsylvania Avenue, Room 201</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:TMcbryde@schools.nyc.gov">TMcbryde@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax: (718) 240-2751</td>
</tr>
</tbody>
</table>

Field Support Center (FSC)

<table>
<thead>
<tr>
<th>Brooklyn North</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC: Executive Director: Ms. Bernadette Fitzgerald</td>
</tr>
</tbody>
</table>

2018-19 CEP 3
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Monica Duncan</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Richard Martello</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Wendy Sanchez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Yvonne Ashley</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Wendy Sanchez</td>
<td>Member/PTA President</td>
<td></td>
</tr>
<tr>
<td>Cindy Kitrosser</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Richard Martello</td>
<td>Member/Literacy Coach</td>
<td></td>
</tr>
<tr>
<td>Georgina Smith</td>
<td>Member/Math Coach</td>
<td></td>
</tr>
<tr>
<td>Gwendolyn Fordyce-Bennett</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Syeda Ahmed</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Yovana Lozano</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Andrea McCoy</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Viviana Rodriguez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

### 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. |

### The Quality Review and the Framework for Great Schools

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

#### NYCDOE’s Quality Review (QR)

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

1. **Instructional Core Across Classrooms**: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. **School Culture**: Positive Learning Environment (1.4), High Expectations (3.4)
3. **Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our P. S. 159 mission is to provide our students with cognitively challenging, differentiated and equitable learning experiences in a warm, supportive environment which affords them the education necessary for college and career readiness.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 159K, The Isaac Pitkin School, is a Title I elementary school (Kindergarten – 5th grade) serving Brooklyn’s East New York. Population demographics reflect a community that is in constant flux with multiple first generation populations from Africa, Bangladesh, Asia, the Caribbean islands, and South America.

The diversity of our families and children asks us to be responsive to a variety of educational styles, social and emotional needs, and family structure. There are also students who live in shelters, foster homes, or commute from other NYC areas. As a result, we offer bi-lingual and specialized classes, student and family counseling services, health and education programs, and links to many NYC city-wide resources. The foundation of all our education initiatives continues to be a celebration and respectful collaboration with individual students, their families, and the communities within East New York.

3. Describe any special student populations and what their specific needs are.

We continue to receive newly arrived students and transfer students in all grade levels who have an interrupted formal education (SIFE), need remedial survival and academic language instruction, and family counseling and legal services. There has also been an increase in Special Needs and General Education students both with more needs for specialized instruction and social services.

4. Identify 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.

Our school's instructional focus is to strengthen our children's questioning and discussion techniques. Our goal is to give students the written and oral skills needed so they can generate their own higher order thinking questions and capture their ideas in writing and presentations. Students will become critical thinkers with strong oral and written communication skills to prepare them for high education and career readiness. We support this initiative to create 21st century learners with modeling and encouragement in all instructional opportunities.

For the 2018-2019 school year, we are excited to morph our school into a math-based platform where math is integrated into all core curriculum areas. Teachers and classrooms have moved away from traditional math instruction to a more non-traditional instructional model where students are taught math using real-world contexts and situations. We are committed to providing all grades new and modified reading and math instruction with an emphasis on manipulatives and word-based math problem solving. Math supports and challenges are integrated into our entire building and you can see math problems/challenges posted on walls, in classrooms, and peppered into conversations. Our daily math block has been increased to three times per week and moved to mornings when we believe students are more rested and open to learning. We have also invested in new technology so the math program can be extended and enhanced with online resources such as Mathletics and MathPlayground and Osmo tablet math learning games.

We will continue our in-depth examination and development of each curriculum that meets the needs of our diverse learning populations and ensures that our instruction is engaging and rigorous, with coherent curricula in all subjects. Instruction, which is aligned to the Common Core Learning Standards and/or content standards, is dynamic with daily modifications and adjustments so that all learning is accessible for our variety of learners.

Our school has developed the teacher pedagogy from a coherent set of beliefs about how students learn best. In an open and active forum we work collaboratively so that all curricula is Danielson-based, culturally responsive, equitable, rigorous and engaging, and meets the needs of all learners so that all students produce meaningful work.
products. We believe that equity is fundamental to student achievement because it allows us to value each and every student at our school, including SWDs and ELLs.

We also recognize that quality data assessment is pivotal to move our instructional platform higher. Our investment in technology positions us for developing online student assessments which can be used for identifying trends, modifying instruction, and addressing individual student strengths, weaknesses, and needs. Based on observations and data analysis we recognized that our teachers’ assessment practices across the vast majority of classrooms did not contribute to a clear portrait of students’ mastery of learning goals and could not be consolidated for comparative and quantitative analyses. As a result for the 2018-2019 school year we now have:

1. **DRA kits and teacher training:** To ensure uniform use of the DRA program teachers were trained in September. We feel confident that we will now have more accurate, consistent, and reliable data throughout the school year.

2. **Professional Developments:** Professional developments are targeted to give teachers the techniques and skillsets necessary to support their performance including conferencing, data analysis, and the development of SMART goals, both on the individual and team levels.

3. **On-going assessment modifications:** Assessments are aligned to curricula and used for on-going assessment and grading practices. We analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

4. **Development of integrated and technology-based teacher/administration assessment tools** and practices that are aligned to curricula, to check for understanding, provide actionable feedback on student performance and engage students in self-assessment.

5. **Student self-assessment checklists and rubrics:** While most student work uses checklists and rubrics to self-assess we have developed work rubrics that clearly specify what students need to do as next steps to improve their work, based on the feedback noted on the work displayed. Teachers use tools such as whiteboards, exit slips, stop and jot, thumbs up or thumbs down, along with questioning and conferring with students to check for understanding.

Understanding our changing student demographics we have Bengali bilingual Kindergarten and Dual Language 2nd grade classrooms. This is also a way for us to become more desirable to new immigrant families.
### School Demographics and Accountability Snapshot for 19K159

<table>
<thead>
<tr>
<th><strong>School Configuration (2018-19)</strong></th>
<th><strong>Total Enrollment (2017-18)</strong></th>
<th><strong>SIG Recipient (Y/N)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Configuration: 0K,01,02,03,04,05</td>
<td>798</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>English Language Learner Programs (2018-19)</strong></th>
<th><strong>Self-Contained English as a Second Language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual: YES</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Special Education Programs/Number of Students (2015-16)</strong></th>
<th><strong>Types and Number of Special Classes (2018-19)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (ELA): 66</td>
<td># CTE</td>
</tr>
<tr>
<td># SETSS (ELA): 31</td>
<td># Drama</td>
</tr>
<tr>
<td># Special Classes (Math): 65</td>
<td># Music</td>
</tr>
<tr>
<td># SETSS (Math): 27</td>
<td># Foreign Language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>School Composition (2017-18)</strong></th>
<th><strong>Student Performance for Elementary and Middle Schools (2017-18)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Title I Population: 64.0%</td>
<td>ELA Performance at levels 3 &amp; 4: 37.4%</td>
</tr>
<tr>
<td>% Free Lunch: 83.7%</td>
<td>Mathematics Performance at levels 3 &amp; 4: 37.5%</td>
</tr>
<tr>
<td>% Limited English Proficient: 19.8%</td>
<td>Science Performance at levels 3 &amp; 4: 76%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Racial/Ethnic Origin (2017-18)</strong></th>
<th><strong>Student Performance for High Schools (2016-17)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>% American Indian or Alaska Native: 2.8%</td>
<td>ELA Performance at levels 3 &amp; 4: N/A</td>
</tr>
<tr>
<td>% Hispanic or Latino: 24.2%</td>
<td>Mathematics Performance at levels 3 &amp; 4: N/A</td>
</tr>
<tr>
<td>% White: 1.4%</td>
<td>US History Performance at Levels 3 &amp; 4: N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Years Principal Assigned to School: 12.25</td>
<td>Met Adequate Yearly Progress (AYP) in ELA (2016-17): ALL STUDENTS</td>
</tr>
<tr>
<td>% of Teachers with No Valid Teaching Certificate: 0%</td>
<td>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17): ALL STUDENTS</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience: 4%</td>
<td>Met Adequate Yearly Progress (AYP) in Science (2016-17): ALL STUDENTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)</strong></th>
<th><strong>American Indian or Alaska Native</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary/Middle School</td>
<td>Black or African American: NO</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander: YES</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient: NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>ALL STUDENTS: NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</strong></th>
<th><strong>American Indian or Alaska Native</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander: YES</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient: NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>ALL STUDENTS: NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>High School</strong></th>
<th><strong>American Indian or Alaska Native</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Black or African American: N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Multi-Racial: N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Limited English Proficient: N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>ALL STUDENTS: N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</strong></th>
<th><strong>American Indian or Alaska Native</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient: N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>ALL STUDENTS: N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</strong></th>
<th><strong>American Indian or Alaska Native</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient: N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>ALL STUDENTS: N/A</td>
</tr>
</tbody>
</table>

2018-19 CEP
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

P.S. 159 demonstrates a consistent strong approach to rigorous instruction with our program differentiation and customization, targeted program modifications for skill set acuity, and data-based instruction.

Our Balanced Literacy program now incorporates the Super Readers social/emotional components. The Super Readers seven components (Belonging, Curiosity, Friendship, Kindness, Confidence, Courage, and Hope) enhances our reading and writing teaching as we strive to instill these seven characteristics in each of our students. Our goal is to create and support joyful readers.

Our overall literacy model includes reading, writing, grammar, and oral skills. Teachers model these skills and incorporate the use of them in all lessons. We believe that by bringing reading off the page and into social discussions we can build and reinforce these skills. Student engagement and understanding can be maximized through active participation, conversations, and the creation of tangible standards-based products, based on standards based formats. As we continue to develop more ongoing assessments, analyze data, and get a more real-time status our school’s education programs, we plan to embed more student-directed questioning strategies and techniques. Student-driven dynamics will continue to drive our instruction and outcomes.

Our Balance Literacy literacy program provides students the questioning and discussion techniques needed to increase their reading comprehension. We expect students to have the background and skills needed to generate their own higher order thinking questions and to be able to capture their ideas in writing and presentations.

This year we experienced a 10% increase (5 students) of SIFE students. These students are categorized as having an interrupted or no formal education. They receive ninety (90) plus hours of language instruction in small groups that focus on basic Spanish and English phonics, vocabulary, and language skills.

The PS159 ELA test scores show that our 3rd and 4th grades increased in their passing percentages, however, the 5th grade scores fell 3% below passing. (Progress measures improvement from 2017 to 2018, in terms of percentiles.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Progress Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>3*</td>
<td>6%</td>
</tr>
<tr>
<td>4**</td>
<td>2%</td>
</tr>
<tr>
<td>5**</td>
<td>-3%</td>
</tr>
</tbody>
</table>

*Third grade growth is measured from the 2017 3rd grade to the 2018 third grade (different students).*
** 4th and 5th grade growth is measured comparing scores of the same students.

A review of our performance numbers shows:

- 3rd grade scored a 6% gain, ranked 1% lower than the average city 56% score.
- 4th grade scored a 2% gain, ranked 5% lower than the average city score of 59%.
- 5th grade scored a -3% loss, ranked 7% lower than the average city 62% score.

<table>
<thead>
<tr>
<th>Grade</th>
<th>PS 159 Multiple Choice</th>
<th>PS159 Short &amp; Extended Response</th>
<th>City Multiple Choice</th>
<th>City Short &amp; Extended Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>56</td>
<td>55</td>
<td>57</td>
<td>55</td>
</tr>
<tr>
<td>4th</td>
<td>54</td>
<td>53</td>
<td>61</td>
<td>58</td>
</tr>
<tr>
<td>5th</td>
<td>54</td>
<td>58</td>
<td>60</td>
<td>66</td>
</tr>
</tbody>
</table>

A breakout of our Reading & Writing Multiple Choice and Short & Extended Response writing questions shows:

- 3rd and 4th grades ranked close to the NYC Multiple Choice test score within a -1% difference.
- 3rd grade matched the city's Short & Extended Response score.
- 4th grade ranked close to the NYC Multiple Choice test score within a -1% difference.
- 4th grade Short & Extended Response score fell -5% points below the city.
- 5th grade Multiple Choice score show a drop of 6% points compared to the NYC score.
- 5th grade Short & Extended Response score was 8% below the NYC score.

*Our ELA pass/fail data for grades 3, 4, and 5 shows the following:*

<table>
<thead>
<tr>
<th>Grade</th>
<th># of students who took the test</th>
<th>Met # %</th>
<th>Did Not Meet # %</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>122</td>
<td>99 students</td>
<td>81 %</td>
</tr>
<tr>
<td>4</td>
<td>127</td>
<td>100 students</td>
<td>78%</td>
</tr>
<tr>
<td>5</td>
<td>151</td>
<td>117 students</td>
<td>77%</td>
</tr>
</tbody>
</table>
This data indicates that in K, 1, and 2 our combination of reading and phonics programs coupled with various reading initiatives has better prepared our 3rd graders.

While both 4th and 5th grades had a larger percentage of pass than fail, the overall amount of students passing was in the high seventies, rather than the eighties or nineties where we had hoped. We believe this is a result of more 5th grade students enrolling without any English language skills and also having low level language and reading backgrounds.

Based on our final test scores we have begun implementing the following program changes/modifications to the reading and literacy programs for the 2018-2019 school year:

Identified target Focus Standards:

<table>
<thead>
<tr>
<th>3rd Grade Focus Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.4</td>
</tr>
<tr>
<td>RI 3.2</td>
</tr>
<tr>
<td>RL 3.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Grade Focus Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI 4.2</td>
</tr>
<tr>
<td>RL 4.4</td>
</tr>
<tr>
<td>RL 4.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5th Grade Focus Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI 5.6</td>
</tr>
<tr>
<td>RI 5.7</td>
</tr>
<tr>
<td>RI 5.3</td>
</tr>
</tbody>
</table>

Focus Standard skills are taught and reinforced in:

- Classroom literacy/reading programs
- New Guided Reading libraries
- Classroom Reading Nooks
- Vocabulary word walls
- Focus Friday for targeted reading skills/problems
- Expanded RTI (i.e. fluency, visualization, comprehension, phonemic awareness, character study, and reading strategies.)
- Additional ITC classes for smaller classrooms and stronger differentiation based on learning styles and needs.
- Emotional/socialization programs and services so children are more receptive to learning and ready to take on more academic challenges in all content areas.
- Incorporate more vocabulary and literacy into our science program.
- Arts literacy links and programs - Music, Art, Dance
• Science non-fiction reading libraries in all classrooms.

Overall 3rd, 4th, and 5th grades showed a three (3)% point decline in ELA scores with 5th grade coming in the lowest of the three grades. 4th grade maintained a sustaining level with 3rd grade showing a slight decrease in scores as compared to both the district and city.

The data indicates that Grades 3, 4, and 5 scored lower in standards that require them to engage with informational text. The item analysis from the 2017-2018 state exam also reveals that students need more explicit direct instruction in writing and answering written responses to and about text.

Using these focus standards we have made instructional modifications and additions that will help reinforce ELA skills.

**3rd Grade Next Steps:**

- Guided Reading that addresses specific skill sets
- Using state exam rubrics for short response and constructed response questions (throughout the year)
- Self assessment/peer assessment
- Practice short responses
- Creating and developing higher order thinking questions.

**4th Grade Next Steps:**

- Practice annotating
- Use of rubrics to peer and self assess
- Questions (how to form a question)

**5th Grade Next Steps:**

- Short response practice
- Use of rubrics to self assess
- Practice annotating text

Focus Fridays for grades 3, 4, and 5 provide a concentrated ninety-minute instructional period that focuses on literacy and math extension activities for the content taught that week. This can include reading more rigorous non-fiction text, answering skills for short response and multiple choice questions, and literacy/math real-world problem challenges. Each week teachers customized instruction based on developed and approved lessons that include homework and projects. Student progress is tracked with bi-weekly assessments.

To strength student language skills we offer:

1. **Remedial and Intervention services** (RTI) are provided to those students needing additional instructional support. This past school year we provided services to more students needing intervention, rather than remedial instruction. With more students deficit in basic grammar and reading skills we are in the process of further modifying and adapting our instructional strategies. RTI instruction is conducted by Resources Services, both inside and outside the classroom, with small-group and one-on-one learning time with teachers. End-of-program assessments showed an increase of two (2) DRA reading levels. We predict each child receiving RTI services will show a marked improvement on their state test scores.
2. ENL Instruction: All former ELLs receive ninety (90) weekly minutes of integrated ENL instruction.
3. Afterschool Academics: Targeted instruction is provided to our lowest third during after-school sessions.
4. Parent Academic Presentations and Workshops: We offer unit content reviews and overviews of the ELA and Math program on-line resources.
5. Modified and Specialized Instruction: Incoming Special Needs students fall into the categories for Comprehension Disability, and Physical and Cognitive Involvement. For these students we continue to modify classrooms and instruction to meet the variety of their individual learning and emotional needs**:
   - ITC and 12:1 classrooms
   - SETSS services
   - Occupational Therapy
   - Speech Services
   - Small Class size
   - Counseling (Individual and Family)
   - Modified Promotional Criteria
   - Differentiated instruction based on IEP goals
   - Technology-based hands-on activities

Another goal is that our students become critical thinkers with strong oral and written communication skills to prepare them for higher education and career readiness. We support this goal with the increased use of technology tools in all classrooms. Students are provided computer instruction on presentation software and are given opportunities to use classroom SMARTBoards and other technology devices to present to parent and administration audiences. We also have Student Tech Teams that conduct SMARTBoard and software training to teachers and students.

Our school goal is to provide all students with the tools and academic content necessary to become independent confident students. Within the classroom, discussion and team discovery activities encourage students to confidently communicate their ideas, ask for clarification, and share their opinions. We expect our students to develop the ability to read and analyze literacy and math texts and to formulate their own opinions. These opinions should be logical and well-supported, with a self-assessment component.

*A comparison across classes shows a strong correlation of low scores with low attendance, older incoming ELLs, and behavior issues.

** Many services are Push In and Push Out with instructional goals based on student Individual Education Plans (IEPs).

---

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019 the percent of ELLs scoring Level 3 or above will increase by 10% due to our integrated ENL services, instructional modifications, and student self-assessment skill development.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- 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). | Teachers/Coaches | 10/2018 - 1/2019 | Teachers/Coaches |
| Former ELLs participate in the Title III ENL after-school program(s). | Teachers/Students | 9/2018 - 6/2019 | Coaches/Teachers |
| Lessons formatted with the Learning Target format (I Can) that encourages higher order thinking and student self-monitoring, assessment and reflection. | Teachers/Coaches | 9/2018-6/2019 | Coaches/Teachers |
| Implemented MOSL assessments and are engaged in daily, weekly, and bi-monthly cycles of data driven instruction. | Teachers | 9/2018 - 6/2019 | Administration, Literacy/Math Coaches |
| Research-based instructional programs, professional development, and/or systems and structures needed to impact change including Depth Of Knowledge (DOK) and HESS Cognitive Rigor Matrix. | Teachers | June, 2018 – Sept 2019 | Administration, Literacy/Math Coaches |
| Data Inquiry Team reviews and assesses baseline data and NYState ELA and Math scores for trends and makes recommendations for ELA and Math program and instructional modifications and adjustments.  
- Analyze the state released questions to gain insight on what each standard requires at each grade level.  
- Develop enhanced and extended rigorous math manipulative-based activities with a written summary component.  
- Determine research-based strategies for supporting all students, including ELL and Students with Disabilities. | Teachers | 9/2018 - 6/2019 | Administration, Literacy/Math Coaches, PD team |
| ELL students will gain entry points into interactive lessons through scaffold supports with visual/technology aids, oral rehearsal, interactive writing and guided reading groups. | Teachers/Students | 9/2018 - 6/2019 | School Administrators, Teachers/Coaches |
SIFE students (5 students) will be given additional pull-out instructional times to acquire basic language and reading skills.

Classroom teachers can now instruct former ELLs which is done in the classroom setting.

Administration will conduct observations and conferences with ESL Coach to ensure that program recommendations and modifications are being implemented based on language needs.

Remedial and intervention services support ELL students with additional support and instruction using MyOn and Voyager.

For Students with Disabilities, English Language Learners, and other high-need student subgroups:

- Teachers continue to refine systems regarding: gaining entry points into interactive lessons through scaffold supports in the form of visual aids, teaching implicit and explicit vocabulary, and modeling the thought process for students (think aloud).
- Teachers modify systems regarding student assessments, critique lessons and develop student rubrics and checklists that foster independence from teachers.

Professional Development sessions will be done in 4-6 week cycles:

Guided Reading

Then and discussion (Danielson 3B)

<table>
<thead>
<tr>
<th>RTI staffTeachers</th>
<th>Oct 2018-March 2019</th>
<th>Teachers/Coaches</th>
</tr>
</thead>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
To engage families and support their understanding of Rigorous Instruction and ELA standards our curriculum is based on, PS159 provides:

- Tuesdays weekly parent/teacher conferences that highlight weekly instructional goals and follow-up next steps between parent and teacher.
- Monthly curriculum notifications that outline what is being worked on for the upcoming month and highlight parent talking points.
- Monthly progress reports that highlight assessment points and shared next steps.
- REMIND application for phone message notifications.
- PTA Meetings focusing on math, literacy, and science.
- Family workshops and presentations including hands-on computer workshops.
- Classroom websites with resources and online program/app.

Our school also has an open door policy where any parent can request a meeting with the administration or the teacher to resolve any of their concerns or issues.

**Part 4 – Budget and Resource Alignment**

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

<table>
<thead>
<tr>
<th>Budgeted resources leveraged to find and include programs to reach goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative staff, coaches, and teacher leaders will provide professional development, modeling, and materials for staff:</td>
</tr>
<tr>
<td>- The Danielson Framework, Webb’s Depth of Knowledge, Copies of the Instructional Shifts in Literacy and Citywide Instructional Expectations, the Hess Cognitive Rigor Matrix</td>
</tr>
<tr>
<td>- Engage NY release questions and writing rubrics</td>
</tr>
<tr>
<td>- Current ELA/ELA/Social Studies/Science curriculum maps</td>
</tr>
<tr>
<td>- Program online websites and software (Mathletics, Ready Math, GoMath!, Wonders, Amplify Science)</td>
</tr>
<tr>
<td>- Vendor materials and resources</td>
</tr>
<tr>
<td>- Mondays for professional developments and PLCs meetings</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February, 2019 we will use DRAs three times a year (September, March, and May) to accurately predict progress towards achieving the annual goal of a 10% Level 3 increase by the end of the school year (June 2019).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- NYSESLAT scores
- DRAs
**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

PS 159K is dedicated to the success of students and is committed to providing each student the tools and experiences needed to achieve and succeed both academically and socially. By providing safe and nurturing school and classroom environments we develop students who are confident and independent learners willing to take chances and succeed.

We continue to find activities that help c

The Super Readers program, a character education philosophy, enhances our teaching by instilling in each classroom the seven reading strengths - Belonging, Curiosity, Friendship, Kindness, Confidence, Courage, and Hope. We strongly believe that creating a nurturing classroom based on these strengths will give all our children the socio/emotional components that will connect them to all learning.

We have modified our classrooms to accommodate those students with learning and emotional needs who need help self-regulating and focusing. For many, being able to move is an important outlet and we provide flexible seating as an option for those students who have trouble sitting still for long periods of time. Classrooms have "Reading Nooks" that provide students a comfortable thematic reading area. The idea is to create a more comfortable environment that helps students be their best learning selves. Flexible seating asks students to choose where they sit daily, but wherever they choose to sit, it has to help them be their best learning self. There is power for them in the choice to select where they will work. For example, in some classrooms students have the choice to sit on a yoga mat or a Wobble Chair, or do their work standing up. They know the work isn't optional, but choosing where they work is. As we receive more students with behavior and special learning needs we will be tracking the success of flexible seating and modified classrooms and anticipate a more positive outcome and higher performance for such students.

Always our goals are to:

- **Continue providing a culture for learning** that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.
- **Maintain a culture of mutual trust and positive attitudes** that support the academic and personal growth of students and adults.
- **School leaders with the School Leadership Team make deliberate decisions and organizational modifications** that advance instructional goals and support student learning. (1.3)
- **Weekly parent conferences** allow teachers and families to foster a stronger link to support clear performance expectations and work ethics that are critical to achievement and success. For those families who do not take advantage of these Tuesday meetings, we provide alternative communication links including e-mail and phone support.
- **Posted expectations** for achievement and success in all classrooms are prominently displayed. Routines are well understood and students are expected to comply with standards of conduct listed in the family contract agreed upon at the beginning of each school year. We recognize that consistency of school and classroom
rules and policies provide students an environment that is safe and predictable. This type of environment fosters all children’s ability to focus and thrive and provides families with clearly defined guidelines.

The Framework for Great Schools makes it clear that for students to achieve and progress, they must be supported socially and emotionally, as well as academically. We recognize and understand that social-emotional competencies involve skills that enable children to calm themselves when angry, initiate friendships and resolve conflicts respectfully, make ethical and safe choices, and contribute constructively to their community.

Each year many more students are coming into our school without having learned these skills at home. Teachers, School Counselors, School Leadership, and paraprofessionals have requested more training in this area. We believe that for students to progress academically, we need to prioritize the implementation of those approaches and teaching methodologies that facilitate the teaching of these skills within our school community and classrooms. Professional development sessions that focus on behavior management and special needs children are scheduled for this year and will be presented by administration and our Special Needs teachers.

Established programs are our anti-bullying program in place (Hands-Off Thursdays), as well as programs for character education (The NED Show, TAG, Character Education/Book of the Month, Mutt-i-Greeks, and Respect For All Week). This year we began Boys Basketball Club and Girls Softball League. We plan to increase our ability to address all students’ social and emotional needs through the addition of new programs and staff professional development training for peer mediation and conflict resolution. Targeted groups are being supported through team activities, award ceremonies, and trip adventures.

Designated students are taught a self-monitoring behavior plan where they are actively involved in understanding and monitoring their own growth and learning. (We anticipate student behavior will improve from year-to-year as well-adjusted behavior becomes ingrained and habitual. We are examining behavior statistics for trends and incident reductions (SOHO).)

Our Remedial and Intervention services (RTI) are provided to those students needing additional instructional support. This instruction is conducted by Resources Services both inside and outside the classroom with small-group and one-on-one learning time with teachers. In addition, we have after-school programs for both low and high-end students to reinforce and extend learning. These services are geared to develop confidence in the students so they can succeed with academic skills and personal growth.

The Parent Coordinator and Family Coordinator are responsible for developing trust and understanding between the school staff and families through timely communications including meetings, phone and on-line to discuss academic issues and/or successes. Again, it is our goal that all children succeed and families are confident in the quality of their child's education at PS159.

We recognize that chronic lateness and absenteeism are on-going problems and we are working hard with families to provide links to city and health services so children can begin their school day nourished, prepared and on time.

- Home Visits
- School-based support services
- Free breakfast and lunch
- City-service links and connections
- Parent training and health programs (Family Reading and Family Science nights, Muslim Moms.)
Our Parent Teacher Association is charged to provide families with a variety of communication channels and links between school administration, the Parent Coordinator, and teaching staff. Additional family programs and workshops continue to pull parents and caretakers into the school which fosters and improves trust and understanding while establishing stronger links between families and the school.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of our students will feel that their social and emotional needs are being met by more student oriented classroom settings and student directed learning dynamics, as measured by bi-annual school-created surveys and parent focus groups. We will continue to support the social and emotional development of all students so that they will feel known and supported by the adults within our building, and able to interact productively with their peers. As a result, we expect a 35% decrease in school suspension rate as indicated in OORs.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue social/emotional programs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Super Readers</td>
<td>Any students in conflict with peers</td>
<td>Sept 2018-June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Sandford Harmony training</td>
<td></td>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td>TAG Conflict Resolution</td>
<td>All students</td>
<td>On-going</td>
<td>School Leadership</td>
</tr>
<tr>
<td>NO MORE BULLYING</td>
<td></td>
<td></td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>School Leadership</td>
<td></td>
<td></td>
<td>School Psychologist</td>
</tr>
<tr>
<td>Hands-Off Thursdays</td>
<td></td>
<td></td>
<td>Social Worker</td>
</tr>
<tr>
<td>Respect For All Week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boy's Basketball League</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl's Softball</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students having difficulty getting along with a classmate are encouraged to TAG: Tell how you feel, Ask a teacher, Go to a teacher. We encourage students to 1) her/his teacher, 2) administration (who maintains an Open Door Policy), or 3) school Guidance Counselor. Should issues escalate, the Parent Coordinator facilitates parent/student meetings with or without Administration.
<table>
<thead>
<tr>
<th>Family Services/Mediation Platform with Parent Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach to family members</td>
</tr>
<tr>
<td>Parent Tea and Talk</td>
</tr>
<tr>
<td>Career and College Readiness,</td>
</tr>
<tr>
<td>Parent/Science Family Nights</td>
</tr>
<tr>
<td>Home visits for Reassurance Meetings</td>
</tr>
<tr>
<td>SO HO for infraction tracking based on individuals</td>
</tr>
</tbody>
</table>

**Teachers and other staff members will receive additional training on how to better support the social and emotional development of students in their classrooms. We will focus in the first three months of the school year training in Escalation to better provide teachers the strategies and clearly defined policies for student behavior and consequences.**

**All students will receive social emotional training, both in the classroom and with Counseling Services. The expertise of outside programs, such as The NED program, will be coupled with the experience of in-house personnel (social worker, guidance counselor, school psychologist), to increase teachers’ feeling of competence in this area.**

**Technology will be updated and activities bookmarked for quick and easy access for students and families for more effective and efficient use of academic and NYC DOE on-line resources.**

**School leadership will ensure that available supports are increased for all students. Budget and scheduling will be maximized to ensure that either the social worker, guidance counselor or school psychologist are available as many days of the week as possible. Students will continue to be recommended for at-risk counseling, as warranted. Fifth graders**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselors</td>
<td>Teacher Coordinator</td>
</tr>
<tr>
<td>Caretakers</td>
<td>Administration</td>
</tr>
<tr>
<td>DOE Tech Support</td>
<td>Vendor programs</td>
</tr>
<tr>
<td>Teachers</td>
<td>Guidance</td>
</tr>
<tr>
<td>Admin</td>
<td>Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Students</td>
</tr>
<tr>
<td>Students</td>
<td>Families</td>
</tr>
<tr>
<td>Families</td>
<td>Caretakers</td>
</tr>
<tr>
<td>Caretakers</td>
<td>Tech Teams</td>
</tr>
</tbody>
</table>
will participate in a middle school transition process. School tours will be offered for incoming students, to help them acclimate to their new surroundings. Programs, that build self-esteem, Mutt-i-grams, Character Education-Book of the Month,

In accordance with the Danielson Framework for Teaching, students will continue to be trained and coached to develop independent self-assessments skills and make improvements using a self-monitoring checklist and/or rubrics. This will foster a maturation and development of cognitive and instinctive analysis skills.

Collaborative Professional Learning Committees (PLCs) will weekly examine student artifacts and work products to identify trends, strengths and weaknesses and put in place supportive activities for all children to examine content risk-free without boundaries or set guidelines (where ever possible.)

Student programs are social/emotional based and currently include a variety of character building venues:

- Open Mike Fridays
- The NED Show (Yo-Yo masters)
- Theatre (Class Action)
- Pitkin Prancers
- Student-Of-The-Month
- Mutt-A-Gree (North Shore Animal League and Cesar Milan)
- GoNoodle and Move to Improve
- Student Talent Shows
- Book-Of-The-Month (Character Education)

Students with emotional and social issues can participate in different programs to develop low socio/emotional skills that are impeding their learning and adjustment. Classroom are

<table>
<thead>
<tr>
<th>School-wide</th>
<th>September 2018 to June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYC DOE Tech Support</td>
<td>Administration</td>
</tr>
<tr>
<td>Staff</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students and Families</th>
<th>September 2018 to June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Literacy and Math Coaches</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>DOE technology resources</td>
<td>Counselors</td>
</tr>
<tr>
<td>Music/Theater/Dance teachers</td>
<td>Brooklyn College</td>
</tr>
<tr>
<td>North Shore Animal League</td>
<td>North Shore Animal League</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>September 2018 to June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Counselor</td>
<td>Guidance Counselor</td>
</tr>
</tbody>
</table>
designated as "Safe to Try Zones" to encourage self-esteem and initiative.  

Parents and caretakers are continually updated on the successes or areas of concern for their children (Tuesday Afternoon Conference, Daily/Monthly Progress Reports). Additional services will be provided upon review.  

<table>
<thead>
<tr>
<th>Parents</th>
<th>9/2018 - 6/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>Teachers/Staff</td>
<td></td>
</tr>
<tr>
<td>Family Counselor</td>
<td></td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We believe that by having an open door policy and weekly parent conference opportunities we demonstrate to parents that our school is a warm and welcoming place. Parents are encouraged to conference with teachers so they are up-to-date on their children's progress (Tuesday Parent Afternoons). Academic workshops are open and non-judgemental and give parents background information on GoMath!, Mathletics, and Wonders. Our monthly arts and award events provide opportunities for parents to celebrate their children's talents and successes.

Part 4 – Budget and Resource Alignment

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

Budgeted resources leveraged to fund and include programs to reach goal.

Administrative meetings and workshops.

Classroom and out-of-classroom teachers including cluster, ENL, SETSS, RTI teachers, and related service providers.

Technology Specialists.

Vendor printed and hands-on program materials.

After School Program to remediate and enrich students, based on their needs and interests.

Professional Development sessions for all social/emotional and academic programs including Wonders, Wonders, GoMath!, Mutt-i-Grees, and TAG.

Content specific books, software and hardware for on-line resources that will enrich and supplement students’ academic and emotional experiences.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
## Part 5 – Progress Monitoring

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

By February, 2019 we will have conducted two student and parent surveys and two parent focus groups that are tied into the four parent/teacher conferences to determine whether or not the students’ and families’ social/emotional needs are being met so we can continue our programs to achieve the 100% annual goal the end of the school year (June 2019).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- **DRAs**
- Program Assessments/Tests

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

P.S. 159 has been transformed into a "Working Math Lab" where math is the foundation for all learning. Instead of compartmentalizing math instruction we are now incorporating math into all subject areas including science, coding, computer, music, physical education, and dance. Our GoMath! program is being enhanced with more problem solving STEM activities in partnership with science, art, and coding. Students are encouraged to use math for building and exploring whether it's a Native American lodge house in social studies or a suspension bridge in science - both using measurement standards.

We use horizontal and vertical collaboration between grades and classes to enhance our Ready Math and GoMath! programs to achieve our math goals. This provides real-time assessments to qualify and quantify trends that demonstrate student strengths and weaknesses. Problem areas and skills are then re-taught and reinforced in Focus Friday challenges.

Students take mathematics benchmark assessments three times a year and complete GoMath chapter assessments to assess mastery of mathematics standards and skills. Teachers adjust instruction accordingly. Last school year, we made an instructional decision based on teacher and provider input to change the math core curriculum to Ready, supplemented with GoMath. This change resulted in a noticeable decline in student math proficiency level on the state exam. As a result, we have decided to go back to GoMath with Ready as a supplement. In addition, we’ve also made math a focus throughout the school, posted math problems in the halls, and have Focus Fridays for math problem challenges.

Also, we have created a new Math Lab with a dedicated math teacher. Targeted 4th and 5th grade students who rate at the bottom third (1/3) push out of the classroom for small group instruction on targeted content areas (as based on the GoMath assessments) including fractions, operations, place value, decimals, and measurement. At the Math Lab students are provided remedial and intervention skill building with engaging hands-on activities. Ongoing assessments tracks their progress and helps the instructor modify instruction where needed.

Analysis of our math and science data shows that a shared area of weakness continues to be measurement. Our math coaches and science teacher are working cooperatively to provide more measurement problem solving activities to classrooms starting down at Kindergarten. Our goal is that students understand how to use measurement tools and understand how to set up a measurement solution based on reading word problems. (This is also an opportunity for literacy skill links with math.)

2017-2018 Math Data Shows:

- Grade 3 (+11% Gain)
- Grade 4 (+4% Gain)
- Grade 5 (-4% Loss)
3rd grade scored a 62, which matched the citywide score of 62.
4th grade scored a 54, which was -7% below the citywide score of 61.
5th grade scored a 45, which was -10% below the citywide score of 55.

To get a better overview of 2018 math scores we compared score from three years back - 2016-2018

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>-10</td>
<td>-11</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>+4</td>
<td>-11</td>
<td>-7</td>
</tr>
<tr>
<td>5</td>
<td>-4</td>
<td>-6</td>
<td>-10</td>
</tr>
</tbody>
</table>

These numbers show that third grade has consistently progressed upward culminating to a 0%. For the past three years we have been working hard on basic math numbers and operations in K, 1st, and 2nd grades including more math blocks and hands-on manipulatives. 2nd graders are entering 3rd grade with a stronger math background than ever before.

We see that starting in 4th grade the math score start to move downwards. We believe that this can be the result of a variety of factors including: language and reading skills, logic and problem solving, and fewer multiple choice options and more multi-step word problems.

1. Intra-Exam Performance 2017-2018

   • Multiple Choice

<table>
<thead>
<tr>
<th>Grade</th>
<th>NYC</th>
<th>159</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>66</td>
<td>65</td>
<td>-1</td>
</tr>
<tr>
<td>4</td>
<td>65</td>
<td>60</td>
<td>-5</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>55</td>
<td>-9</td>
</tr>
</tbody>
</table>

   • Constructed Response

<table>
<thead>
<tr>
<th>Grade</th>
<th>NYC</th>
<th>159</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>56</td>
<td>55</td>
<td>-1</td>
</tr>
<tr>
<td>4</td>
<td>53</td>
<td>42</td>
<td>-11</td>
</tr>
</tbody>
</table>
2. Analysis:

- Grade 5 showed for the 2018 test an overall math gap with NYC by 10 points.
- Grade 5 showed a continued, steady trending gap widening over the past 3 years.
- Grade 4 showed for the 2018 test an overall math gap with NYC by 7 points.
- Grade 4 showed an up and down trending.
- Grade 4 showed in 2018 a closing of the gap by 4 points
- Grade 3 showed the best results for the 2018 test, completely eliminating the performance gap.
- Grade 3 showed an 11 point increase from last year.
- All grades need improvement in Constructed Response

3. 2018-2019 Focus - All grades

- Move math to the beginning of the day
- Continue Focus Fridays
- Pair Focus with Grade cluster and concentration
- Consistent training on Rubric based answers
- Focus Friday will primarily be concentrated on Constructive Response questions
- Encourage test question creation from students
- Build on present grade 4 who showed great performance in grade 3
- Grade 5 needs approach which addresses test change and student apathy
- Repeat techniques in grade 3 which helped 2018 success
- Allow top groups to develop rubrics from question scoring
- Intermix Go Math and Ready in pacing and planning
- Allow for more exploration in math applications
- Model and allow students to perform
- Assess, Re-assess and Re-teach

Grade 5

- Fractions (3x)
- Measurement and Data (2x)
- Operations in Base Ten (2x)
- Operations and Algebraic Thinking (0x)
- Geometry (0x)

Grade 4

- Fractions (2x)
- Measurement and Data (1x)
- Operations in Base Ten (2x)
- Operations and Algebraic Thinking (1x)
- Geometry (1x)

Grade 3
• Operations and Algebraic Thinking (3x)
• Measurement and Data (3x)
• Fractions (1x)
• Operations in Base Ten (0x)
• Geometry (0x)

Also, based on this data, we have developed STEM based math and science shared links teach math in real-world problem solving scenarios. Our Focus Fridays contain challenging problem solving scenarios that take the math concepts taught during the week and superimposed them on a real-world problems looping into science, social studies, finance, and the arts.

Both 3rd and 4th grades showed pass rate in the high 80%. However, we are aware that the 5th grade, which was strong in last year's math scores, significantly slipped into a low 74%. As a result we plan to further develop the 5th grade Focus Friday situations and continue to reinforce those 5th grade math concepts throughout the week in small group work sessions. These initiatives are supported with classroom SMARTBoards, laptops, iPads, and the Mathletics and iXcel online programs.

_____________________________________________________________________

Teachers will continue to collaborate with the Math Coach to hone math instruction and better differentiate the Ready Math and GoMath! materials and their online resources. We will continue with our Math Focus Fridays that present students with real-life math challenges.

An analysis of the math score met/did not meet data shows a marked difference between the 3rd, 4th, and 5th grade scores and levels.

**P.S 159 Math Test Scores**

• Grade 4 showed the least point difference between the NYC scores and PS159 (comparing grades 3,4,5) with 59% of the grade passing.
• Grade 5 sustained the greatest point difference between the NYC scores and P.S. 159 (comparing grades 3,4,5) with 46% of the grade passing.
• Grade 3 showed modest point difference between the NYC scores and P.S. 159 (comparing grades, 3,4,5) with 60% of the grade passing.

As a result of these scores, we are already piloting an approach with a stronger integration of place value and the use of multiple steps. These two areas consistently are our weakest math skills. This will be done first in 5th grade since we believe that the fourth graders from last year will need a more rigorous program to develop the necessary math analyses and writing skills.

In addition, all grades participate in Focus Friday where for a solid ninety-minute block we provide math instruction in the content areas of Operations and Algebraic Thinking, and Measurement. Focus Friday also provides teachers and students opportunities to review the week's math concepts.

Through common planning and weekly PLC meetings, teachers, administration, and cluster teachers discuss instruction methods and hear their peer's suggestions for program improvement and enhancement. PLC activities reflect shared practices as teachers analyze data to identify strategies for adjusting instruction as needed to accelerate student mastery of Common Core Learning Standards. We recognize that we have a growing population of
ELL and Special Needs students and we are endeavoring to better differentiate our math instruction to meet their individual needs and accommodate their particular learning styles.

The data collected from assessments is routinely analyzed in grade conferences and team meetings. We predict that our adherence to maintaining collaboration on data-driven program execution will drive steady increases in both formative and summative math assessments. Collective and collaborative decisions coming from this data collection and analysis make us confident that we will see an increase in student math skills and student confidence. Administration continues to monitor and provides timely feedback.

Our data acquisition with the GoMath! on-line assessment program is now being used throughout the grades. Classrooms still have limited devices for students but teachers have Chromebooks or tablets. Our goal is to acquire more devices so all students can take the GoMath! on-line assessments. Teachers can retrieve and manipulate that data for instruction modifications and differentiation, as well as PLC collaboration. We recognize that this is a slow process but we have the vision to see where we want to go in the upcoming two years.

We have also implemented a pilot Snap-It! program in Grade 2. Each classroom has been fitted with student tablets which consolidate math and reading assessment and assessment data. Continuation of this project and roll out to other grades is contingent on budgetary funding.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

We anticipate by June 2018, our NYS mathematics test results will show a 10% increase from the 2017-2018 measurement and operations scores across the testing grades because of collaborative sharing of math data between grades and grade-level groups. The data will drive the instruction for all grades.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student math work and interim assessment data is analyzed to identify learning trends, weaknesses, and areas of strength to better meet the needs of target student groups.</td>
<td>Lowest third of grades 3,4 and 5.</td>
<td>9/2018, 1/2019, 5/2019</td>
<td>Administration, Math Coach, Classroom teachers, Content Area Specialist</td>
</tr>
<tr>
<td>Focus Fridays are a concentrated 90 minute block with instructional activities addressing Operations and Algebraic Thinking and Measurement.</td>
<td>All 3,4,5 students</td>
<td>10/2018-6/2019</td>
<td>Administration, Math Coach, Content Area Specialist</td>
</tr>
<tr>
<td>Administration will provide teachers with scheduled opportunities for team and grade level collaboration.</td>
<td>All Teachers</td>
<td>On-Going</td>
<td>Administration, Math Coach</td>
</tr>
<tr>
<td>Administration and Math Coach will establish norms to ensure that meetings are student centered and data-driven using Go Math on-line assessments and resources.</td>
<td>All Teachers</td>
<td>9/2018</td>
<td>Administration, Math Coach</td>
</tr>
<tr>
<td>Administration and Math Coach will conduct professional development in the use of Close Reading Techniques (Cycle 1, Danielson 3b/c.), Data Driven Instruction protocols (Cycle 2, Danielson 3d.) and Lesson Planning with Go Math Resources (Cycle 3, Danielson 1e/3c.)</td>
<td>All Teachers and Staff</td>
<td>On-Going</td>
<td>Administration, Math Coach, Math Vendor Resources</td>
</tr>
<tr>
<td>Teachers will routinely evaluate student data and share best practices to identify math skills weaknesses and strengths that will drive modified and differentiated instruction. Teachers are expected to create highly engaging lessons, use differentiation and scaffolding, and</td>
<td>All Teachers and Staff</td>
<td>On-Going</td>
<td>Administration, Math Coach, Teachers/Staff</td>
</tr>
</tbody>
</table>
conduct small group instruction to ensure consistent progress.

- SMARTBoard math lessons are shared through a PS159 SMART lesson library.
- GoMath! on-line programs linked to classroom websites.

<table>
<thead>
<tr>
<th></th>
<th>All Teachers</th>
<th>On-Going</th>
<th>PLCs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Math Coach</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tech team</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

1. Monthly PTA Math meetings - Math Coach and teachers present to families/caretakers math content and instruction for that month. Online resources are demonstrated and explained. (on-going)

2. Tuesday Parent/Teacher meetings - Teachers review with families/caretakers weekly math instruction pages and content so they have better understanding of what students need to do to accomplish instructional goals. (on-going)

3. Math Coach - conducts Professional Developments and one-on-one meetings with teachers to review best instructional practices for better instructional differentiation. (on-going)

Part 4 – Budget and Resource Alignment

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

Budgeted resources leveraged to fund and include programs to reach goal.

- Administrative meetings and workshops.
- Classroom and out-of-classroom teachers including cluster, ENL, SETSS, RTI teachers, and related service providers.
- Vendor Technology Specialists.
- After School programs to remediate and enrich students skills and abilities.
Professional Development sessions.

Content specific books, software and hardware for on-line resources that will enrich and supplement students’ academic experiences.

Parent training for GOMath! online resources and monthly content reviews.

| 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 II, Part A |
| | | | Title I TA | || | Title III, Part A |
| | | | 21st Century Grant | || | Title III, Immigrant |
| | | | SIG | || | Other |
| | | | PTA Funded | || | |
| | | | | | |

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.

Progress will be monitored and disseminated by the Math Coach and Lead Teachers at each benchmark in the GoMath! program. Student math assessments utilize GoMath! assessments which lets us better track individual student progress in math skills. Having a more comprehensive assessment analyses gives us real-time data on student growth and a real-time identification of critical next steps for individuals, classes, and grades. (At this time, limited classroom devices prohibits students taking online assessments.) Administration continues to monitor and provide timely feedback.

Mid-year analysis of GoMath! data continues to drive targeted instructional strategies with our under-performing students. This will be measured by a 10% growth in domains: Numbers and Operations, Fractions, and Measurement and Data.

In addition, modifications made to lesson plans, as a result of GoMath and other resources, such as Mathletics* and iXCEL, helps us address the component of (3c.) Student Engagement. Reports generated from the GoMath! resources are used to track the time students spend online during non-school hours.

*PS 159 has received a 2017-2018 Mathletics Platinum Award for student achievement.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Wonders program end-of-unit assessments.

GoMath! end of unit assessments.

School-based/created assessments using RTI criteria.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our school fosters an environment that encourages and develops the leader in all our teachers and staff. Individuals who have drive and willingness to grow, develop, and share their expertise are given platforms and programs where they can contribute to their professional growth and the academic success of the students. We believe that when individuals are recognized they are gratified and more ensconced in their success and that of the school. Teachers are encouraged to take on responsibilities in Professional Learning Committees, technology, and the arts.

Research has shown that in order to create and sustain a great organization school leaders must engage in the ongoing building of capacity and creativity throughout their school. No longer is it sufficient or appropriate to concentrate leadership among the administration, but rather leaders must be groomed, supported and sometimes encouraged from other areas to take leadership roles. Our Administration leads by example and nurtures the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

School leaders and staff constantly communicate expectations for high levels of shared accountability for staff and student learning. Daily, weekly, and monthly Administration conferences with each teacher to review student data and approve next-steps. Coaches are also included in meetings to ascertain IEP goals are being met and content is correctly taught and paced. Teachers are mentored and fostered to ensure that all their social and emotional needs are also being met.

All staff members communicate and partner with families to support all students in meeting college and career readiness expectations through weekly meetings, progress reports, and parent conferences.

Overall, we have been effective at helping teachers develop and grow in their profession as evidenced by the increase in Effective and Highly Effective ratings. This year has been a dynamic and exciting time where all pieces of our school pulled together and created initiatives and events which demonstrated a strong partnership between school, students, and families. At our school, everyone is encouraged to take on leadership positions in all areas that will positively impact our school’s success. Teachers have been engaged in morning tutorials, clubs, sports and the arts.

The School Leadership Team responsibilities include:

- Understanding school operations and organization.
- Understanding academic programs and goals - review assessment data, identified trends, discussion of strengths and weaknesses. Areas, where family support can help academic and social achievements, are identified with timed Next Steps.
- Identifying areas to improve - our "New Ideas Exchange Forum" where one new idea for improvement is voted on and implemented for the upcoming month.
Monthly meetings are all about understanding the school’s different academic programs and goals, and planning better family support and outreach to better achieve those academic goals. This year’s goal is to have more informational events to pull in families, establish strong relationships, and strengthen family involvement with the school. For example, this year we hosted:

- Science Night where 4th grade families were provided test prep resources and also did science,
- Computer Skills where adults were given basic computer skills training,
- Math Fun where parents and students learned about our online math resources.
- Reading Night where families got to read together and left with book totes.
- Literacy Program where families learned about our literacy program online resources.

Our PTA continues dynamic and fun programs to bring more families into partnership with our school. They have already conducted Family Reading Night, Carnival Day, Movie Night, and health and nutrition programs. Our Super Hero Dad event brought over fifty dads into our school for a tasty breakfast and superhero mask building. Activities such as this foster our initiatives for stronger community outreach and are now the foundation of our school leadership initiatives.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of all teachers will show a one level increase in 3.d Danielson assessment as a result of being active participants in a Professional Learning Committee action research test question based on refining instruction and infusing math in all content areas.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leaders observe teachers, providing feedback to engage in improving instructional practice;</td>
<td>Teachers</td>
<td>09/2017-06/2018</td>
</tr>
<tr>
<td>An after school program for students in grades 3, 4, and 5 to remediate and enrich students who are taking the NYS exams in English Language Arts and Mathematics.</td>
<td>Students in grades 3, 4, 5</td>
<td>10/2017 through 06/2018</td>
</tr>
<tr>
<td>Teachers and school leaders will prioritize instructional foci by narrowing the gap between what the standards describe and what students currently know and are able to do.</td>
<td>Students</td>
<td>10/2017-6/2018</td>
</tr>
<tr>
<td>Teachers and school leaders will participate in rigorous data analysis to identify gaps and ameliorate trends.</td>
<td>Students</td>
<td>10/2017 through 6/2018</td>
</tr>
<tr>
<td>Bi-monthly professional learning communities consisting of all teachers in grade teams.</td>
<td>Teachers</td>
<td>09/2017 through 6/2018</td>
</tr>
<tr>
<td>Bi-monthly high-quality professional development for all teachers and paraprofessionals</td>
<td>Teachers and paraprofessionals</td>
<td>09/2017 through 6/2018</td>
</tr>
<tr>
<td>Biweekly data team meetings, consisting of administrators, coaches, and the ENL specialist to measure student progress and monitor the impact of initiatives implemented throughout the school year.</td>
<td>Students</td>
<td>10/2017-6/2018</td>
</tr>
<tr>
<td>The coaches and administration will work with new teachers to plan, assess, and execute highly engaging differentiated lessons.</td>
<td>New and High Needs Teachers</td>
<td>10/2017 through 6/2018</td>
</tr>
<tr>
<td>Response to Intervention and At Risk tutoring using research based programs to target specific skill deficits for students</td>
<td>At risk students</td>
<td>09/2017 through 06/2018</td>
</tr>
<tr>
<td>In collaboration with school staff, the Parent Teacher Association will host a series of parent workshops designed to educate parents on how to support their children academically at home.</td>
<td>Parents</td>
<td>10/2017 through</td>
</tr>
</tbody>
</table>
**Differentiated professional development for teachers based upon their needs and interests.**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>09/2017 through 06/2018</th>
<th>School Administrators</th>
</tr>
</thead>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our school School Leadership Team meets monthly and discusses school curriculum programs and how school and families can work together. SLT works with the CEP to understand our teaching goals and what is needed to ensure their achievement.

PS159 offers a variety of ways families and caretakers know and understand our academic and social educational strategies

1. Monthly PTA meetings - Administration, PTA staff, and Coaches present "state-of-the-union" updates and program overviews.

2. Tuesday Parent Meetings - Teachers and administration review with individual parents resources and means for a strong family understanding of instructional strategies, issues, and strengths.

3. Parent Coordinator - conducts monthly outreach and parent/caretaker seminars where the school's goals are explained, and their input requested.

4. School Leadership Team - monthly members cross-pollinate information, develop mutual strategies, and ways to disseminate program and school information quickly and clearly to all students and their families.

**Part 4 – Budget and Resource Alignment**

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

Administrative meetings and workshops.

Classroom and out of classroom teachers including cluster, ENL, SETSS, RTI teachers, and related service providers.

Instructional Specialists.

After School Program to remediate and enrich students based on their needs.

Professional Development

Content specific books, software and hardware for on-line resources that will enrich and supplement students’ academic experiences.
Pre and post unit assessments will be given to students before each unit in English Language Arts and in Mathematics.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th>X</th>
<th>Title II, Part A</th>
<th>X</th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td>X</td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, each teacher will have received feedback for at least one observation and two snap-shots. Teachers have pre-observation and post-observation conferences and follow-up meetings with the administration for evaluation, recommendations, and next-steps.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Teacher observations aligned with Danielson Framework.
- Teacher evaluation of professional development for engagement/planning/assessments.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

They have already conducted Family Reading Night, Carnival Day, Movie Night, and health and nutrition programs.

The 2016-2017 School Quality Guide rated 3.30 which matches those score for the district and city.

95% of parents said that the school staff regularly communicates with them about how they can help their child learn. 85% of parents are working with the school and feel involved in their children's education.

We received a 4.14 Trust rating which is also over the district and city scores.

We are encouraged with our 6% increase and will continue with our academic and arts programs and PTA events that are drawing more families and caretakers into the school. This is evidence in our newly staffed dynamic PTA and event parent volunteer teams. It is still a challenge to bring families and caretakers into the school for PTA meetings, both during the day and night.

We continue to work to develop strong partnerships and high expectations among staff and families that contribute to each student’s progress and achievements.

1. Staff members conduct workshops for families, host a monthly Open House and provide families with Monthly Progress reports about their children’s progress in meeting learning targets and our academic and behavioral expectations for their children.
2. Tuesday afternoons are designated for parent conferences and/or as scheduled time for teachers to use to phone and e-mail parents/guardians. This family outreach enables parents to regularly visit the school to meet with teachers and administration.
3. PTA programs and initiatives are showing better outreach success with the community. As our neighborhood populations continue shifting we recognize that there are cultural boundaries; and, we are trying to find alternative means for outreach to those families who do not want school involvement.
4. Our Parent Coordinator leads staff and families in fun and informative initiatives to increase parent involvement, including Family Movie Night, Science Night, Math Afternoons, Adult Education, and PTA fund-raising activities.
5. In collaboration with staff and the parent coordinator, parents who are Learning Leaders, partner with the school, offering parent-led workshops on topics such as Common Core Standards, strategies for helping children in reading and math and use of GoMath!, Mathletics, and Reading Wonders online resources to support learning at home.
6. In response to our growing Special Needs students, our PTA has conducted family workshops on Autism and ADHD. Parent responses have been very positive and we will draw in professionals for additional workshops.
7. This year we started monthly Reading, Science, Math, and Computer adult programs. Our goal is to give parents and caretakers hands-on computer time with our math and reading programs. This translates to more adult involvement with the programs at home which supports the children's learning.
We also recognize the power of student art programs as a draw for parent involvement and increased event attendance. Parents have strongly encouraged and supported the arts curriculum and we've incorporated the arts in most CORE subject areas (STEAM), including science and social studies.

Our parent attendance is extremely positive and since see their children perform is such a draw we continue to find monies for our Theatre, Dance, Art and Music programs. PS 159 place strong value and commitment to the arts and student engagement in the arts has been paramount since the programs also address our mandate for engaging all children in multiple venues. Through grants, Title III funding, Parent Teacher Association programs, and outside arts program funds, our Arts curriculum has been enhanced and expanded for all students. To better celebrate the Bengali students, who now are one third of our student population, we plan on creating more Bengali cultural events in partnership with families and friends.

Despite budgetary constraints, we have leveraged partnerships and grant opportunities to introduce a variety of visual and performance programs including Class Act (theater) and Pitkin Prancers (Dance). We expanded programs for those students with social/emotional needs to include Respect-4-All, Mutt-i-grees (North Shore Animal League and Cesar Milan), Coding, Character Education, Boy's Basketball, Girl's Softball League, and No-Bullying Here!

Our Guidance Counselor has implemented a variety of programs that are fun, educational, and reinforce our commitment to making college and career ready citizens.

Through grants from DonorsChoose.org most teachers now have classroom iPads, Chromebooks, and smart devices for enhanced and differentiated instructional practices that can remotely link our students to museums and art opportunities. We are also planning the addition of technology-based morning and afternoon student activities and clubs and music field trips.

| Part 2 – Annual Goal |

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

We will continue to offer arts experiences and other extra-curricular activities and programs by 20% so that by June 2019 there will be a 30% increase in parents responding "Strongly Agree" to the prompt "My child's school offers a wide enough variety of courses, extra-curricular activities, and services to keep my child interested in school", as measured by the New York City Survey.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- 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). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| 100% of all students in K-5 Parents | 9/2017 - 6/2018 | Administration  
Cluster teachers  
Special Ed teacher  
Parent Coordinator  
PTA staff |
| Parents/ families | 10/2017 - 6/2018 | Parent Coordinator  
Outside program resources |
| Parents/families | 10/2017 - 6/2018 | PTA staff  
School Messenger resources |
| Parents/families | 10/2017 - 6/2018 | PTA staff  
Parents/families  
Administration  
Teachers |

| N/A | N/A | N/A | N/A |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

N/A

### Part 4 – Budget and Resource Alignment

2018-19 CEP
Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Instructional and human resources used to implement strategies include:

- Administration, school staff, parents, vendor personnel/resources
- Classroom and out of classroom teachers including cluster, ESL, SETSS, and RTI teachers and related service providers.
- BFSC Support Specialists
- Brooklyn College - Puppetry in Practice
- ESL Title III Afterschool Program
- Professional Development with arts organizations and in-house or out-of-school workshops.
- Parent/Guardian involvement as volunteers or active program participants.
- Content-specific books for students and on-line resources to enrich student and family learning.
- Parent Coordinator and teacher workshops for parents/guardians, including science, reading, math and health.
- PTA academic, health, and educational workshops

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February, 2019 50% of all students will have engaged in art experiences during the school day (either classroom or with cluster). 20% of students will have engaged in at least one art (music, theatre, dance) program with outside art organizations/programs. This will be monitored from the General Scheduling Book.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

General Scheduling book.

Curriculum planning for each grade.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)** | Baseline and on-going assessments and test scores.  
Quality of student artifacts.  
Teacher observations. | Reinforcement of basic grammar and language skills.  
Use of technology to reinforce weaknesses. | Individual and small group tutoring and conferencing.  
Home connection.  
Home connection. | School hours.  
Morning and afterschool programs.  
Saturday Academy. |
| **Mathematics** | Baseline and on-going assessments and test score.  
| Reinforcement of reading and math strand skill sets.  
Small group and individual instruction.  
Use of technology to reinforce weaknesses. | Individual and small group tutoring and conferencing.  
Home connection.  | School hours.  
Morning and afterschool programs.  
Saturday Academy. |
| **Science** | Baseline and on-going assessments, test scores.  
Lab performance rubrics.  
Science artifacts that demonstrate content understanding and personal connection. | Reinforcement of science strand skill set or content area.  
Small group and individual instruction.  
Early morning tutoring sessions. | Individual and small group tutoring and conferencing.  
Home connection.  | School hours.  
Sunrise science.  
Saturday Academy. |
| **Social Studies** | Baseline and on-going assessments, test scores.  
| Reinforcement of social studies strand | Whole group, small group. | Library and Classrooms |

2018-19 CEP
<table>
<thead>
<tr>
<th><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></th>
<th><strong>skill set and content area.</strong></th>
<th><strong>School hours.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PPT Referral documentation</td>
<td>Pre-referral meetings with families for evaluations.</td>
<td>Weekly and monthly meetings with students and their caretakers, or families.</td>
</tr>
<tr>
<td>Official documentation</td>
<td>Conflict resolution/peer mediations.</td>
<td>As needed basis.</td>
</tr>
<tr>
<td></td>
<td>PPT referrals/interventions</td>
<td>Or scheduled weekly, monthly.</td>
</tr>
<tr>
<td></td>
<td>At risk counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School hours.</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:


#### Part A: FOR TITLE I SCHOOLS

<table>
<thead>
<tr>
<th></th>
<th>Number of Students in Temporary Housing attending our school (including Doubled-Up, Shelter and Temporary Housing) = 77</th>
</tr>
</thead>
</table>

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.
Services include:

Free Metrocards.

Designated Bussing Consultant to work with parents for scheduling.

Family resources, referrals, and special services requests.

Backpack supplies program (Staples).

Character Education program for tolerance and understanding.

Uniforms and other clothing.

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |

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.

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

Maintain current staff: professional developments and training opportunities.

Coordinate hiring qualified teachers through the CFN channels that provide available candidates.

Continue working with Medger Evans College, The New York Teaching Fellows and Brooklyn College to identify new and talented teachers.

2b. High Quality and Ongoing Professional Development

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

The use of staff time is structured such that teams have substantial and regular meetings to enhance and extend teacher acumen and abilities aligned with the schools’ instructional goals for improved instruction that engages all students in challenging academic tasks.

- Weekly whole staff meetings
- Bi-Monthly Professional Development
- Bi-weekly teacher team meetings.
- Bi-monthly Leadership team meeting.
- Vendor on-site and off-site product training
- On-line training – vendors, NYC DOE, NY State
Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

N/A

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).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

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.

N/A

4c. “Conceptual” Consolidation of Funds in SWP Schools
Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount Indicate the amount contributed to</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section</th>
</tr>
</thead>
</table>

2018-19 CEP
### Schoolwide pool.

(Refer to Galaxy for school allocation amounts)

<table>
<thead>
<tr>
<th>Column A Verify with an (X)</th>
<th>Column B Reference(s)</th>
</tr>
</thead>
</table>

### 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 — so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

• **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

• **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs

• **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds **may not** be consolidated:

• **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

• **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

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. P.S. 159K, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

### Support for Parents and Family Members of Title I Students

P.S. 159K 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

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in...
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act;

- **Schedule** additional parent meetings, e.g., Tuesday afternoons, 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/Events 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;

---

**Encouraging School-Level Parental Involvement**

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

- **Holding** an annual Title I Parent Curriculum Conference, Art Fair and Music/Dance Concerts;

- **Hosting** educational family events/activities during Parent-Teacher Conferences and throughout the school year, including Science Chemistry Night;

- **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)**

**P.S. 159K**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

### II. Parent/Guardian Responsibilities
monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

check and assist my child in completing homework tasks, when necessary;

read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

set limits to the amount of time my child watches television or plays video games;

promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

encourage my child to follow school rules and regulations and discuss this Compact with my child;

volunteer in my child’s school or assist from my home as time permits;

participate, as appropriate, in the decisions relating to my child’s education;

communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

respond to surveys, feedback forms and notices when requested;

become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

Name of School: ______ | DBN: ______

This school is (check one):
- ☒ conceptually consolidated (skip part E below)
- ☐ 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):
- ☐ Before school
- ☒ After school
- ☐ Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):
- ☐ K
- ☒ 1
- ☐ 2
- ☒ 3
- ☒ 4
- ☒ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

Total # of teachers in this program: ______
- # of certified ESL/Bilingual teachers: ______
- # of content area teachers: ______
### 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: 

| Language Instruction Education Programs funded under Title III | help LEP students attain English proficiency while meeting Common Core Learning Standards. Teachers will use both English and the student's native language as support. The program is designed to include the participation of ELLs and English proficient students in a model that supports language instruction. This model will allow ELLs and to benefit from small group instruction, buddy work and tutorial sessions with partners who speak the English language. The use of this model will not only foster improved instruction but also support cultural understanding and tolerance of all members of the school community. The programs implemented under Title III will enhance and further support ELL programs required under CR Part 154. The Title III program will include two components; After School Program and the Parent/Adult Education Program.  |
| After School Program for ELLs | The After–School Program starts in mid-October, it will have four teachers servicing three groups of ELLs and former ELL students. The tentative dates for the program would be from November to January and session 2 will be from February until May, on Wednesday and Thursday from 2:45pm to 4:45pm (2 hours). The groups will be organized by grade (3rd–5th grade) to facilitate grade specific content instruction. Six Common Branch teachers will have 50 to 80 ELLs, Former-ELLs and Non-ELL students in total divided into six classes. Two ESL/Bilingual teachers will have an ELL-only group students that need to work on specific language acquisition skills. |

The students will work with the teacher to receive support in content areas such as ELA, Math, Science and Social Studies common core curriculum. The program will support English language development in listening, speaking, reading and writing and facilitate high quality instruction that is content specific for each grade. In addition, students will have an opportunity to develop test-taking strategies that will support their performance in standardized tests. The teachers will concentrate the work/instruction in the content curriculum for the grade by reinforcing vocabulary, reading strategies and reviewing different genres in writing. The teachers will facilitate technology-based instruction using a Smart Board technology and laptops purchased with Title III and Title I funds. This will allow teachers to navigate Internet sites to explore topics in Science and Social Studies while integrating reading comprehension skills at the same time. Teachers will be able to enhance instruction through the use of visuals that will further students' understanding. This will also support language development through UDL. |

Materials purchased will be used in both extended learning opportunities provided in the program including the Oxford Dictionary for the Content Areas, Books on Tape and other texts for Math and Science that will be purchased with other school funds for this program. Teachers will use two computers, the Smart–Board, iPads and Books on Tape purchased with Title III and Title I funds. New-Comers, SIFE and SpEd ELL students will also use laptops. NYSLAT and NYSITELL preparation kits were also purchased and will be used to support students in becoming familiar with the test structure and expecations. |
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: 

Teachers who service ELLs, SIFE students or transitional bilingual students will be trained by Staff Developers during Professional Development planning meetings. Training sessions will focus on Title III program goals. Teachers will learn to implement specific strategies to work with ELLs during the academic school day and in the After School Program. In addition, General Education will also be receiving Professional Development every Monday afternoon. Through the use of multiple-entry points and differentiation, teachers will work towards closing the achievement gap and improve overall reading and mathematical comprehension skills. Teachers will participate in Smart Board training to learn to use the instructional features offered by this technology. In addition, they will participate in Professional Development sessions facilitated by the Assistant Principals, the ESL teacher and the Coaches/Teacher Specialist.

Professional Development opportunities consist of but are not limited to:
- Language Acquisition (NYSRBRN from NYU)
- Dance Program & P.D. 2 days x week all students including ELLs Grades 2-5
- Wonders program PDs (2-3 weeks facilitated by staff experts)
- ELA standards and their alignment to core curriculum (NYSRBRN from NYU)
- Universal Design for Learning (UDL) (Assistant Principals)
- Using the Smart Board (Professional Developers from TEQ)
- Danielson's Framework & Questioning (Monica Duncan, Principal)
- Developmental Reading Assessment (Assistant Principal Lauren Triplett)

The above mentioned will not incur any expense from the Title III funds; Title I funds will be used where applicable.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.
- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 

ESL for Adults & Computer class

The third component of the Title III Program is Adult/Parent Education. Both computer education classes and ENL for parents will be offered the same day. The computer teacher and the ESL teacher, will be teaching these courses in the Spring 2019 starting at the beginning of April and ending in May. The program will be 1hr. sessions offered for 5 weeks on Fridays from 3:00 to 4:00pm. This program is offered to parents in response to the great interest in the use of computers, Internet, and ENL for adults.
Part D: Parental Engagement Activities

In addition, a variety of workshops will be conducted to inform parents about school expectations, responsibilities, strategies and resources that will help them assist their child(ren). Workshops will focus on ideas to help their children succeed and meet the expectations of the grade their child(ren) are currently in.

All forms of communication to parents in addition to Report Cards will be available in English, Spanish, and Bengali using the DOE & State website. When no translation is available from the DOE, we have fluent staff members that can translate the information to parents or guardians.

In addition to ENL for Adults & Computer class, additional workshops will be offered, but will not be paid with Title III funds. Meetings will be coordinated in collaboration with our Parent Liaison. Parents will have opportunities to suggest topics they would like to discuss or learn more information about.

Possible topics for "Tea Talk" Parent meetings:
- ELA and How to help your child improve their reading levels (PTA and Staff – After PTA meetings & other dates)
- MATH & How to help your child answer multi-step word problems and use mathematical vocabulary (PTA and Staff – After PTA meetings & other dates)
- ELL Parent information & NYSESLAT (ENL Coordinator – September to May)
- Health Issues (PTA – After PTA meetings, & other dates TBA)
- Identifying Strategies for Family Improvement (PTA – After PTA meetings, & other dates TBA)

Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td>3000</td>
<td>After School Per Session for ELL teachers to work with ENL students in after school program</td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td>1036</td>
<td>Paper Ink Awards &amp; Refreshments for Parent Workshops Testing Materials</td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Travel</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4036</td>
<td>Ensuring the success of an after school program that provides ENL students with additional help in their language acquisition and skill development. In addition, making sure that parents are involved in the process and families are rewarded for their extra time and hard work.</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>select one</td>
<td>159</td>
</tr>
</tbody>
</table>

| School Name | PS 159 Isaac Pitkin |

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Dr. M. Duncan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>N. Lee</td>
</tr>
<tr>
<td>Coach</td>
<td>R. Martello - Math</td>
</tr>
<tr>
<td></td>
<td>Coach N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>A. Sandoval de Moore - ENL</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
</tr>
<tr>
<td></td>
<td>G. Smith - Science</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>A. Lamy - Counselor</td>
</tr>
<tr>
<td></td>
<td>Parent N/A</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>C. Kitrosser - IEP Teacher</td>
</tr>
<tr>
<td></td>
<td>Parent Coordinator Ms. Y. Ashley</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Field Support Center Staff Member Tatyana Ulubabova- DELLS</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Ms. Joyce Stallings - Harte</td>
</tr>
<tr>
<td></td>
<td>Other (Name and Title)</td>
</tr>
</tbody>
</table>

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 | 0 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 1 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not currently teaching in the ENL program | 1 |
| 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) | 1 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 761 |
| Total number of ELLs | 137 |
| ELLs as share of total student population (%) | 18.00% |
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLS)
Check all that apply

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>Bengali</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Bengali</td>
<td>2018-2019</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   The Diagnostic Reading Assessment (DRA) is used on all grades level to assess students' literacy levels.

2. What structures do you have in place to support this effort?
   The teachers administer the DRA. The Data Specialist creates and distributes growth charts as data support.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Success of the program is evaluated by extensive data analyses. The AMAO tool allows us to see, not only how our ELLs are performing, but also how they are progressing in comparison to the non ELLs. Data is collected by teachers in the classrooms.
(tests, classwork and other assessments) and is analyzed at team meetings. Findings are shared across classes and grades and are used to drive differentiated instruction strategies.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Team meetings are an important part of curriculum planning. All teachers gather by grade and plan according to the summative data gathered. ELL teachers also meet to share strategies on planning and delivering lessons.

5. How does your school use 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.] RTI is a collaborative effort between the teachers and Administrators. The teachers study soft data and check for understanding. All teachers and administrators are involved in cycles of data-driven instruction. Baseline assessments, pre-tests, running-records, end of unit assessments, as well as teacher collected data are analyzed. At team meetings common misconceptions are identified and targeted through corrective instruction and appropriate intervention. RTI groups are formed based on DRA scores, state exam results, and teacher soft data. Students who are receiving RTI are doing so using research-based programs that allow the development and practice of reading and language skills.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) The analyzed data shows, across grades, that students make quicker progress in speaking and listening than they do in reading and writing. This correlates with the finding that students take longer to acquire the academic language than the social language.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Analyzing data (summative and formative) allows the school to make, not only instructional decisions, but also as a tool for program placement. Some ELL students, for instance, may be placed in the Challenge Class (Gifted) or, if the Self-Contained ELL class is full, in a "spill-over" class with high performing students.

Part IV: ELL Programming

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.
      There is a freestanding ENL program on each grade level. Most of the students on each grade level are grouped in one class. An ENL teacher gives four periods (1 unit) of integrated ENL in ELA and pulls out for additional four periods of standalone ENL, two grade bands at the same time for those students receiving two units. No more than two grade bands are pulled at the same time (i.e. K-1, 4-5). During the integrated periods all proficiency levels are served at the same time, but the co-teaching and common planning allow for grouping and differentiated instruction. Only the students who receive two units are pulled out of class for one unit of the two mandated units.
   b. TBE program. *If applicable.*
      Planning the TBE program instruction for ELLs is done by the Bilingual teacher. The content areas are taught in Bengali 75% of the time and 25% of the time in English using ENL strategies and supported by the native language.
   c. DL program. *If applicable.*
      n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
   The ENL Coordinator and the Assistant Principal work together to create the schedule with the appropriate amount of minutes to which each child is eligible. The principal reviews and approves the schedule. The STARS coordinator also ensures that the minutes add up to the mandated minutes.

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.
   In the freestanding ENL program, the ENL teacher gives four periods (1 unit) of integrated ENL in ELA and pulls out for additional four periods of standalone ENL, two grade bands at the same time for those students receiving two units. No more than two grade bands are pulled at the same time (i.e. K-1, 2-3).
   In the Bengali TBE Program students are receiving one period on NLA a day. All content area subjects are taught in English and are supported by the NL.

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

5. 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
   Like all ELLs, SIFE students are given the mandated ENL units. In addition, instruction is differentiated for them in all subjects in a way that allows them to bridge the academic gap. For example, through the use of technology, activities are tailored specifically to their needs and their progress is assessed.
   There is an extensive use of visual aids and hands-on activities. When possible we also provide students with one-on-one aid within a specific subject to assist them. SIFE students are also highly encouraged to attend the ELLs' after-school program. Many of our ELL population are Newcomers. Newcomers are given the mandated ENL units, taking into consideration their prior knowledge and proficiency in the native language. When possible, the students are placed with a teacher that speaks the native language and can use it to supplement the learning. Students are also paired with other students who speak their native language so they take part in group discussions as well as having role models as they progress in their acquisition of the target language. Teachers use scaffolding techniques throughout the day and in all subjects areas to reinforce and foster comprehension. The use of the leveled libraries as well as the libraries on the native language is also a common practice. Newcomers at the 3rd grade level and up are encouraged to take part in the ELL’s after-school program.
   We have many students in the Developing level. A large amount of these students receive additional services to support their academic performance, which, according to the data, consists of lower scores on the writing component strand on the NYSESLAT. This low writing ability is targeted in our after-school and Saturday academy programs. We also provide additional support staff for individualized instruction and support.
   We do not have Long Term ELLs this year.

6. 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?
   ELLs who are also SWD are serviced according to their IEP plans. All teachers who service those students review their IEPs and work to accomplish the specific IEP instructional goals. Students are placed in classes according to the IEPs and receive additional services such as Speech, PT, and/OT. All curricula used is Common Core aligned (Wonders, GoMath) and technology is used throughout to support learning. All our classes are equipped with SMARTBoards, computers and mobile laptop labs.

2018-19 CEP 71
7. 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?

ELL-SWD are serviced with accordance to the IEP. However, ELL-SWD maybe pulled out with the rest of the ELLs for standalone ENL services. Also our ELL-SWD interact with the general population at activities such as library, computers, gym, lunch periods, and gathering at the auditorium.

8. 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.

- Afterschool programs for ELLs supporting both ELA and Math for testing grades
- Afterschool clubs
- Extended day for extra support in ELA and Math
- 2 Spanish-speaking paraprofessionals - for students with IEPs
- 3 Bengali-speaking paraprofessionals - for students with IEPs
- 4 Spanish-speaking teachers
- 2 Bengali-speaking teachers
- S.A.V.E room
- Hearing teacher
- School psychologist
- IEP teacher
- Family assistant
- Guidance counselor
- Resource room
- Occupational therapy
- Speech Therapy
- Nurse

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

We are continuing to open the Bengali TBE program. This year, 2018-2019 we have opened a Kindergarten TBE-Bengali program.

10. If you had a bilingual program, what was the reason you closed it?

The Dual Language Spanish for second grade was closed due to low ELL numbers.

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

ELLs are included in all activities. All communication is sent home in English, as well as Spanish and Bengali. On Tuesdays, parents are also called and are engaged in teacher meetings that provide student progress in specific areas. General school activities that are specific to the needs or interest of their child are also offered.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All our classes are equipped with SMARTBoards with computers. There are also mobile laptop labs. In addition, there is are two Computer Labs for Apple and Windows. The students use a variety of educational programs:

ELA: Achieve3000, Wonders for grades K-2, ReadyGen for grades 3-5, Epic Reading (which are all supported in Spanish.)

Math: GoMath, iXel, Mathletics (printed and online resources and hands-on manipulatives)

Science - Harcourt Science, NY edition, and FOSS Science program. Now we are part of the STEM program

Social Studies - Social Studies NY NYC, Harcourt

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

In the TBE Bengali is used to support the learning in the target language, according to the allocation policy.In ENL native language is used by the teacher if she/he speaks the language to support. It is also used by students to assist each other. In all programs students are encouraged to use dictionaries and glossaries. Classroom have books in native language, as well.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

ELLs are placed in grade level according to their age or grade. They receive services according to their proficiency level.
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   n/a

16. 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).

Both new and existing parents are invited to PS 159 in June or September. The parents meet the teachers who give an overview of the curriculum that their child will be learning. The parents receive a package containing handouts to practice English, literacy, and math with their children, maps of the neighborhood, a reading list linked with RISS and museum schedules. The Assistant Principal, Ms. Grant, gives a brief welcome and presentation. Participating staff includes the Principal, Family Assistant, and Parent Coordinator. She also invites organizations like the Brooklyn Public Library that gives presentations about Early Literacy and language acquisition. Families are offered refreshments and free books for small children.

New students that enroll later in the year are afforded the opportunity to meet with the teacher to talk about rules, expectations, and curriculum during Open House. Families also meet with the ELL Coordinator and teacher to talk about Program Choices and their child’s proficiency level.

17. What language electives are offered to ELLs?
   n/a

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

---

**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 and non-pedagogic staff.) 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?

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

   - Monday P.D. sessions with Dr. Monica Duncan, Principal (Ongoing)
   - PIP–Puppetry in Practice, ELL classes (Private benefactor). Provided by Brooklyn College
   - Dance Program & P.D. two days x week all students including ELLs Grade 2 – 5
   - Wonders program PDs
   - ELA/ENL standards, TOMS and their alignment to core curriculum
   - Universal Design for Learning (UDL)
   - Using the SMARTBoard and other visual resources to engage students
2. **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.**

   The Guidance Counselor is available to parents and students, including ELLs with any help they need in choosing a middle-school. The Guidance Counselor also organizes a Career Day for the fifth graders, including ELLs where community leaders and workers talk to them about their careers.

   Teachers meet with the ENL Coordinator to learn instructional strategies, get updates on policy changes, review student progress, and other items related to provide ELL the supports they need to acquire the necessary literacy skills. We have agendas, attendance sheets, and evaluation forms for these sessions for record keeping purposes.

   The teachers also participate in Professional Development offered by outside organizations and Central NYC DOE staff. They are required to provide an agenda from these workshops and to turnkey the information they attain with their colleagues. As often as possible we provide in-service training to all personnel providing instruction or other services to such students in order to enhance, understand and appreciate students' native languages and cultures and their ability to provide appropriate instructional and support services.

---

### 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?**

   Letters about the levels of proficiency are sent home in the parents’ home language. These letters may be the Continuing entitlement, transition, non-entitlement or entitlement letters. The ENL Coordinator are always available to answer any questions the parents may have (translations are always available). In addition, the ENL Coordinator and ENL teacher usually holds an informational meeting for parents of ELLs and Former ELLs an hour before the Open House, and Parent Teacher conferences. The principal, the PTA and the parent coordinator are invited to these meetings. Tuesdays afternoons are reserved for parents to engage in conversations with the teacher/s about their child's progress. Teachers also may call home on Tuesday afternoon to report the student's progress. Finally, there’s an annual meeting held in May or June to report their final progress report.

2. **Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.**
   
   a. Letters translated in Bengali and Spanish are sent home to let parents know about meetings requested regarding their children. Attendance is taken and kept on file. Teachers keep a record of any personal communication with a parent regarding their child; if translation is needed, certain staff is always available to aid them with interpretation.
   b. Meetings and workshops are done and parents are invited via letter. Communications from the PTA have translations on special occasions. When meetings are for parents of ELLs the letters are translated in Bengali and Spanish. The school has in-house staff to translate during PTA, school and workshop meetings and well as phone calls made to parents regarding personal matters with their child.

---

### 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.

--------None
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Dr. Monica J. Duncan, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**School Name:** PS 159 Isaac Pitkin School  
**School DBN:** 19K159

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monica J. Duncan</td>
<td>Principal</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>N. Lee</td>
<td>Assistant Principal</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>Y. Ashley</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>A. Sandoval de Moore</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Parent</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>G. Smith - Science</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>C. Pierre - Special Ed</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>R. Martello - Math</td>
<td>Coach</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Coach</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>A. Lamy</td>
<td>School Counselor</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>Joyce Stallings - Harte</td>
<td>Superintendent</td>
<td></td>
<td>09/28/18</td>
</tr>
<tr>
<td>n/a</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Other n/a</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Other n/a</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Other n/a</td>
<td></td>
<td>06/28/17</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley</td>
<td>Y.</td>
<td>PTA</td>
<td>Yes</td>
<td>No (on Maternity Leave)</td>
</tr>
<tr>
<td>Sabih</td>
<td>Sultana</td>
<td>Teacher</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

When a child is admitted to our school a Parent/Guardian Home Language Identification Survey (HLIS) is required to be filled out, parent and child is interviewed so that our school has appropriate information about the language spoken at home. This data helps the school to service parents and ensure that all parents are provided with appropriate and timely information in a language they can understand. The "Blue Cards" (emergency Contact) also have information about the language preference of the parent. For parents of ELLs, we also use the Parent Survey and Program Selection Form to find the language preference. Also, the Elementary School Cumulative Record has the parent’s home language. To easily access the home languages of the school, an ATS report is ran.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>918</td>
<td>67.95</td>
<td>847</td>
<td>62.69</td>
</tr>
<tr>
<td>Bengali</td>
<td>289</td>
<td>21.17</td>
<td>355</td>
<td>26.28</td>
</tr>
<tr>
<td>Spanish</td>
<td>136</td>
<td>10.07</td>
<td>138</td>
<td>10.21</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>0.15</td>
<td>1</td>
<td>0.07</td>
</tr>
<tr>
<td>Chinese</td>
<td>2</td>
<td>0.15</td>
<td>1</td>
<td>0.07</td>
</tr>
<tr>
<td>Setswana</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.07</td>
</tr>
<tr>
<td>Z̕wahili</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.07</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.07</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

n/a

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration documents, transfers &amp; discharges</td>
<td>Available all year</td>
<td>19K159 sends documents to all parents containing information regarding their child’s education, including, but not limited to: - Registration documents, - Standards &amp; performance (Report cards, Common Core information from the DOE and/or the Engage NY website), - Conduct, safety &amp; discipline; - Special education and related services, - Transfers &amp; discharges - After school letters, - Teacher’s notes to parents (some), - Parent meetings, - General grade curriculum letter, - Letters for future parent meetings</td>
</tr>
<tr>
<td>Standards &amp; performance (e.g. standard text on report cards)</td>
<td>Available to parents upon request. Also in ELL meetings (9/22/16 and 3/7/17)</td>
<td></td>
</tr>
<tr>
<td>Conduct, safety &amp; discipline</td>
<td>Available upon request</td>
<td></td>
</tr>
<tr>
<td>Special education and related services</td>
<td>Available all year</td>
<td></td>
</tr>
<tr>
<td>After school letters</td>
<td>Available to invite students &amp; at the end of After-school</td>
<td></td>
</tr>
<tr>
<td>Parent meetings</td>
<td>Available sometimes</td>
<td></td>
</tr>
<tr>
<td>General grade curriculum letter</td>
<td>Available sometimes</td>
<td></td>
</tr>
<tr>
<td>Letters for future parent meetings</td>
<td>Available sometimes</td>
<td></td>
</tr>
</tbody>
</table>
Available sometimes for parent volunteer to help translate written documents to parents determined to be in need of language assistance services. Most of the above documents are already translated by the Board of Education. Phone calls are followed with the protocol as the written communications. PS159 will provide an in-house school staff member or parent volunteer to translates such documents in a timely manner, in each of the main languages in our school and make such translations available to the parents. English, Bengali and Spanish are the most common languages in our school (more than 10%). If a need presents itself for a document translation in a language that the school does not have personnel available, the DOE’s Translation and Assistance Services is available to provide such translations.
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Registration interviews, transfers &amp; discharges</td>
<td>Available all year</td>
<td>19K159 has an in-house staff to orally interpret to communicated to most parents within the school containing critical information regarding their child's education, including, but not limited to: - Registration interviews, transfers &amp; discharges, - Conduct, safety &amp; discipline meetings with parents; - Special education and related services meetings, - Parent meetings (PTA, ELL department, etc.), - Parent Teacher conferences (as</td>
</tr>
</tbody>
</table>
scheduled by the DOE) (translated by staff members),
- Calls from Guidance or SpEd office, a translator is present (a staff member),
- Teacher calling a parent, a translator is present (a staff member)
- Yearly mandated meeting with parents of ELLs (a staff member).
19K159 always provides an in-house school staff member or parent volunteer to help translate orally to parents determined to be in need of language assistance services. Phone calls are followed with the protocol as the written communications when necessary.
PS159 will provide an in-house school staff member or parent volunteer to translates meetings in the main languages in our school. English, Bengali and Spanish are
the most common languages in our school (more than 10%). If a need presents itself for a translation in a minority language unavailable to the school, the DOE’s Translation and Interpretation and their partnering company (The Big Word) would be used.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

### Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

19K159 will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification for translation and interpretation services:

- 19K159 will provide each parent whose primary language is a covered language (i.e. Bengali, Spanish) and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services

- 19K159 posts in a conspicuous location near the primary entrance to our school a sign in each of the covered languages indicating the office where a copy of such written notification can be obtained

- 19K159 school’s safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school’s administrative offices solely due to language barriers.
• If our school has more than 10% of parents speaking a language which is neither English or a covered language, then we would ask for translations and interpretation services from the Translation and interpretation Unit at the Department of Education.

• The Department’s website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. This information is made available to parents, usually by in-house staff.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The school and the LAC provides translations that are available on the DOE website and/or the NYS website and/or the Engage NY website. The school also provides: the Parents' Bill of Rights, Guides to Language Access, Language ID's at the security desk and Main Office, Welcome poster.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

After workshops and meetings surveys may be provided. The school uses the Parent Survey from the city to find the highlights of the school and what the school needs to work on as well.