



**WILLIAM FLOYD ELEMENTARY
PUBLIC SCHOOL 59**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 14/ K/ 059
ADDRESS: 211 THROOP AVENUE
TELEPHONE: 718 443-3600
FAX: 718 574-6634**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS59K **SCHOOL NAME:** William Floyd Elementary

DISTRICT: 14 **SSO NAME/NETWORK #:** Community LSO

SCHOOL ADDRESS: 211 Throop Avenue

SCHOOL TELEPHONE: 718 443-3600 **FAX:** 718 574-6634

SCHOOL CONTACT PERSON: Dawn Best **EMAIL ADDRESS:** Dbest2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Rowlanda Omoigberai

PRINCIPAL Dawn Best

UFT CHAPTER LEADER Rowlanda Omoigberai

**PARENTS' ASSOCIATION
PRESIDENT** Jeanell Flood

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** James Quail

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s*; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Dawn Best	*Principal or Designee	
Rowlanda Omoigberai	*UFT Chapter Chairperson or Designee	
Jeanell Flood	*PA/PTA President or Designated Co-President	
Kimberly Martin	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Wanda Harvey	Parent	
Myriame Lamothe	Guidance Counselor	
Nicole Church-Ford	Upper Grade Teacher	
Vanessa Gumbs	Parent	
Alison Alexander	Administration	
Denise Colon	Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The William Floyd School – Public School 59, is located on Throop Avenue in the Bedford-Stuyvesant section of Brooklyn. The edifice was built in 1956 and is located between the Tompkins and Sumner housing projects.

At present there are **462** students attending Public School 59. The student population is 51.8% male and 48.2% female. The ethnic breakdown is **56%** Black, **42.7%** Hispanic, **0.4%** White, **0.7%** Asian and **0.2%** Other.

The majority of the student body at P.S. 59 is drawn from low-income housing within the area there is no selection criteria, however some students do attend as a result of a variance from other schools. **Ninety-six percent** of our students are eligible for free breakfast and lunch. Many of these children have little or no previous school experience. Since research has shown the importance of a strong educational foundation prior to grade 1, the school requires the implementation of strong curricula in the content areas to address their needs with an emphasis on interactive or multidisciplinary approaches. Boys account for 46.9% of the students enrolled and girls account for 53.1%. The average attendance rate for the school year 2006-2007 was 90%. The school is in receipt of Title I funding with 96% eligibility.

What makes P.S. 59 special is the sense of community created here resulted not only in our adoption of the FISH for schools program but also their adoption of our school as spokesmen for their program. Many voluntary hours have been spent learning the research devoted to children's developmental learning styles and ways to best promote success. Arts programs in music and art, a chess program, a girl's basketball team and cheerleading squad provide students multidisciplinary opportunities for success. During the 2004-2005 school year P.S. 59 was proud to have produced the Citywide winner of the 24 math game competition. Therefore, our greatest need is to continue our support of student learning through creating these interdisciplinary labs. While our school has never been SURR it was a School In Need of Improvement (SINI) prior to Ms. Best's arrival. The school uses the Balanced Literacy approach as well as Everyday Math. The school has adopted the FOSS program in science and teaches social studies through trade books and a combination of DOE created and teacher created curricula. The school has made great progress due to the school's commitment to the work they've done, which would help to further student progress. In addition, the school has adopted a School-wide Enrichment Model to support progress in students through engaging them in academics integrated with the arts and areas of interest.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	William Floyd Elementary School – PS 59K			
District:	14	DBN #:	14K059	School BEDS Code #: 331400010059

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2007	2008	2009	(As of June 30 – % of days students attended)			2007	2008	2009
Pre-K	51	54	37				91	90	91
Kindergarten	73	76	66						
Grade 1	80	98	93	Student Mobility:					
Grade 2	88	91	75	(% of Enrollment as of June 30)			2007	2008	2009
Grade 3	89	86	60				-6%	+7%	-11%
Grade 4	78	76	66						
Grade 5	85	63	69	Eligible for Free Lunch:					
Grade 6				(% of Enrollment as of October 31)			2007	2008	2009
Grade 7							99%	96%	97%
Grade 8									
Grade 9				Students in Temporary Housing:					
Grade 10				(Total Number as of June 30)			2007	2008	2009
Grade 11							12	6	3
Grade 12									
Ungraded Elementary				Recent Immigrants:					
Ungraded Secondary				(Total Number as of October 31)			2007	2008	2009
Total							0	0	1
Special Education Enrollment:					Suspensions:				
(October 31)	2007	2008	2009	(Online Occurrence Reporting System [OORS] – Number as of June 30)			2007	2008	2009
Number in Self-Contained Classes	30	22	35						
No. in Collaborative Team Teaching (CTT) Classes	0	4	4	Principal Suspensions			12	8	12
Number all others	30	25	25	Superintendent Suspensions			2	2	1
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2007	2008	2009
(October 31)	2007	2008	2009	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	30	31	32	Number of Staff:			
# ELLs with IEPs	4	4	2	(As of October 31; includes all full and part-time staff)	2007	2008	2009
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	39	36	36
				Number of Administrators and Other Professionals	7	8	9
Overage Students:				Number of Educational Paraprofessionals	10	8	7
(# entering students overage for grade as of October 31)	2007	2008	2009				
	0	12	11				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2007	2008	2009
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	97%	98%	98%
American Indian or Alaska Native	.4%	1%	1%	Percent more than two years teaching in this school	74%	70%	85%
Black or African American	54%	54%	54%	Percent more than five years teaching anywhere	68%	63%	63%
Hispanic or Latino	45%	43%	42%				
Asian or Native Hawaiian/Other Pacific Isl.	.6%	1%	2%	Percent Masters Degree or higher	98%	98%	98%
White	0	1%	1%	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92%	97%	97%
Multi-racial	0	0	0				
Male	46.4%	46.9%	47.8%				
Female	53.6%	53.1%	52.2%				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-2010

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	√		ELA:		
	Math:	√		Math:		
	Science:	√		Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities	√	√	√			
Limited English Proficient	√sh	√	√			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	√	√	√			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	69.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	16.7	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	39.0	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	Proficient

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

ELA						
All Students Tested						
2009						
Grades	Students Tested	Level 1	Level 2	Level 3	Level 4	Levels 3&4
3	78	6.4%	48.7%	44.9%	0%	44.9%
4	65	6.2%	38.4%	55.4%	0%	55.4%
5	73	1.4%	26.0%	67.1%	5.5%	72.6%

Math						
All Students Tested						
2009						
Grades	Students Tested	Level 1	Level 2	Level 3	Level 4	Levels 3&4
3	77	0%	15.6%	74.0%	10.4%	84.4%
4	66	6.1%	18.2%	61.6%	12.1%	73.3%
5	74	2.7%	14.9%	62.2%	20.3%	82.5%

ELA						
Special Education						
2009						
Grades	Students Tested	Level 1	Level 2	Level 3	Level 4	Levels 3&4
3	16	12.5%	62.5%	25.0%	0%	25.0%
4	9	22.2%	33.3%	44.4%	0%	44.4%
5	3	18.8%	56.3%	25.0%	0%	25.0%

Math						
Special Education						
2009						
Grades	Students Tested	Level 1	Level 2	Level 3	Level 4	Levels 3&4
3	14	0.0%	50.0%	42.9%	7.1%	50.0%
4	8	12.5%	50.0%	37.5%	0%	37.5%
5	16	18.8%	43.8%	37.5%	0%	37.5%

ELA						
ELL						
2009						
Grades	Students Tested	Level 1	Level 2	Level 3	Level 4	Levels 3&4
3	8	12.5%	75%	12.5%	0%	12.5%
4	8	12.5%	62.5%	25%	0%	25%
5	7	0.0%	57.1%	42.9%	0%	42.9%

Math						
ELL						
2009						
Grades	Students Tested	Level 1	Level 2	Level 3	Level 4	Levels 3&4
3	7	0%	28.6%	71.4%	0%	71.4%
4	9	11.1%	44.4%	44.4%	0%	44.4%
5	6	16.7%	33.3%	66.7%	33.3%	50%

In collaboration the SLT, PTA, and Inquiry Team members reviewed the data from the 2008 school year in juxtaposition to previous years to observe trends in progress. Data reviewed included test results, ECLAS data, student attendance, staff attendance, classroom teacher assignments, and parent teacher conference numbers. In addition, data from: ARIS, Inquiry Team research, school-based assessments, Quality Reviews, and Progress Reports were also reviewed. After reviewing the data we constructed a needs assessment. This assessment incorporated data across student subgroups. From this data we determined the following:

Overall, a review of all data indicates that a focus on data and its effective use is the most appropriate focus for our school this year. In years prior to the 2007 school year, student behavior was a distraction from instruction. In 2008 a second guidance counselor was added to the school team which

SECTION IV: NEEDS ASSESSMENT (CON'T)

resulted in an improvement of school tone. In 2009 the counselors have expanded programs to encourage civics and improve student self esteem. Student attendance was also reviewed and a definite trend was observed. Mondays, Fridays, days preceding and following half-days and or holidays were low attendance days. Students with low attendance comprised 30% of our level 2 students and 80 of our level 1 students. These students did not stay for extended day or after school programs. Students in levels 3 and 4 increased in the 2008 school year, however there is no consistent emphasis on our levels 3 and 4's to support their progress. As a result it was determined that students in level 2 who approached a level 3 would be the best target for after school programs, in addition, students in level 3 within range to level 4 would benefit from Saturday school. Level 1's and low level 2's would receive additional support during the instructional day. It was also determined that during the 2008 school year there was an increased focus on content area studies. In previous years the instruction in content area studies was not consistent across and within grades. Students in levels 3 and 4 benefited from content area instruction and in classrooms where students were aware of or set goals for instruction in areas other than ELA, these students did better. A review of data showed that in 2005 Hispanics did 20% better than African American students. However, by 2007 that gap had closed. Our male students scored lower than our female students by 10-20% in 2006, however, in 2007 the trend had reversed after emphasis on improving male scores.

A review of the ELA data showed that students had difficulty with the written response portion of the exam in 2007. A focus on organization of information for writing promoted student progress in 2008. Students in Math made progress in 2008. Progress was greatest in grade 3. Focus on improving instruction in math must be a focus in 2009. Title I SWP funds are used to support teacher professional development, student intervention, and parental involvement initiative. The use of these funds to respond to the subgroups in our school has resulted in improvement. A review of teacher data showed that teachers kept data most thoroughly when reviewed consistently. In 2007 our goal was for administration to review teacher data in correlation with student work every 3 months. In 2008 teacher data was reviewed monthly and work collected to review with data every two months. An integral part of this review is the correlation of the data review with teacher observations. In order to review data more consistently additional administrative support is needed. While there was increased parental involvement in 2007, parental involvement in school activities increased by 100% in 2008. School activities were expanded to include family events such as Family Literacy and Math Nights. There was a focus on instructional activities. In addition parents were provided information to assist their children in gaining academic success. These nights should also be used to recruit parents to attend workshops and volunteer to tutor and coach students during the school day or before/after school. In order for academic progress to occur in grades 3 – 5 in all content areas the same adherence to standards and instructional focus must occur in all other grades. The school must maintain a school-wide program and focus for the next instructional year.

In order to improve teacher effectiveness and consistency in the use of data teachers will require professional development and coaching in this area. Teachers will also require support in using data more effectively to modify instruction. We will continue to use data to provide support in creating lesson differentiation. Teachers and staff will require support in assisting students in creating self-reflective instructional goals. In addition teachers will require assistance in creating professional goals for themselves. There will be a necessity for professional development support to strengthen instruction in social studies, and science as well as writing across all content areas. Finally, teachers will require professional development support in creating personal instructional plans for students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Deepen the inquiry work done by 90% of the staff to further effective differentiation for all student populations.

Our use of data has improved over the years however our continued focus on all data sources will ensure student progress. Teachers will continue to review student data with a new focus on integrating a self-reflective component for students and staff. The Teachers will use the data gained through involving students in their own learning through a reflective, goal setting process which they will pilot for themselves. By June of 2010, all students will use writing to develop students' ability to communicate effectively across content areas. Of particular focus, students in ESL and Special Education classrooms will focus on vocabulary building to improve skills. Students in Special Education will be provided added support based on IEP goals, student achievement trends, and other data.

2. Create a school-wide culture around relentless drive and perseverance regarding student performance and outcomes.

Key to an effective educational program is effective support through professional development. Administration will provide professional development towards strengthening teachers' competency in developing students' ability across content areas. The professional development will focus on students' ability to communicate effectively in writing across content areas, assisting students in setting goals, use of data to differentiate and/or modify instruction. Professional Development will also be provided in targeting teachers' use of data to more effectively promote student success. Professional development will continue to be differentiated based on teacher needs. Teachers will also be provided opportunities to reflect upon their own instructional practice.

3. Continue to improve parental involvement and shared commitment to student outcomes through scaffolding and facilitating parent usage of ARIS

The school will continue to increase avenues of communication with parents in alignment with the schools educational plan. We will continue to increase opportunities for parental participation and feedback in instructional programs and approaches. We will work to build capacity of parents as stakeholders in their child's education. We will work to increase parental involvement in order to increase student attendance and parent satisfaction as reflected in the Learning Environment Survey.

4. Continue to foster a school-wide culture of shared accountability to student progress and success through team building.

We will continue to seek out and engage in activities and opportunities for reflection on our professional practices. We will use data to set personal goals for our own professional growth in order to improve student progress. We will seek out and use resources to promote differentiated ways to support and develop staff and build school capacity for student achievement and progress. We will continue to deepen our knowledge of curriculum and instruction in order to improve teacher practices and student learning.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

All Content Areas & Attendance

Subject/Area(s) (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Deepen the inquiry work done by 90% of the staff to further effective differentiation for all student populations.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>PS 59 will use the data gained from inquiry work done on student performance and attendance to improve school and student outcomes though: Involving students in their own learning through a reflective goal setting process in ELA, Math, Science, and Social Studies. Differentiated instruction to address the needs specific to each student across content areas to support students in subgroups defined by sex, ethnicity, and special needs.</p> <p>Providing two Guidance Counselors to maintain focus on student success and support teachers with management challenges. Providing two Assistant Principals to review all data maintained and monitored to ensure effective use of data by teachers. Data will be available to all instructional and support staff to ensure continuity of instruction and support while providing reinforcement of strategies taught for all students with targeted emphasis on Special Education and ELL subgroups. Focusing on student writing to improve writing across content areas. Students in ELL and Special Education will receive additional focus on vocabulary skills. Monitoring of vocabulary instruction for student progress in content area comprehension. All students will be provided targeted support based on IEP or Personal Instructional Plan goals created from their performance data and student goal setting in collaboration with classroom teachers.</p> <p>Students in grades Pre-K will be supported through targeted Literacy instruction. In grades K-2 students will be supported based on data from ECLAS2, DIBELS, and Math assessments. Additional support provided in the summer and after school. Using student attendance data to create attendance plans for students with 2 or more absences per month or patterns which indicate student absences will exceed 10% of the attendance days. After school programs will focus on high level 2 students, Low level 2 students and level 1 students will receive intervention during the day.</p> <p>Inquiry Team members will use data to investigate strategies for replication school-wide. All pedagogical staff will work as sub-team members and study students within their classes to identify effective teaching strategies. Data from this work will be used school-wide to inform instructional practices during school day instruction as well as before and after school instruction.</p> <p>Staff: Classroom Teachers, AIS Providers, Inquiry Team Members, Guidance Counselors, Paras, coaches, administration Timeline: Teachers will begin assessments in September. Data from these assessments will be used to drive instruction and intervention. Students will be re-assessed in weekly, bi-weekly, and monthly intervals depending on the assessment. Staff will monitor progress with bi-weekly benchmarks. By June 2010 we will show evidence of a clear and effective differentiation in 90% of classrooms at our school including special needs and Ell populations.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget Resources: Initiatives will be supported by the use of the following funds: Teachers –TL FSF \$1,470,912, EGSCR \$109,160, Title I SWP \$363,868, TL CFF \$65,497, ASA R.G. \$65,638, Paras – IDEA IEP Para \$40,960, TL IEP \$91,911, Student Support- TL FSF \$101,714, TL IDEA \$44,159, TL Man.Sp.\$25,200, Per Session- TL FSF \$4,451,TL CFF \$8,749,TL OTA \$4,160, TL FSF HH \$18,404, Title III LEP \$15,000 Summer- TL \$31,452 Inquiry Team- TL CFF \$8,750, Guidance: Title I \$19,746, IDEA Mandated C.18,442, TL FSF \$101,714, TL Man. C. \$26,012 Admin/Admin Support-TL FSF \$464,024, OTPS- TL CFF \$9,729, TL FSF \$40,195, Title III \$7519, Title I SWP \$30,048 Pre-K: TL \$150,855, TL PK Support \$29,702, UPK \$260, 568 Coaches: C4E - \$163,741, Title I SWP \$48, 241</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will be assessed in weekly (Running records, vocab, EDM) bi-weekly (DIBELS, Practice Tests), and monthly(Acuity, EDM,). Staff will monitor progress with benchmarks for November, March, and May. We will reduce the number of level 1 students by 2%, we will increase the number of students in levels of 3’s and 4’s by 10% in reading.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Social Studies, ELA, Math, & Science

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Create a school-wide culture around relentless drive and perseverance regarding student performance and outcomes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Administration will continue to model effective writing techniques and schema in literacy through the Book of the Month. Writing samples will be collected and recommendations for instruction will be offered by administration to teachers and scaffold teacher determination of next steps and inclusion of self-reflective goals. Units of study will be modified and aligned to best support academic progress on the ELA exam. Professional development will be provided through Administration, Coaches, Consultants, and out of school workshops. Teachers will be supported by training in self-assessment goal setting for themselves and their students, using data for differentiation, aligning instruction to state standards and performance indicators in ELA, Math, Social Studies, and Science. Teachers will continue to meet and plan on common prep periods. Consultants, coaches, and administration will meet with individual teachers and across grades to support effective instructional practices. Professional development in the accumulation, disaggregation and use of data via; Acuity, NYSTART, ECLAS, NYSESLAT, ITA’s and school-wide assessments will also be provided. This support will also include ways to support our underserved, at-risk and bottom third students. In addition, support is required in enriching the curriculum to support level 3 and 4 students. Professional development will be provided to ensure that extended day, after school, and Saturday programs have optimum instructional practices. Professional Development will be provided in the used of IEP data in modifying instructional practice. Provide support for teachers in learning ways to encourage greater student attendance. Provide professional development for teachers of special needs students and ELL students to ensure effective goal setting and practices to promote adequate yearly progress in our Special Education and ELL students. Ensure that professional development is provided to teachers of Pre-K in the implementation of ELA initiative to provide a smoother transition in the Kindergarten, as well as to teachers of Kindergarten for transitions of their students to first grade. Support teacher training in the integration of technology in their classrooms. We will continue work to obtain and retain teachers that are Highly Qualified. Staff: Classroom Teachers, AIS Providers, Inquiry Team Members, Paras, Coaches, Administration Timeline: Teachers will be assessed in September then monthly through walkthrough, informal and formal observations. By June 2010 the pedagogical staff will show evidence a school-wide culture of relentless drive and perseverance toward student outcomes through data collected and student outcomes.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Budget Resources: Initiatives will be supported by the use of the following funds: Per Session- TL FSF \$4,451, TL CFF \$8,749, TL OTA \$4,160, TL FSF HH \$18,404, Title III LEP \$15,000 Summer- TL \$31,452 Inquiry Team- TL CFF \$8,750, Admin/Admin Support- TL FSF \$464,024, OTPS- TL CFF \$9,729, TL FSF \$40,195, Title III \$7519, Title I SWP \$30,048 Coaches: C4E - \$163,741, Title I SWP \$48, 241 Consultants: C4E \$4093, Title I SWP \$68,953,</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>A review of Teacher and student goals at benchmarks set for January, March and May will provide opportunity to monitor progress towards goals afford opportunities for any necessary revisions. Monthly informal observations, walk-throughs, and formal observations will be conducted by administration. We will reduce the number of level 1 students by 2%, we will increase the number of students in levels of 3’s and 4’s by 10% in reading.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Continue to improve parental involvement and shared commitment to student outcomes through scaffolding and facilitating parent usage of ARIS</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The school will continue to increase avenues of communication with parents in alignment with the school’s educational plan. We will continue to increase opportunities for parental participation and feedback in instructional programs and approaches through school surveys and parent conferences. We will work to build capacity of parents as stakeholders in their child’s education. We will work to increase parental involvement in order to increase student attendance. The school will provide information to parents by continuing to provide information to parents through a monthly newsletter. In addition, we will also create a website through which parents can communicate with teachers and view lessons. We will continue to issue a school calendar both yearly and monthly. We will continue family night and weekend events such as Family literacy and math nights, Super Saturdays and Awards nights. The principal will institute a “Lunch and a Show with the Principal” event to celebrate parents whose children have 90% and above attendance. We will continue intervention with students with attendance under 90%. We will work with parents of students with special needs to ensure those students make adequate yearly progress and meet their IEP goals. We will continue to work with parents on the acquisition of English Language skills to facilitate their ability to assist their ELL students. Provide parent workshops to assist ELL parents and parents with limited literacy proficiency in completing and returning parent surveys. We will provide interpretation services for all parent meetings and translation services for documents sent home to parents. We will continue to work with parents of Kindergarten and Pre-Kindergarten students to aid in their successful transition into school and onto the next grade. We will also provide workshops and other supports to parents of students moving into middle school to ensure that students and parents are effectively prepared for that transition. Timeline: By June 2010 we will show evidence of greater parent participation by increasing parent survey responses.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per Session- TL FSF \$4,451, TL CFF \$8,749, TL OTA \$4,160, TL FSF HH \$18,404, Title III LEP \$15,000 Summer- TL \$31,452 Inquiry Team- TL CFF \$8,750, Admin/Admin Support- TL FSF \$464,024, OTPS- TL CFF \$9,729, TL FSF \$40,195, Title III \$7519, Title I SWP \$30,048 Coaches: C4E - \$163,741, Title I SWP \$48, 241 Consultants: C4E \$4093, Title I SWP \$68,953, Parental Involvement: Title I SWP \$ 5,008.00 SLT: Title I SWP \$ 3,000.00</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly Attendance data. Parent participation in school events. Parent contribution to school publications. Improved English proficiency amongst ELL parents. Greater return of the Learning Environmental surveys. Greater progress amongst our Special Education students. Projected gains: 5% more parents return their surveys than in 2008.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Continue to foster a school-wide culture of shared-accountability to student progress and success through team building.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The administration of PS 59 will continue to seek out and engage in activities and opportunities for reflection upon administrative and pedagogical professional practices. We will use data to set personal goals for my own professional growth in order to improve student progress. We will seek out and use resources to promote differentiated ways to support and develop staff and build school capacity for student achievement and progress. We will continue to deepen our knowledge of curriculum and instruction to improve teacher practices and student learning. We will increase meetings with out of classroom staff from once monthly to twice monthly. We will assist them in setting definable goals for student progress based on school-wide data. We will continue to enroll in and attend professional development to assist in using data from Acuity and other data sources to improve student achievement. We will visit schools from our peer horizon to acquire practices that will promote; student progress parental involvement, data use, differentiation of instruction and improvement in student attendance. We will continue to seek out other resources to improve parental involvement. We will also continue to seek out support and professional development in ways to support ELL and Special Education populations to promote greater academic growth with those subgroups as well as other subgroups by ethnicity and sex. We will utilize resources to improve teacher and parental perception of the school’s environment as well as ways to hire and retain highly qualified staff. We will also work to ensure that all students receive highly engaging and relevant instruction across content areas. Timeline: By June of 2010 all instructional staff will show shared accountability through inquiry team work.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Admin/Admin Support-TL FSF \$464,024, OTPS- TL CFF \$9,729, TL FSF \$40,195, Title III \$7519, Title I SWP \$30,048 Coaches: C4E - \$163,741, Title I SWP \$48, 241 Consultants: C4E \$4093, Title I SWP \$68,953</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Improved response rates and results as evidenced by the Learning Environment Survey will serve as one indicator of success. In addition, goals will be set by administration for their own progress. These goals will be reviewed every three months to ensure progress. Students will experience a ten percent gain in the number of students achieving level 2, a reduction of 10 % in the number of students in level two with the same increase of students from level 2 moving into level 3. The same percentage in the number of students will move from level 3 to level 4.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Refine and implement systems and processes to ensure the effective use of technology by both pedagogical and non pedagogical staff.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The administration of PS 59 will continue to seek out and engage in activities and opportunities for professional development and support for administrative and pedagogical staff in the area of greater technology integration. We will use data to set personal goals for my own professional growth in technology integration. We will visit like schools to share best practices. We will continue to seek ways to integrate technology across content areas. We will continue to expand and deepen the instructional programming our technology lab. A focus on exploration and research will be a lens through which we train staff and evaluate our progress towards our technological goals. We will also continue to seek out support and professional development in ways to support ELL and Special Education populations to promote greater academic growth through greater use of technology. We will utilize resources to improve teacher and parental perception of the school’s environment through workshops on technology and in the use of technology for parents. Finally, we will continue to seek out information from varied sources to improve our programs that service our lowest third population. This will be done by supplemental academic support through computer based AIS programs. We will also work to ensure that all students receive highly engaging and relevant instruction across content areas while using technology. Timeline: By June of 2010 classroom teacher use of instructional technology will increase from monthly to weekly.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Admin/Admin Support-TL FSF \$464,024, OTPS- TL CFF \$9,729, TL FSF \$40,195, Title III \$7519, Title I SWP \$30,048 Coaches: C4E - \$163,741, Title I SWP \$48, 241 Consultants: C4E \$4093, Title I SWP \$68,953,</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Improved response rates and results as evidenced by the Learning Environment Survey will serve as one indicator of success. In addition, goals will be set by administration for their own progress. These goals will be reviewed every three months to ensure progress. Students will experience a 2 percent gain in the number of students achieving level 2, a reduction of 5 % in the number of students in level two with the same increase of students from level 2 moving into level 3. The same percentage in the number of students should move from level 3 to level 4.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	32	21	N/A	N/A	2	0	1	3
1	28	30	N/A	N/A	1	0	2	1
2	20	13	N/A	N/A	4	1	0	0
3	17	16	N/A	N/A	6	2	1	0
4	42	14	46	18	5	3	0	2
5	46	22	13	22	8	2	5	3
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Teachers in out of classroom positions are scheduled with AIS periods and are assigned grades based on their grade expertise with a focus on ELA. They provide tutoring to students through small group, and one-to-one tutoring. In addition, Out of classroom teachers support students through whole group differentiated instruction. These services are provided during the school day through push-in services. Teachers use, Wilson, Great Leaps, Destination Reading, Acuity, and teacher created materials. AIS is also provided during after school programs and Saturday Programs to ensure using Blast Off, STARS, Preparing for the ELA exam, and teacher created materials. Students are also assisted with building vocabulary and writing.
Mathematics:	Teachers in out of classroom positions are scheduled with AIS periods and are assigned grades based on their grade expertise with a focus on Math. They provide tutoring to students through small group, and one-to-one tutoring. In addition, Out of classroom teachers support students through whole group differentiated instruction. These services are provided during the school day through push-in services. Students are assisted with building number facts skills and math journaling. Teachers use, TERC, Exemplars, Great Leaps, Destination Math, Acuity, and teacher created materials. AIS is also provided during after school programs and Saturday Programs to ensure using Blast Off, STAMS, Preparing for the Math exam, and teacher created materials.
Science:	Our science cluster is scheduled AIS periods during the school day. During this time she provides AIS to students in grade 4 and support in grade 3 to students who have difficulty in science, based on teacher assessments. Students are provided with Keep On Reading Science, NYS Science and teacher created materials.
Social Studies:	Teachers in out of classroom positions, scheduled with AIS periods are assigned to students based on assessment data, to provide AIS to students in the area of Social Studies. Teachers work with students using DBQ kits, and materials focusing on NYS Social Studies exam as well as teacher created materials.
At-risk Services Provided by the Guidance Counselor:	Two guidance counselors provide services to students who are identified as At-risk and in need of services. These guidance counselors provide service to students in small groups and some one-on-one services depending on need. One guidance counselor is assigned to grades K-2, the other 3-5. Services are; counseling, resource referrals, and middle school transitions.
At-risk Services Provided by the School Psychologist:	The school psychologist observes students in classroom and large group environments (i.e. lunch and recess) as required. Their role is to provide support for students and school staff through assisting in constructing a behavior management plan for students and behavioral modification or correction plans for teachers.
At-risk Services Provided by the Social Worker:	The social worker also observes students in classroom and large group environments (i.e. lunch and recess) as required. Their role is to provide support for students and school staff through assisting in constructing a behavior management plan for students and behavioral modification or correction plans for teachers. The social worker also assists Guidance personnel with At-risk counseling cases.
At-risk Health-related Services:	With the support of the school nurse and health aide, students who are At-risk are screened for problems with: Asthma, diabetes, dental issues, poor eyesight, possible infectious diseases, and lapses in immunization. Staff regularly screens students for the above mentioned issues as well as head lice, and ring worm.

A. Language Allocation Policy Team Composition

SSO/District <i>community/14</i>	School <i>William Floyd - P.S.59</i>
Principal <i>Dawn Best</i>	Assistant Principal <i>Alison Alexander, Janine Dobie Reinhardt</i>
Coach <i>Belinda Farmer</i>	Coach Jonathan Allbrooks
Teacher/Subject Area <i>Leonor A. Mannucci/ ESL</i>	Guidance Counselor <i>Rowlanda Omoigberai</i>
Teacher/Subject Area <i>Margaret Benitez/ Science</i>	Parent <i>Ms. Floor</i>
Teacher/Subject Area <i>Pavan Clemmons/ Speech</i>	Parent Coordinator <i>Nilsa Torres</i>
Related Service Provider <i>Meredith Chandler</i>	SAF <i>Evelyn Santiago</i>
Network Leader <i>Magarita Nell</i>	Other <i>type here</i>

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	460	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	12.7 %
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Part II: ELL Identification Process

1. The parents complete a Home Language Survey (HLIS) during the enrollment process in the New York City public school system. The ESL teacher who is bilingual (English/Spanish) interviews the parents who speak Spanish. She helps them to understand the questions on the HLIS and clarifies how their answers are used to determine if their child/children are candidates for the LAB-R. The ESL teacher's name is Leonor A. Mannucci. She is fully certified and has 14 years of experience in teaching ESL. She also is the ESL liaison for the school. Ms. Mannucci determines if a student should be tested on the LAB-R by using the standard criteria: if questions 1-4 have a check in the other language box and 2 checks within questions 5-8 in the other language boxes. The student is given the LAB-R by the ESL teacher. The teacher hands scores the exam and according to the raw score determines entitlement. The parents receive a letter in their first language stating the result of the LAB-R and entitlement or non-entitlement. The parents are encouraged to attend a Parent Orientation to better understand the Bilingual Programs and ESL Program in NYC. It is informative and well done. The orientation will be presented in their native language for a beneficial understanding. They may visit schools that offer different English acquisition programs and they always have the opportunity to discuss their decisions with the facilitator (Leonor A. Mannucci) of the Parent Orientation. They will also see a CD (parent information) that reinforces the objectives of the programs and contains supplementary information that further clarifies the NYC public schools' excellent support services for our ELLs and their parents. The parents will receive parent brochures in their native language. They will complete a parent selection form in their native language and the school will grant their choice in selecting a program for their child. The New York English as A Second Language Achievement Test (NYSESLAT) is administrated annually to determine the English proficiency of an English language learner. The scores are used to determine a student's progress in English (speaking, listening, reading and writing). The scores are also used to prepare better lessons that pinpoint the areas where the student will improve. An English language learner is placed in the proper setting within ten days of admittance. There are also school personnel that help with the completion of the HLIS form this includes the school secretary that assists with either the principal or assistant principal present. If a parent speaks a language other than English or Spanish, the Office of ELL's will be notified to provide a translator to help the parent with the completion of the HLIS form and the interview.
1. The Parent Orientation is the method that PS 59 uses to ensure that the parents understand the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). The ESL teacher sends letters to the parents in their native language explaining the importance of attending the meeting. The meeting is for 2 hours and the programs are discussed along with viewing the Parent Orientation CD, questions and answers, Parent Brochures and a Parent Survey and Program Selection form is completed, all given in the parents native language. The Parent Orientations begin in October (usually the first or second week). The ESL teacher facilitates other Parent Orientations throughout the month for the parents that reschedule.

2. The ESL teacher makes copies of the entitlement letters that are sent to the parents. This year an acknowledgement letter has been sent to the parents stating that they received the letter. The Parent Survey and Program Selection form is completed after the meeting for the parents that have not returned it. The ESL teacher also calls the parents who have not returned the forms and a meeting is scheduled to better assist the parent.
3. The criteria used and the procedures followed to place identified ELL students in bilingual or an ESL instructional program is the Parent Survey and Program Selection form. Also, the student's academic profile: a special education student has an Individualized Education Plan which is read and taken into consideration when making the best choice for the student. The parent has the final decision after discussing the programs and data to place the child in the best setting possible. If a parent chooses to place the child in a bilingual or dual language program, the ESL teacher will find a school or schools for the parent and child to visit. The ESL teacher will explain to the parent that when P.S. 59 has 15 or more students in a continuous grade that speak the same first language other than English, the parents will be notified and with their agreement PS 59 will open a bilingual program.
4. After reviewing the Parent Survey and Program Selection forms for the past few years the trend in program choices is ESL. In the past 3 years the amount of parents that have chosen ESL as their first choice also puts ESL as the majority choice.
5. The program model offered at PS 59 is aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0
Dual Language <small>(50%:50%)</small>										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull out	6	9	4	6	5	6				36
Total	6	9	4	6	5	6	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	26	0	2	7	0	0	1	0	0	36
Total	26	0	2	7	0	0	1	0	0	36
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish										0
Chinese										0
Russian										0
Bengali										0

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number) African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	6	8	4	5	5	6				34
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other		1		1						2
TOTAL	6	9	4	6	5	6	0	0	0	36

Programming and Scheduling Information

1. The organizational model in PS 59 is a pull out freestanding ESL Program. The ESL program in P.S. 59 has 35 attending students from grades K-5. The groups are heterogeneous. Presently, we are still implementing the Freestanding ESL Program.
2. The length of time for the Beginners is 2 hours on one day of the week and one hour for each remaining day of the school week. The K-1 group is composed of 11 students (Beginners) and the Advanced Kindergarten come for 2 periods on Monday morning and one period Tuesday. The second grade is composed of two advanced, one beginner and 1 advanced student. The advance students come from M-W for an hour on each day and the beginner and intermediate students come M -F for an hour each day except on Tuesdays they attend ESL for 2 periods. The third grade students are beginners and intermediate they attend ESL classes from M-F for an hour each day with the exception of Thursday which is a 2 hour period of ESL class. The fourth grade advance students attend ESL classes M,T,W and F. for one hour on each of those days. The intermediate students attend ESL classes M -F for an hour each day and 2 periods on Friday. The fifth grade advance students attend ESL classes on M-W for an hour each day and the beginner/intermediate students attend ESL classes M-F for an hour each day and 2 periods on Tuesday. The language levels range from Beginner, Middle Intermediate to Advance proficiency levels. The Beginners and Intermediate students attend 360 minutes of ESL per week. The Advance level students receive 180 minutes of ESL instruction per week. The ELLs attend a pull-out ESL program in appropriate group settings.
3. All the ELLs receive a period of Language Arts instruction in their classrooms. The ESL teacher is fully certified. The ESL teacher has regular correspondence with the classroom teachers about using the best teaching methods to support the ELLs. To better assist the ELLs in obtaining a formal academic education the following practices are exercised:

*Total Physical Response (TPR) : this practice can involve all students at different proficiency levels to participate in activities that help them learn English in an easing environment. The students speak about the topic when they feel comfortable.

* Language Experience Approach (LEA): this practice helps students understand English by conversing, listening, writing and reading about an educational experience. For example: making a volcano

* Content Area Instruction: Students participate in scientific experiments, observations, written notes and they use all their senses in learning in Science class. In Mathematics the students play games that enhance their thinking skills, they participate in solving various types of math questions using different procedures. They explain their methods and are able to better understand mathematical reasoning. They write in a math journal and discuss their findings.

* Technology Instruction: Students participate in using different computer programs to support them in literacy, mathematics, language acquisition, listening skills and test procedures.

* Scaffolds: The five supporting scaffolds that are used to help the ELLs learn English in an academic setting are Modeling, Bridging, Schema Building, Contextualization, Text-Representation and Metacognition.

* AIS: Students that require supplementary help to achieve academic progress are serviced in small group instruction.

* Physical Education: The students participate in appropriate exercises to help them learn about staying healthy and living a healthful life. They receive physical and written test to reinforce their understanding.

* Word of the Day: The students hear a word each morning during morning announcements along with its roots, synonym or antonym and definition. The word is written and added to a Word Wall. The ELLs also get chosen to announce the word.

Instructional Materials:

The ESL Program uses several sources to help the ELLs acquire English and to support them in preparing for State assessments, these include:

- a leveled library
- Open Court Decodable Take Home Books
- Santilla Intensive English (Level K.)
- Rigby Greetings! From America's Many Cultures (books on tape, big books)
- Phonic Charts
- Word Works Magazines
- English At Your Command Handbook
- Word Study Notebook (Grammar)
- Writing Notebook
- Reading Notebook or Folder
- Empire State: NYSESLAT,
- Attanasio: Getting Ready for the NYSESLAT and Beyond
- Websites to generate graphic organizers, writing prompts and homework

Literacy is made accessible for the ELLs when they participate in the Reading Writing Workshop Model and by using several scaffolds to practice speaking and listening skills. All the instruction is conducted in English.

Presently, we do not have SIFE students. There are 2 special education students in the ESL program. To provide the students with the best possible education plan, we practice the

following:

- * An Inquiry Team discusses the data and IEP findings to establish better practices for this group of ELLs.
- * All instructors that service these students are informed about their status student information from the SBST, IEP personnel classroom teacher and student assessment history to form instruction for each ELL.
- * We do our best to collect student information for newcomers to ensure the academic status of a student's past schooling.

4. a. Presently, a SIFE population is not enrolled in PS 59.

b. The plan for the newcomers is to have them better develop their thinking skills as they learn English. This idea can be accomplished by using Bloom's Taxonomy, it is composed of different critical thinking questions. The beginners and intermediate ELLs are able to contribute responses, for example after reading Equal Shmequal to a newcomer the teacher may ask questions that have yes or no embedded answers. The student can point to the characters (pictures) to answer comprehension questions about certain characteristics. The student can respond by drawing, acting and pointing. Also, graphic organizers such as a T-chart can clarify in a visual way different attributes of the characters. When a student practices Application he/she will be using prior knowledge in a different aspect, for example with the help of scaffolding (word study) newcomers will be able to transmit information by writing a different beginning to a story or interviewing one of the characters (3 questions). In the Synthesis level the newcomer can draw pictures or write answers to questions that are about prediction, solving or creating new solutions. In the Evaluation level the student can give opinions about an element in the story, the questions can be modified so the student in this language level understands the task. In retrospect, these activities will help the newcomer to prepare for the ELA and to progress in all models of English. The newcomers may be invited to participate in an After School program further supports language acquisition in a proper setting.

b. The plan for ELLs that are receiving service for 4-6 years consists of also using Bloom's Taxonomy in an advance mode. The thinking skills will continue to develop hand in hand with academic language development. The use of idioms, figurative language, homonyms, synonyms, grammar (included is exceptions to the rules), literary terms, imagery, symbolism in text, drawing conclusions, analyzing characters and making predictions about outcomes will be clarified and practiced. The students will be able to use this knowledge in any type of text. These activities are also for long term ELLs along with:

*An After School program that concentrates on reading and math academic vocabulary, analytical strategies, written reflections about thinking skills and scholarly conversations.

*Improved speaking instruction that fosters the ELLs ability to explain their comprehension.

* A Saturday program that concentrates on strategies that will focus on academic language, developing English skills and conversational skills.

e. There are 2 self contained special education students and 1 (related services) student in the ESL program. To provide the students with the best possible education plan, we practice the following:

* An Inquiry Team discusses the data and IEP findings to establish better practices for this group of ELLs. All instructors that service these students are informed about their status and student information from the SBST, IEP personnel classroom teacher and student assessment history to form instruction for each ELL.

* AIS are implemented for ELLs that have an IEP, during the school day. The students may also participate in the After School program and Saturday Academy that will offer remediation according to their IEPs.

* We do our best to collect student information for newcomers to ensure the academic status of a student's past schooling.

5. To help our ELLs in the math content area we are concentrating on the following:

→ Clear understanding of ELLs data to present high quality instruction

→ Implementation of differentiated instruction to help individual students obtain concise meaning from instruction

→ Instruction that prompts students to use their thinking skills and new strategies to improve their mathematical solution methods

→ Support from the Math Coach and demonstrations of progressive math lessons

→ Off-site resources for teachers, Mathematical Workshops provided by BETAC, Quality Teaching Institute and DOE

→ Utilizing Math rubrics created by teachers and/or students to promote comprehension about student performance and validity of exams

→ Mathematical Journals, Word Walls and conversations about math in our world to further enhance the ELLs communication skills.

→ To encourage confidence in the ELLs that helps them to realize that math is about learning to think and to work with different methods to gather solutions, rather than being right or wrong

To help our ELLs to better understand the different properties of Science:

* participation in scientific experiments, observations, note taking, The Scientific Method and written observations along with conversations about different science categories are implemented into the study of Science. English is used in all modalities and it is enhanced, along with learning an academic language and discipline.

The plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is:

* better scaffolding for challenging academic vocabulary ex. Word Bank with definitions

* teaching students to gather information in a new way ex. Write a 5 page book using the information you've gathered about an author

*to help them develop their creativity: invent another character for the story: Charlotte's Web, also an After School Program and Saturday Program along with differentiated teaching in the classroom may be used to better help this student population.

6. The new programs or improvements that may be considered for the upcoming school year are:

- * individual academic plans written for ELLs that are reaching proficiency
- * an Advance ELL Class
- * The Inquiry Team is working towards creating activities that better support both lower and higher performing students.
- * New technology programs that support English language growth.
- * To allow time for more use of Leap Frog, puzzles and play (K-3): for ex. Today, I'm the teacher... creative play with English acquisition.

7. Presently, the programs and services for ELLs continue in PS 59 with proper funding.

8. To continue to support the ELLs and their parents in our school community we plan to offer:

Saturday Program: The Saturday Program offers instruction in ELA practices, Mathematics practices and Science practices to better prepare the students for the exams.

Parent Workshops: The Parent Workshops are conducted by the Parent Coordinator.

9. The workshops are offered in the parents' native language and are informative. The parents also receive help in translating different forms that relate to school. The topics vary.

After-School Program: An After School Program is offered to the students to help them develop their literacy, listening and speaking skills. The classes also provide extra help in understanding the different "test languages".

Super Saturday: During Super Saturday, one in the fall and one in the spring the students participate in various recreational activities that are fun and beneficial in learning English.

Family Literacy Night: This activity is done in the fall and in the spring, students and their family are welcomed to engage in listening to an invited author read from his/her book. They may also visit different classrooms to participate in readings. They are invited to eat snacks and drink refreshments.

10. The ESL Program uses several sources to help the ELLs acquire English and to support them in preparing for State assessments, these include:

→ a leveled library

→ Open Court Decodable Take Home Books

→ Santilla Intensive English (Level K.)

→ Rigby Greetings! From America's Many Cultures (books on tape, big books)

→ Phonic Charts

→ Word Works Magazines

→ English At Your Command Handbook

→ Word Study Notebook (2nd grade)

→ Writing Notebook

→ Reading Notebook or Folder

→ Empire State: NYSESLAT,

→ Attanasio: Getting Ready for the NYSESLAT and Beyond

→ Websites to generate graphic organizers, writing prompts and homework All the ELLs participate in Technology Class and use the computer when taking test such as ACUITY. The ELLs use various websites and computer programs.

11. Native language is supported in the ESL program by:

*shared readings in the first language and read alouds

*cognates, for example principal and principal has the same definition in English/

Spanish and are spelled the same, shows relation between the languages

*a few discussions in Spanish to help the students better understand the topic

12. The required services support the ELLs and the resources correspond to the ELLs' age and grade levels. The age and grade levels are taken into consideration when preparing services and extra resources for them to better assist them in their academic progression.

13. Our school prepares for newcomers by performing the following practices:

- informal interview with the ESL teacher to gain some insight of student's language proficiency
- tour of the school
- classmate pal to help with classroom procedures and school day
- school and parent interpersonal rapport

Professional Development and Support for School Staff

1. → Support from the Math Coach and demonstrations of progressive math lessons
 - Off-site resources for teachers, Mathematical Workshops provided by BETAC, Quality Teaching Institute and DOE
 - Utilizing Math rubrics created by teachers and/or students to promote comprehension about student performance and validity of exams
 - Mathematical Journals, Word Walls and conversations about math in our world to further enhance the ELLs communication skills.
 - To encourage confidence in the ELLs that helps them to realize that math is about learning to think and to work with different methods to gather solutions, rather than being right or wrong
2. The support that is provided to the staff to assist ELLs as they make the transition from elementary to middle school is embedded in the various profession development conferences. In addition conferences with the ESL teacher about strategies are used to help the ELLs in this transition process.
3. The ELL professional development for all staff other than those who hold an ESL or bilingual license is given by the ESL teacher, off site or as an in-district training. The training consist of an introduction to entitlement ,strategies, scaffolds, ESL lesson demonstrations, discussions of different language levels, discussions of grammar, activities that consist of the NYS Standards for ELLs and ELA Standards, reading, speaking, listening and writing activities that support the ELLs in acquiring English.

Parental Involvement

1. The parents of ELLs are invited to participate in Literacy Night were they see firsthand the wonderful outcome of reading a book with their child has on them.

They discuss the connection between reading and writing. They help to create a night of adventure, fun and togetherness. The parents are also invited to attend workshops that cover different topics by the Parent Coordinator. The ESL teacher encourages them to attend Parent Orientations and Parent-Teacher Conferences. They are always welcomed to all the extra activities that the school holds such as: Super Saturday and Spanish Heritage Day.

2. Presently, PS 59 and the Department of Education are the two organizations that provide workshops or services to the ELL parents. The school will suggest other organizations such as the Public Library which periodically gives ESL Adult Classes.

3. The needs of the parents are evaluated by the way they feel about the school. The Parent Survey, discussions with teachers and the annual school survey that they complete are indications of their ideas of the relationship that they have with the school. This is done in their first language to help them better understand that the school is an important resource in their community.

4. The parental involvement activities address the needs of the parents by creating communication with the teacher and other personnel in the school. The parents are able to talk in their first language and receive information in that language about support for them and their child/children.

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

Overall NYSESLAT* Proficiency Results (*lab-r for new admits)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	3	4	1	2	0	1	0	0	0	11
Intermediate(I)		5	1	4	3	1	0	0	0	14
Advanced (A)	3	0	2	0	2	4	0	0	0	10
Total	6	9	4	6	5	6	0	0	0	36

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
Listening/Speaking	B	3	1	2	0	1	0			
	I	5	1	4	3	1	3			
	A	0	2	0	2	4	4			
	P		1		1	1				
Reading/Writing	B	3	1	2	0	1	0			
	I	5	1	4	3	1	3			
	A	0	2	0	2	4	4			
	P		1		1					

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3	1		6		1				8
4			4		2				6
5	1		3		3				7
6									0
7									0
8									0
NYSAA Bilingual Special Ed									0
NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2		6				8
4			2		4				6
5	1		3		1		2		7
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

YS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4		2				7
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		1		2				0
8									0
NYSAA Bilingual Spe Ed									0

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

B. Analyzing the Assessment Data

The data pattern reveals a gradual growth from beginner to advance levels. For Kindergarten it reveals an increase in language level from beginner to intermediate level. The beginners continue to gradually progress in all 4 modalities. The first grade has shown progress in the 4 mod. One beginner in 1st grade is presently in the beginning production stage. The 2nd grade shows that they have move d up in levels. The 3rd. Grade is making gains to reach a higher level.

While 3 are in the intermediate level they will continue to progress with appropriate measures. The 4th grade has improved although one student is in beginner stage; this student is a recently arrived ELL. The student in the intermediate stage will benefit from frequent listening exercises, reading and writing practices that focus on understanding vocabulary. The 5th grade shows that read and writing is an area that will be focused on – academic language, and writing mechanics with more reading comprehension practices will sharpen these skills. There are no beginners in the 5th grade. There are three intermediate and 4 advance students. Listening, reading and writing will be enhanced by using differentiated instruction to enhance language development.

The school will learn the amount of English proficiency that the ELLs possess. Also which areas they most find challenging from the ELL Periodic Assessment. This will help guide to implement individual goals for each ELL student when planning lessons in the content area and to help improve English comprehension. The success of the ELL program is evaluated by the student's disposition in class and towards the school environment. The different data from the NYSESLAT, ELA, Math State Exam, Science Exam , Social Studies Exam, ACUITY, ECLAS, informal testing, observations and teacher student conversations about the student's feelings and academic progress.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alison Alexander	Assistant Principal		
Janine Dobie Reinhardt	Assistant Principal		
Jeanell Flood	Parent Coordinator		
Leonor Mannucci	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Belinda Bell Farmer	Coach		
Johnathan Allbrooks	Coach		
Rowlanda Omoigberai	Guidance Counselor		
Evelyn Santiago	School Achievement Facilitator		
Margarita Nell	Network Leader		
	Other		
Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: #14

School Building: P.S.59K

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:40 am To: 9:45 am	Morning meet/math	math	Morning Meet/math	Morning Meet math	ESL
2	From: 9:50 am To: 10:35 am	ESL	reading	reading	library	Technology
3	From: 10:40 am To: 11:25 am	writing	ESL	ESL	reading	reading
4	From: 11:30 am To: 12:20 pm	Social studies	P.E.	writing	ESL	ESL
5	From: 12:25 pm To: 1:10 pm	l	u	n	c	h
6	From: 1:10 pm To: 1:55 pm	Read Aloud	Read alouds/math centers	Read Aloud	Read aloud	Read aloud
7	From: 2:00 pm To: 3:00 pm	Science	S.S./Science	S.S./Science	S.S Math centers	S.S. Science
8	From: 3:00 To: 3:37.5	3 rd Grade ESL Extended Day				
9	From: To:	Subject (Specify)				

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: ___ Beginning Intermediate ___ Advanced

School District: #14

School Building: P.S.59K

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:40 am To: 9:45 am	Morning Meeting Math	Morning Meeting MATH	Morning Meeting Math	Morning Meeting ESL	Morning Meeting ESL
2	From: 9:50 am To: 10:35 am	reading	reading	reading	Library	Technology
3	From: 10:40 am To: 11:25 am	ESL	Writing	Technology	ESL	Reading
4	From: 11:30 am To: 12:20 pm	S.S./ Science	ESL	ESL	Writing/ Word study	Writing/ Word Study
5	From: 12:25 pm To: 1:10 pm	L	U	N	C	H
6	From: 1:10 pm To: 1:55 pm	Read Aloud	Read Aloud Math centers	Read Aloud Math Centers	Read Aloud Math Centers	Read Aloud Math Centers
7	From: 2:00 pm To: 3:00 pm	Science	S.S/ Science	SS/ Science	SS/ Science	SS/ Science
8	From: 3:00 To: 3:37.5	3 rd Grade ESL Extended Day				
9	From: To:	Subject (Specify)				

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: #14

School Building: P.S.59K

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:40 am To: 9:45 am	math	math	math	math	math
2	From: 9:50 am To: 10:35 am	Word study	Reading workshop	Read aloud	Reading workshop	Word Study
3	From: 10:40 am To: 11:25 am	Reading workshop	Writing workshop	Reading workshop	P.E.	Writing
4	From: 11:30 am To: 12:20 pm	l	u	n	c	h
5	From: 12:25 pm To: 1:10 pm	technology	SS/ Science	Writing workshop	Writing workshop	Science
6	From: 1:10 pm To: 1:55 pm	ESL	Library	ESL	ESL	ESL
7	From: 2:00 pm To: 3:00 pm	Read aloud	Read aloud	technology	Read aloud	Read Aloud
8	From: 3:00 To: 3:37.5	5th Grade Extended Day	5 th Grade Extended Day	5 th Grade Extended Day	5th Grade Extended Day	5th Grade Extended Day
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school reviews the HLS surveys of students enrolled in PS 59 to determine home languages of students. In addition, non-English speaking parents whose language can't be identified when coming to enroll students, are given a chart to identify their language. Once the languages in the school were determined, all correspondence is translated into that language to provide parents with timely information.

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

While all major communications to parents are translated (Principal's letters to parents, notices of school closings and events, etc.) the communications home from teachers are not translated at present. Presently, the only translated language needed at our school is Spanish.

Part B: Strategies and Activities

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

The school will provide translation services to any parent whose primary language is other than English for any and all communication from school to home. Translation will be conducted by in-house staff, including but not limited to; our Parent Coordinator, teachers, school aides, and parent volunteers. For translation services required after the instructional day staff will be compensated per session. Where translation services are not available for a parent's language the Office of Translation and Interpretation services will be utilized. All school newsletters, General School letters, calendars, letters regarding discipline, safety, and health will be translated. In addition, teachers will be required to translate all letters home where 10% of the class has a home language other than English. Where possible students with translation needs will be placed in a classroom where the teacher or paraprofessional can perform this service. If translation is not possible in a timely fashion, the information will be conveyed via an interpreter until translations can be completed.

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

The school will provide interpretation services to any parent whose primary language is other than English for any and all communication from school to home. Interpretations will be conducted by in-house staff, including but not limited to; our Parent Coordinator, teachers, school aides, and parent volunteers. For interpretation services required after the instructional day staff will be compensated per session. Where interpretation services are not available for a parent's language the Office of Translation and Interpretation services will be utilized. Parent conferences with teacher or other staff will be made with a translator. Parent Meetings will also utilize the services of a translator.

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

PS 59 provides each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We distribute this upon the enrollment of a new student. This process is done in connection with the mandates under Title III Bilingual/ESL services regulations stipulating a conference with non-English speaking parents to apprise them of their right to bilingual classes for their child. In addition, we post in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Our 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. We review these provisions as part of our safety meetings a minimum of twice per year. We provide the parents of more than 10% of the children at our school who speak a primary language that is neither English nor a covered language through the Translation and Interpretation Unit a translation into their language, any signage and forms required per Chancellor's Regulations A-663.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School-wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	512,744	102,285	615,029
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,127		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,022	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,637		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		2,566	
6. Enter the anticipated 10% set-aside for Professional Development:	51,274		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		10,229	

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98%
2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.



New York City Department of Education

William Floyd School, P.S. 59

Dawn Best, Principal

Alison Alexander, Assistant Principal

Janine Dobie Reinhardt, Assistant Principal

SCHOOL-PARENT COMPACT 2009-2010

P.S. 59 William Floyd School will:

- Ensure that each student will be provided with **high-quality curriculum, and** effective and engaging instruction across content areas. Students will be provided an opportunity to work in an environment conducive to learning and meeting standards.
 - **hold parent-teacher conferences bi-annually during which this Compact will be discussed as it relates to the individual child's achievement.**
- provide parents with frequent reports on their children's progress. Student report cards will be distributed 3 times a year and promotion in doubt letters will be sent home a minimum of twice a year.
 - **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during preparation periods, and twice a year for open school week.**
 - **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, School Leadership Teams, and at monthly PTA meetings:**

We the Parents of PS 59 William Floyd School will:

- We, as parents, will support our children's learning in the following ways:
 - supporting my child's learning by making education a priority in our home by:
 - making sure my child is present and on time and prepared everyday for school;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time and making sure it is completed
 - monitoring the amount of television my children watch;
 - participating in school activities on a regular basis;
 - staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district

We the students of P.S.59 will:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning.*
 - *listen and follow directions;*
 - *participate in class discussions and activities;*
 - *be honest and respect the rights of others;*
 - *follow the school/class rules of conduct;*
 - *follow the school's dress code;*
- *do our homework daily and ask for help when we need to;*
 - *study for test and assignments;*
- *read at least 30 minutes every day outside of school time;*
 - *get adequate rest every night*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

Signatures

School Official

Date

Parent

Date

Student

Date

C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
See pages 9-10
2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
See pages 9-10
3. Instruction by highly qualified staff.
See page 12
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
See pages 10 and 12
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
See page 12
6. Strategies to increase parental involvement through means such as family literacy services.
See pages 9 and 17
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
See pages 9 and 17

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
See page 13
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
See pages 13-17
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
See pages 12 - 17
 11. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
See pages 9 - 10
 12. School-wide reform strategies that:
 - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - d) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School-wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
- See pages 9 -17
13. Instruction by highly qualified staff.
See page 9-17
14. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School-wide Program to meet the State's student academic standards.
See pages 9 - 17

15. Strategies to attract high-quality highly qualified teachers to high-need schools.
See pages 9-17
16. Strategies to increase parental involvement through means such as family literacy services.
See pages 9 – 17
17. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
See pages 9-17
18. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
See page 12
19. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
See page 12
20. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
See pages 9 - 17

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: In Good Standing **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)
UPDATED – OCTOBER 2009

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: Not Applicable

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New

York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

PS 59 assesses our ELL program through the analysis of NYSESLAT, ELA, Math, Social Studies, and Science Data. We review attendance patterns as well as learning and performance trends. A review of that data in the 2006 and 2007 school years resulted in a revision of the curriculum as taught in classrooms in conjunction with ESL pull-out program instruction. All instruction was geared to be more differentiated and ability level focused as opposed to grade level focus (unless inappropriate or unproductive). We continue to assess instruction and plan accordingly to ensure student progress and success. The program is monitored through classroom observations and the collection of teacher created data and student work. Conferences are had with teachers to ensure goals are set and benchmarks are in place to ensure the meeting of those goals.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Observation reports, student work and assessment data, as well as instructional plans support our assertion that our ELL programs are not in keeping with the findings of NYS in this area.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching

and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

During the 2005 school year PS 59 teachers, administration, and consultants reviewed the curriculum of Every Day Math and found gaps in instructional content. In addition, we noticed that the pacing was not aligned with NYS assessments. We created a curriculum map and pacing calendar that supported a more effective alignment. In addition, we began supplementing Everyday Math with TERC and Exemplars to address gaps in content instruction and alignment with process strands.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Evidence can be found in classroom observations, student work, Pacing Calendars, Grade and school-wide goals, and classroom materials.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

In 2006, we reviewed lesson plans and classroom instruction and found that less than 70% of our classroom teachers included differentiation in regular classroom instructional plans throughout the day. Differentiation was most frequently seen in K-2 classrooms. Classrooms of students in grades 3-5 had typically less instruction that was differentiated. We provided instructional support in 2007 specifically focused on differentiation of instruction. Teachers were given support in those strategies increasing differentiation in all grades. However, more support is needed.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our Quality Review indicates a need for more differentiation, classroom observations, student outcomes, and student work also support this finding.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will address this issue by continuing our focus on differentiated instruction. Teachers are being observed and evaluated based on the level and effectiveness of the differentiation observed. We will continue to engage consultants to assist in this endeavor.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

PS 59 has been involved in reviewing, monitoring and revising math instructional practices since 2002. We have found that students require opportunities to work in partnerships and collaborative groups in addition to hands-on activities. We monitor these practices through observations, review of student work, and grade meetings.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our assessment scores in math support that in grades 4 and 5 more work is needed. In grade 3 the scores indicated more effective instructional practices. A review of student work, classroom observations are also effective. All grades require greater technology integration.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

PS 59 will work with teachers, especially in grades 4 and 5 to provide support in increasing technology integration and strategies for collaborative and partnerships. We will monitor progress through classroom observations, student work and teacher plans.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

PS 59 studies teacher movement trends as part of our needs assessment as well as a part of planning for curriculum revisions and modifications. We assess instruction with teacher experience factored into the equation and provide support to scaffold teacher needs to maximize student performance outcomes.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

School organization, BEDS survey data, State Report Card data provides evidence that supports state findings.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our school has been working on improving teacher support, school tone, and providing effective instructional assistance to try to eliminate the causes of high teacher turnover. We will work consistently to survey teachers and provide assistance in training and support to ensure lack of experience has a minimal impact on student progress and success.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city,

district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Professional development opportunities are provided to teachers of ELL students. In addition, teachers are encouraged to participate in professional development opportunities offered outside of our LSO structure.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We assess based on teacher workshop participation, and classroom observations.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The staff of 59 has investigated the assessments needed to support instruction of ELLs and processes to ensure progress. We use data from school-wide assessments, Acuity, ECLAS, DIBELS, and Math assessments to determine individualized needs for ELLs. Disaggregated NYSESLAT data has been reviewed, however often the data is received too late for use in preparation for the state ELA exam.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A review of NYSESLAT data will show that our ELL students could make greater gains.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Provide data to all teachers in a more timely fashion. We will do so with our own internal supports.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

PS 59 staff conducts surveys and based on those surveys and classroom observation, professional development will be given. Teachers indicated in the past that further professional development on special education instruction was needed and was given.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Professional Development plans, classroom observations, student work and performance.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

A survey of teachers was conducted to determine their familiarity with IEP goals and general IEP awareness. Teachers were given instruction in IEP contents, modification creation, and goal setting. Review professional development is provided yearly as a refresher and an instructional PD for new teachers.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Teacher surveys, IEP’s past and present, teacher IEP reviews, rates of successful completion, student IEP goals and modifications.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

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

Our school (alone and in concert with a CBO) provides a myriad of services to our STH population. Support to families is provided to assist students in complying with our dress code. Counseling services are provided to students during school hours. After school programs provided academic intervention support and enrichment opportunities are provided. In connection with a CBO our STH population is provided with an after school latch key program designed specifically to address the needs of student in STH populations.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.