



P.S. 059 WILLIAM FLOYD

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 059 WILLIAM FLOYD
ADDRESS: 211 THROOP AVENUE
TELEPHONE: 718-443-3600
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331400010059 **SCHOOL NAME:** P.S. 059 William Floyd

SCHOOL ADDRESS: 211 THROOP AVENUE, BROOKLYN, NY, 11206

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: Vanessa Gumbs

PRINCIPAL: DAWN BEST

UFT CHAPTER LEADER: Rowlanda Omoigberai

PARENTS' ASSOCIATION PRESIDENT: Jeanell Flood

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization

NETWORK LEADER: MARGARITA NELL/Tatyana Ulubabova

SUPERINTENDENT: JAMES QUAIL

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Dawn Best	Principal	Electronic Signature Approved.
Kim Martin	PA/PTA President or Designated Co-President	Electronic Signature Approved.
denise Richardson	Parent	Electronic Signature Approved.
Jeanell Flood	Parent	Electronic Signature Approved.
Irene Harvey	Parent	Electronic Signature Approved.
Nichole Church Ford	UFT Member	Electronic Signature Approved.
Rowlanda Omoigberai	UFT Chapter Leader	Electronic Signature Approved.
Myriame Lamothe	UFT Member	Electronic Signature Approved.
Cynthia Washington	UFT Member	Electronic Signature Approved.
Vanessa Gumbs	Parent	Electronic Signature Approved.

* 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.

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Public School 59 is committed to creating a legacy of academic excellence for each and every student. We seek to develop individuals who can not merely be defined by standards, but can set them as well. Our goal is for each student's social and intellectual growth to be exceeded only by their humanity. We instill in them the knowledge that we are interdependent members of the global community and have an obligation to make a contribution of substance. We show evidence of this commitment through our valued ongoing partnerships with parents and community-based organizations. We model this commitment by making this a place where teaching and learning is honored every day.

We follow a *Balanced Literacy* approach for reading and writing which is in alignment with the New York State *Common Core Standards* and the New York City's *ELA Performance Standards*. This approach is centered on reading and writing mini lessons, *Shared Reading* and *Shared Writing* lessons, small group instruction such as: Guided Reading, Guided Writing, Reading Strategy lessons, Writing Strategy lessons, and individualized instruction through independent reading and writing. Structured lessons in writing are used as an integral part of supporting reading skills. The *Everyday Math* program guides our math curriculum which is a hands-on, child-centered approach to teaching and learning math using manipulatives, real life experiences, problem-solving, and student-driven connections between math lessons and everyday examples. In support of our school vision, to create a school community that reflects the community at-large, we work through an integrated Social Studies and Science curriculum that is based on civics and government structures. We have a student government, a community service program, and all PS 59 students regularly vote on decisions that affect the school community. Our teachers are supported through expert professional development provided by Teachers College, AUSSIE, and the Children's First Network 306 of the Department of Education.

Preparing students for their roles as leaders in the 21st century compels us to ensure that every student is computer-literate and prepared to be competitive in this electronic age. Our computer lab provides students with an opportunity to engage in interactive projects, while providing opportunities to conduct research in support of classroom instruction. Our arts program has been instrumental in garnering recognition for our students from awards to having the honor of being displayed in Sotheby's. In alignment with this, we believe that every child is gifted. Therefore, as part of our Enrichment program, we offer cluster classes once a week in different areas of interest to spark the talented and gifted part of every child. We offer a host of classes from jewelry-making and gardening, to jazz appreciation and digital photography. We enjoy partnerships with Studio in A School, N.Y.C. Health and Hospital Corporation, City Harvest, The Mighty Milers, The Bedford Stuyvesant SUV Club, American Ballroom Theater, PENCIL, and Chess in the Schools. All of these partnerships are invaluable in creating an atmosphere, rich in opportunity and experiences, thus bringing the dream of future leadership into practice today.

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." Pre-populated SDAS data is updated twice yearly. 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:	P.S. 059 William Floyd								
District:	14	DBN #:	14K059	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	51	53	35		90.1	91	TBD		
Kindergarten	58	72	65						
Grade 1	76	78	78	Student Stability - % of Enrollment:					
Grade 2	73	68	75	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	76	78	62		92.4	91.42	TBD		
Grade 4	73	71	75						
Grade 5	84	70	69	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		88.3	88.3	97.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	17	TBD		
Grade 12	0	0	0						
Ungraded	5	0	4	Recent Immigrants - Total Number:					
Total	496	490	463	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					2	1	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	34	29	35	Principal Suspensions	35	33	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	3	4	Superintendent Suspensions	5	3	TBD		
Number all others	30	30	29						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	40	42	37	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	5	1	3	Number of Teachers	39	37	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	4	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	51.3	62.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	48.7	48.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	72	78	TBD
American Indian or Alaska Native	1	1.2	1.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.8	93.1	TBD
Black or African American	52.8	52.2	51.4				
Hispanic or Latino	45.2	44.3	45.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.2	0				
White	0.8	1.4	0.6				
Multi-racial							
Male	46.4	46.1	46.9				
Female	53.6	53.9	53.1				
2009-10 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"/> 2009-10		
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 (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	69.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your 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 implications 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?

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Identified student performance trends

In collaboration, the SLT, PTA, and Inquiry Team members reviewed the data from the 2010 school year in juxtaposition to previous years to observe trends in progress. Data reviewed included test results, ECLAS-2 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:

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.

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. We have noticed that there are a group of parents silently struggling with illiteracy. We have begun recruiting a cluster so that we can provide GED instruction.

In order to improve teacher effectiveness and consistency in the use of data, teachers will continue to require professional development and coaching in this area. Teachers will also require support in using data more effectively to modify instruction for differentiation by ability and interest. We will continue to use data to provide support in creating lesson differentiation. Teachers and staff will continue to 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. Finally, teachers will require professional development support in creating personal instructional plans for students.

Common planning periods, fostering collaboration across grades, ensuring differentiation is integral to planning and lesson implementation, providing differentiated professional development for teachers in many ways including through inter-visitations and building a collaborative environment.

Our school has faced challenges which we view as opportunities for growth they include: fiscal constraints, student attendance trends, a lack of private outdoor recreational space and a loss of professional development days.

In the 2010 school year, student attendance was also reviewed and clearly observed. Mondays, Fridays, days preceding and following half-days, and/or holidays, as well as very bad

weather days 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.

In the 2010 school year, student behavior was a distraction from instruction.

Our counselors and other staff have expanded programs to encourage civics and improve student behavior.

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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> All teachers will deepen Inquiry work to improve differentiation so that by June of 2011, all student subgroups will improve their ELA performance by <input type="checkbox"/> reducing the number of students scoring level 1 by 6% as measured by the New York State Assessment.	<input type="checkbox"/> <input type="checkbox"/> Teachers will work to more consistently integrate inquiry work data and targeted learning objectives to provide differentiated learning opportunities with effective pace and challenge which is matched to student achievement levels in all sub-groups and populations.
<input type="checkbox"/> Create a school-wide culture around relentless drive and perseverance regarding student performance and outcomes so that by June of 2011, all student subgroups will improve their Mathematics performance by reducing the number of students scoring level 1 by 10% as measured by the New York State Assessment.	<input type="checkbox"/> Deepen the strategic use of data, goal setting and interim checkpoints by 100% of the teachers in order to accurately monitor progress in all sub-groups and by individual students to make strategic adjustments to ensure student progress across all populations.
<input type="checkbox"/> Continue to foster a school-wide culture of team-centered shared accountability to student progress and success so that by June of 2011, all student subgroups will improve their ELA and Mathematics performance by reducing the number of students scoring level 1 by 6 and 10 % respectively, as measured by the New York State Assessments.	<input type="checkbox"/> Teachers will evaluate, develop, and/or refine opportunities for students to reflect upon and assess their own progress and, in collaboration with teachers, identify and understand their next learning steps in literacy and math.
<input type="checkbox"/> Build capacity aligned with student and teacher needs so that by June of 2011, all student subgroups will improve their ELA and Mathematics performance by reducing the number of students scoring level 1 by 6 and 10% respectively, as measured by the New York State Assessments.	<input type="checkbox"/> Refine our alignment of professional development to the differentiated needs of individual teachers as identified through classroom observations, walkthroughs, the analysis of student data and the sampling of student work in literacy and math.
<input type="checkbox"/> Align student needs to interests for the purpose of enhancing student engagement and intervention so that by June of 2011, all student subgroups will improve their ELA and Mathematics performance by <input type="checkbox"/> reducing the number of students scoring level 1 by 6 and 10% respectively, as measured by the New York State Assessments.	<input type="checkbox"/> 50% of teachers will integrate technology to enhance instruction, meet the differentiated needs of all sub-groups and populations, and support tier one intervention opportunities for students as identified through the analysis of student

	data and the sampling of student work in literacy and math.
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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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> All teachers will deepen Inquiry work to improve differentiation so that by June of 2011, all student subgroups will improve their ELA performance by <input type="checkbox"/> reducing the number of students scoring level 1 by 6% as measured by the New York State Assessment.</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><input type="checkbox"/></p> <p>PS 59 will use the data gained from inquiry work done on student performance and attendance to improve school and student outcomes through: 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. 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. 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</p>

	<p>instructional practices during school day instruction as well as before and after school instruction. This process will begin in September and will continue with weekly, bi-weekly, and monthly review by teachers and administration, culminating in June 2011.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>☐ Initiatives will be supported by the use of the following funds: Teachers –TL FSF, EGSCR, Title I SWP, TL CFF, ARRA CTT, SSS., Title I ARRA PreK, TL DRA Stabilization Paras – IDEA IEP Para, TL IEP, CFE IDEA ARRA RS IEP, Student Support- TL FSF, TL IDEA , TL Man.Sp., Per Session- TL FSF,TL CFF,TL OTA , TL FSF HH, Title III LEP Summer- TL Inquiry Team- TL CFF , Guidance: Title I, IDEA Mandated C., TL FSF , TL Man. C. Admin/Admin Support-TL FSF OTPS- TL CFF , TL FSF , Title III , Title I SWP Pre-K: TL SS, T, UPK Coach: C4E Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ 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 2011 we will show evidence of a clear and effective differentiation in 100% of classrooms at our school including special needs and ELL populations.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>☐ Create a school-wide culture around relentless drive and perseverance regarding student performance and outcomes so that by June of 2011, all student subgroups will improve their Mathematics performance by reducing the number of students scoring level 1 by 10% as measured by the New York State Assessment.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

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We will deepen the strategic use of data, goal setting and interim checkpoints by all teachers in order to accurately monitor progress in all sub-groups and by individual students to make strategic adjustments to ensure student progress across all populations. 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, disaggregating 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 under served, 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

Time line: Teachers will be assessed in September then monthly through walkthroughs, informal and formal observations.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>☐ Initiatives will be supported by the use of the following funds: Teachers –TL FSF, EGSCR, Title I SWP, TL CFF, ARRA CTT, SSS., Title I ARRA PreK, TL DRA Stabilization Paras – IDEA IEP Para, TL IEP, CFE IDEA ARRA RS IEP, Student Support- TL FSF, TL IDEA , TL Man.Sp., Per Session- TL FSF,TL CFF,TL OTA , TL FSF HH, Title III LEP Summer- TL Inquiry Team- TL CFF , Guidance: Title I, IDEA Mandated C., TL FSF , TL Man. C. Admin/Admin Support-TL FSF OTPS- TL CFF , TL FSF , Title III , Title I SWP Pre-K: TL SS, T, UPK Coach: C4E Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ Beginning in September, students will be assessed a minimum of twice per month through performance-based methods, student work and teacher created assessments. Teachers will engage in progress monitoring at two week intervals over a 6 to 9 week cycle to ensure implementation of effective strategies. Administration will monitor progress every two to three weeks. By June of 2011 a reduction of 10% will be made in students scoring level 1.</p>

Subject Area
 (where relevant) :

ELA and Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>☐ Continue to foster a school-wide culture of team-centered shared accountability to student progress and success so that by June of 2011, all student subgroups will improve their ELA and Mathematics performance by reducing the number of students scoring level 1 by 6 and 10 % respectively, as measured by the New York State Assessments.</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>☐ Timeline: By June 2011 students in all classrooms and subgroups will be able to reflect upon and assess their own progress and, in collaboration with teachers, set their next learning steps in literacy and math.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ Initiatives will be supported by the use of the following funds: Teachers –TL FSF, EGSCR, Title I SWP, TL CFF, ARRA CTT, SSS., Title I ARRA PreK, TL DRA Stabilization Paras – IDEA IEP Para, TL IEP, CFE IDEA ARRA RS IEP, Student Support- TL FSF, TL IDEA , TL Man.Sp., Per Session- TL FSF,TL CFF,TL OTA , TL FSF HH, Title III LEP Summer- TL Inquiry Team- TL CFF , Guidance: Title I, IDEA Mandated C., TL FSF , TL Man. C. Admin/Admin Support-TL FSF OTPS- TL CFF , TL FSF , Title III , Title I SWP Pre-K: TL SS, T, UPK Coach: C4E Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Beginning in September, students will be assessed a minimum of twice per month through performance-based methods, student work and teacher created assessments. Teachers will engage in progress monitoring at two week intervals over a 6 to 9 week cycle to ensure implementation of effective strategies. Administration will monitor progress every two to three weeks. By June of 2011 a reduction of 10% will be made in students scoring level 1.</p>

Subject Area
 (where relevant) :

ELA and Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□ Build capacity aligned with student and teacher needs so that by June of 2011, all student sub-groups will improve their ELA and Mathematics performance by reducing the number of students scoring level 1 by 6 and 10% respectively, as measured by the New York State Assessments.</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>□ Timeline: By June of 2011 all instructional staff will show shared accountability through inquiry team work.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ Initiatives will be supported by the use of the following funds: Teachers –TL FSF, EGSCR, Title I SWP, TL CFF, ARRA CTT, SSS., Title I ARRA PreK, TL DRA Stabilization Paras – IDEA IEP Para, TL IEP, CFE IDEA ARRA RS IEP, Student Support- TL FSF, TL IDEA , TL Man.Sp., Per Session- TL FSF,TL CFF,TL OTA , TL FSF HH, Title III LEP Summer- TL Inquiry Team- TL CFF , Guidance: Title I, IDEA Mandated C., TL FSF , TL Man. C. Admin/Admin Support-TL FSF OTPS- TL CFF , TL FSF , Title III , Title I SWP Pre-K: TL SS, T, UPK Coach: C4E Title I SWP</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ Initiatives will be supported by the use of the following funds: Teachers –TL FSF, EGSCR, Title I SWP, TL CFF, ARRA CTT, SSS., Title I ARRA PreK, TL DRA Stabilization Paras – IDEA IEP Para, TL IEP, CFE IDEA ARRA RS IEP, Student Support- TL FSF, TL IDEA , TL Man.Sp., Per Session- TL FSF, TL CFF, TL OTA , TL FSF HH, Title III LEP Summer- TL Inquiry Team- TL CFF , Guidance: Title I, IDEA Mandated C., TL FSF , TL Man. C. Admin/Admin Support- TL FSF OTPS- TL CFF , TL FSF , Title III , Title I SWP Pre-K: TL SS, T, UPK Coach: C4E Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Beginning in September, students will be assessed a minimum of twice per month through performance-based methods, student work and teacher created assessments. Teachers will engage in progress monitoring at two week intervals over a 6 to 9 week cycle to ensure implementation of effective strategies. Administration will monitor progress every two to three weeks. By June of 2011 a reduction of 10% will be made in students scoring level 1.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	14	11	N/A	N/A	4	2	2	1
1	16	15	N/A	N/A	3			1
2	14	10	N/A	N/A	7			2
3	41	40	N/A	N/A	18	2	4	
4	10	13	16	14	6			1
5	14	13		18	4			
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. 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:	<input type="checkbox"/> 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:	<input type="checkbox"/> 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:	<input type="checkbox"/> 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:	<input type="checkbox"/> 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:	<input type="checkbox"/> 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:	<input type="checkbox"/> 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:	<input type="checkbox"/> 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:	<input type="checkbox"/> 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.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)
K through 5

Number of Students to be Served:
LEP 39
Non-LEP 429

Number of Teachers 27
Other Staff (Specify) 7
School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative **Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

(14K059) The William Floyd School is determined to help our ELLs perform well in the academics while obtaining English language proficiency. To help our ELLs in the immersion process PS 59 presently has an English As a Second Language Program in place. The parents have the option to choose which program they would like their child to participate in for the school year (either ESL, Transitional Bilingual or Dual Language.)

The parents of our ELLs are satisfied with the ESL Program in PS 59. They are part of their child's education and they participate in selecting a program, meeting the ESL teacher and classroom teacher to discuss their child's progress and areas of support. They are invited to see and participate in an ESL classroom lesson and they are welcomed to contact the ESL and classroom teacher during the school year.

The school's language instruction program uses various methods to support our ELL population. The students learn English through the subject areas: Mathematics, Science, Social Studies and Technology. The students also participate in the Balanced Literacy Program, which offers 10 different approaches to strengthen reading and writing skills. The models include: Read Aloud/Modeled Reading, Shared Reading, Interactive Reading, Guided Reading, Independent Reading, Write Aloud/Modeled Writing, Shared Writing, Interactive Writing, Guided Writing and Independent Writing. The Balanced Literacy Program combines speaking, listening, viewing, reading, writing and presenting in an academic setting that instills language enhancement and enrichment. The preparation of a well established ESL lesson that includes cognitive and linguistic skills in the student's first and second language has helped our ELLs to focus on content while learning English. The ESL teacher is a bilingual speaker (English/Spanish) and while the school presently has an ESL Program, the teacher has used Spanish literature and cognates to better help her students appreciate and understand that English is not learned in isolation. It is learned for cognitive development, evaluation, application and communication. The number of students that are served is: 37. Presently, there are 6 Kindergarten students, 10 first graders, 4-second graders, 5 third graders, 1 special education third grader, 4 fourth graders, 1 special education fourth grader and 6 fifth graders. The language of instruction is English. The students that are classified as Beginners and Intermediate receive 360 minutes of ESL per week and our advanced students receive 180 minutes of ESL instruction per week. Our special education ELLs are part of the regular ESL instruction class. Their IEPs and language levels are part of the differentiated instruction used in the ESL class to better support them. The service provider has been teaching ESL in PS 59 for 14 years. She has a Masters in Reading and State Certification to teach English As a Second Language in New York. The years in PS 59 has afforded her the opportunity and delight of establishing good rapport with her ELL students and their parents. The ELLs will be using the Empire State NYSESLAT ESL/ELL workbook to help them prepare for the annual NYSESLAT. The promotion standards also apply to our ELLs therefore this workbook is an asset. The first 4 units address the 4 modalities at each grade level: speaking, listening, reading and writing. The last unit addresses the comprehension skills required to help our ELLs in the ELA test. This year we will be using more technology with our ELLs; selected storybooks with CD's will be used to enhance English language acquisition. Sing-

Along Songs Big Books will be used to help our ELLs with variant sounds, diphthongs, suffixes and prefixes. Our ELLs will have access to literature that is in English and Spanish (leveled readers) in their classrooms to help them in the cognitive process of reading. We plan to

continue our After School Program and Saturday Program where students use scaffolds and several strategies to move them in the content areas in combination with learning English. The After School Program will run from December 16 through March 9, 2010. It will occur 3 times a week from 3:40 – 5:10 and the Saturday Program may occur in January for 3 Saturdays from 8:30 – 1:00. The rationale for the selection of activities that we implement is based on our ELLs language levels, NYSESLAT data, STM State Math data, ELA data, PET SCI OBJECT, teacher test, teacher's observation (both ESL and classroom), the student's years in the program, IEPs, parent observations, LAB-R scores and the knowledge that changing instruction presentation is essential in carrying out a better ESL lesson. The After School Program will be on Tuesday – Wednesday – Thursday for an hour and a half each day. There will be twenty- nine sessions in total (two sessions for week one and three sessions per week for the remaining eleven weeks). The program is for grades 3- 5 and there will be 8 – 11 students in each group. It will focus on : Mathematics, Reading, Writing, Speaking and Listening. The goal is to provide extra academic and linguistic practices to our ELLs. Also, to help them prepare for the NYS Exams and to provide ample opportunities to enhance their conversational skills. The program will use several scaffolds to support the ELLs in progressing towards proficiency. It will also focus on helping the ELLs in syntax which is an area where they experience misunderstanding about how the grammar sends the message to the reader. This will help them to better understand how pronouns in sentences that are connected to nouns in figurative language and non-fiction text are used in English. They will have practices in using punctuations, connective words and interpreting text. In English there are patterns in sentences that require transformation such as in the passive voice. The practices will help them to participate in the process of transforming meaning from text. To reach cognitive academic proficiency the ELLs will practice answering questions that have deeper levels of language proficiency such as semantic meaning. The program will also assist the ELLs in test strategies that help them clarify confusion in meaning, understand test language, format, understand how to use pictures, photographs and animated drawings to relate to passages on a test and better understand how the sequence of questions is related to the passage. The materials that will be purchased are: folders, looseleaf, National Geographic Explorer Magazine, Nonfiction Comprehensive Classroom Set (books), Finish Line Math Strands and finish Line for ELLs: English Proficiency Practice and Teacher's Edition pencils, pens and crayons. There will be seven teachers instructing in the After-School Program, each teacher has a Common Branch license with the exception of the E.S.L. teacher, she also has a license to teach English as A Second Language.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

The ESL teacher attends several Professional Development facilitated by the BETAC and in PS 59 that contain valuable literacy strategies to help our ELLs progress in these skills. The Professional Development for the classroom teacher is provided by either the ESL teacher, UFT, off site (Department of Education) or on site (PS 59) workshops. Each Professional Development workshop or organization implements the importance of language development for communication purposes and for cognitive growth. The para-professionals also attend Professional Development on site and off site to acquire different strategies to maintain language support and to encourage our ELLs to continue to move forward in English language acquisition. The foreseen eight Professional Development sessions for the classroom teachers will be on: 10/18/10, 10/25/10, 11/01/10, 11/15/10, 11/22/10, 11/29/10, 12/6/10 and 12/13/10 each session will be from 7:30am – 8:30 am. The facilitator will be Leonor A. Mannucci . The participants will be any staff member who requires the 7.5 hours of English As A Second Language instructional development guidance. The teachers will be paid per session rate for each Professional Development that they attend. The focus of the workshops will range from: developing writing proficiency with ELLs, NYS Standards and Performance Indicators which help guide us when writing lesson plans, Scaffolds and Strategies for ELLs, reading proficiency with ELLs, listening strategies, conversational skills to improve communication and parent involvement. The workshops are meant to engage teachers in conversations about better understanding

the different stages that our ELLs experience when learning English. Also, to help our teachers to use various scaffolds that will help our ELLs in the different language levels that they are presently in. The teachers will be encouraged to ask questions and participate in different activities that relate to language acquisition for our ELLS. P.S 59 also offers professional development for the staff members who have the mandated ESL Professional Development hours. They may receive an hour of professional development to help them reacquaint themselves with the latest strategies and information about the ELLs.

The Parent Coordinator conducts Parent Workshops each month. The September workshops consisted of different activities or topics. One was Curriculum Night another one was Orientation for Learning Leaders and a third one was a workshop on Asthma. The November workshops consisted of: two Learning Leaders Workshops and one Asthma Workshop. The December workshops focused on: Smoking Education I, Smoking Education II and Literacy Night. In January there will be a Fire Department Parent Workshop. There is a planned Dial-A-Teacher Workshop and for the months of February through June; a schedule is being planned. The Parent Coordinator is waiting for CBO approval.

Section III. Title III Budget

School: Public School 59 William Floyd Elementary School
BEDS Code: 331400010059

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$12,472.50	<input type="checkbox"/> After School TR Pre Session : 5 TRs × \$49.89 = \$10,476.90 Professeeional Development: PD Provider 1 TR × 8 hours × \$49.89 = \$399.12 4 TRs × 8 hours × \$49.89 = \$1566.48 Total: \$1,995.60 Grand Total: \$12,42.50
Purchased services - High quality staff and curriculum development contracts	Not Applicable	<input type="checkbox"/> Not Applicable
Supplies and materials - Must be supplemental.	\$499.95	<input type="checkbox"/> Empire State NYSESLAT K-1 Classroom Set: 1 × \$499.95 = \$499.95

- Additional curricula, instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)	\$2027.55	<input type="checkbox"/> Rosetta Stone software for After School and Saturday Program (providing we have a Saturday Program; will use for After School)
Travel	Not Applicable	<input type="checkbox"/> Not Applicable
Other	Not Applicable	<input type="checkbox"/> Not Applicable
TOTAL	0	

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 [Schoolwide 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 2010-11:	\$443,379	\$101,157	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4434		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22170	*	
4. Enter the anticipated 10% set-aside for Professional Development:	44340	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

95

6. If the percentage of high quality teachers during 2009-2010 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.

Teachers who were affected were counselled one on one to determine what assistance was required. Some teachers were offered coaching to ensure that all test requirements were met, also anyone requiring any p credit coursework was directed to the correct provider. In addition, teachers were given training in areas where need was identified.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, 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 involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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.

□

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 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.

tudent 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:
 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:

- Ø come to school ready to do our best and be the best;
- Ø come to school with all the necessary tools of learning.
 - Ø listen and follow directions;
 - Ø participate in class discussions and activities;
 - Ø Ø follow the school/class rules of conduct;
 - Ø follow the school's dress code;
- Ø do our homework daily and ask for help when we need to;
 - Ø study for test and assignments;
- Ø read at least 30 minutes every day outside of school time; get adequate rest every night
- Ø 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

 Date Parent Date Student Date

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

See pages 9-10

b) 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.

See pages 9-10

o Help provide an enriched and accelerated curriculum.

See pages 9-10

o Meet the educational needs of historically underserved populations.

See pages 9-10

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 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.

See pages 9-10

o 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 12 - 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

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool.

Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			100%	True	1, 2, 3, 4, 5
Title I, Part A (ARRA)	Federal	Yes			100%	True	1,2,3,4,5
Title I, Part A (Basic)	State	Yes			100%	True	1,2,3,4,5

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;
 N/A
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 N/A
 - c. Minimize removing children from the regular classroom during regular school hours;
 N/A
4. Coordinate with and support the regular educational program;
 N/A
5. Provide instruction by highly qualified teachers;
 N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 N/A
7. Provide strategies to increase parental involvement; and
 N/A
8. Coordinate and integrate Federal, State and local services and programs.
 N/A

APPENDIX 7: 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:

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.)
30

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:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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 your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_14K059_110110-180602.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3 Donald Conyers	District 14	School Number 059	School Name William Flyod
Principal Dawn Best	Assistant Principal J. Reinhardt, A. Alexander		
Coach Belinda Farmer	Coach type here		
Teacher/Subject Area Margaret Benitez	Guidance Counselor Ms. Lamothe		
Teacher/Subject Area ESL Teacher, Leonor A Mannucci	Parent Ms. Floor		
Teacher/Subject Area type here	Parent Coordinator Nilsa Torres		
Related Service Provider Ms. Whittingham	Other type here		
Network Leader Margarite Nell	Other type here		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language 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	434	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	7.14%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

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 has 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 hand scores the exam and according to the raw score determines entitlement. If the LAB is required it is administered depending on the LAB-R result. The parents receive a letter in their first language stating the result of the LAB-R which informs if their child is entitled or not entitled to ESL classes. The parents are encouraged to attend a Parent Orientation to better understand the Bilingual Programs and ESL Program in NYC. It is an informative orientation that is 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 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 administered annually to determine the English proficiency of an English language learner. The scores are used to determine a student's progress in the four English components: 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. 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.

2. The Parent Orientation is the method that PS 59 used 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 usually 2 hours and the programs are discussed along with viewing the Parent Orientation CD, questions and answers time, Parent Brochures , a Parent Survey and Program Selection form is completed. The previous information is given in the parent's first language. The Parent Orientations begin in October usually the first or second week, the ESL teacher facilitates other Parent Orientations throughout the months for the parents that are contacted to reschedule.

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 PS 59 has 15 or more students in a continuous grade that speak the same first language other than English, they will be notified when a bilingual program is available in the school. They choose to have their child in a bilingual program or an ESL program.

4. After reviewing the Parent Survey and Program Selection forms for the past few years the trend in program choices is the ESL program. In the past three years parents have chosen ESL as their first choice. The Parent Survey and Program Selection form and the acknowledgement letter of entitlement or non-entitlement is kept in a folder in the ESL classroom. The original survey is placed in the student's cumulative record.

5. The program models offered at PS 59 are aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

<input type="checkbox"/>														
<input checked="" type="checkbox"/>														

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	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	0	1	7	0	0	0	0	0	30
Total	23	0	1	7	0	0	0	0	0	30

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	6	2	7	3								29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other	1		1		1									3
TOTAL	6	6	7	2	8	3	0	32						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. The instruction is delivered through an ESL freestanding program. There are 30 students in the program.
 - a. The organizational model is Pull-Out.
 - b. It is a heterogeneous population.
2. The length of time for the beginners/intermediate 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 9 students in beginner stage and 2 students in the intermediate stage. There is one student in the advance stage who comes for two hours on Monday and one hour on Tuesday. In the second grade there are two students who scored beginner, two students who scored intermediate and three students who scored on the advance level. The third grade students are two students who scored intermediate. There is a special education student in a self-contained class. This student has an Individualized Education Plan that states monolingual services without ESL. This finding is being honored. The fourth grade ELLs are three intermediate students and three advance students. The fifth grade students include one student that scored on the intermediate level and two students who scored on the advance level.
 - a. The students who scored at the beginner or intermediate level receive 360 minutes of ESL instruction per week. On one day of the week they receive 2 hours of ESL instruction and then one hour each for the remaining 4 days. The students who scored at the advance level receive either 180 minutes of ESL instruction per week. The kindergartener receives ESL instruction twice on Monday and once on Tuesday. The remaining grades receive it 45 minutes per day for 4 days. All the ELLs receive a period of ELA instruction in their classrooms.
3. The content areas are delivered in the ESL model through different modalities. The ESL teacher and the classroom teachers have good

correspondence. To better assist the ELLs in obtaining a formal academic education the following practices are used when appropriate: Total Physical Response (TPR) is a practice may involve students from different levels when done with new vocabulary or with beginner ELL's. The student acts out an action and says what is being done or repeats after the teacher. The Language Experience Approach (LEA), this practice helps students understand English by conversing, listening, writing and reading about an educational experience, for example creating a map. Then students talk about the experience. The teacher writes their contribution on chart paper, then the teacher reads what they wrote. The students get to hear their answers, if required it is written over grammatically correct. In the content area of Science the students participate in scientific experiments, observations, written notes and using their tactile senses. 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 which promotes better understanding of mathematical reasoning. They write in a math journal and discuss their findings. Technology instruction is composed of participation in using different computer programs to support them in literacy, mathematics, new technology terms, listening skills and test procedures. The five supporting scaffolds that are used to help ELLs learn English in an academic setting are Modeling, Bridging, Schema Building, Contextualization, Text-Representation and Metacognition. Physical Education is also part of the ELL's total educational schedule, the students participate in appropriate exercises to help them learn about staying healthy. They receive physical and written test to reinforce their understanding. The children also receive a snack of the day in their classrooms. It is either a vegetable with cream cheese or a delicious fruit. To further develop vocabulary, the students hear a word of the day during the morning announcements. The word will be described with its roots, synonym or antonym. A definition is given along with a sentence about the word. The ELLs participate in these announcements and they enjoy speaking in the microphone so the entire school can hear. them. When funding permits the ELLs participate in chess lessons or music lessons. These classes teach them about thought and reflection. The game entails two players , a chess board and the specific pieces that stand for a distinguished character. The game helps the ELLs to partice sportsmanship, creativity and it is delightful. The ESL program uses different instructional materials help the ELLs learn English and to prepare for the State assessments. There is a leveled library and a Spanish libraty, Open Court Decodable Take Home Books, Rigby Greetings! From America's Many Cultures , books on tape, big books, Phonics Charts , Word Works Magazines, English At Your Command Handbook, Writing Notebook that is divided into writing , grammar and spelling, Reading notebook or folder, Empire State:NYSESLAT and websites to generate graphic organizers, writing prompts and sometimes homework.

- 4a. Presently, a SIFE population is not enrolled in PS 59. If SIFE students were enrolled in our school, we would provide intervention encourage them to attend the Extended Day Program (37 1/2 minutes) after dismissal. The student would engage in social and academic language practices along with literacy and mathematical activities. The implemantation of the activities in the intervention program and Extended Day Program is based on the different language levels of the students.
- 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 questions that are specific to a thinking task. The beginners and intermediate ELLs will be able to contribute their responses. Here is an 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 also respond by drawing, acting or pointing to certain questions about the characters. Graphic organizers such as a T-chart can clarify in a visual way different attributes of the characters. When a student practices Application he or she will be using prior knowledge in a different aspect. An example would be, with the help of scaffolding newcomers will be able to transmit information by writing a different beginning to a story or interviewing one of the characters (2 questions with modifications). In the Syntheses 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 for comprehension. In retrospect, these activities will help the newcomer to prepare for the ELA and to progress in all modals of English. If funding is available, the newcomers will be invited to an After School Program that further supports language acquisition in a proper setting. The students would be grouped heterogeneously with differeniated instruction.
- c. The plan for ELLs that are receiving service for 4-6 years consists of 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, 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 their thoughts and scholarly conversations. Also, instruction that gives the students the time to speak about comprehension. A Saturday program that concentrates on strategies that will focus on academic language, developing English skills and conversational skills. If funding is available the previous programs may be implemented.

- d. The plan for our long term ELLs consist of vocabulary enrichment and understanding by teaching vocabulary through the core subject. Also, specific practices in grammar to help them better understand the tenses, past perfect, finding referents in reading and writing. The students will also engage in conversation about why writers use certain determiners that apply to information read earlier in the text or about their own writing.
- e. Presently, we do not have any special needs student in our ESL program. If we should get a special needs population would use data and the information in the IEP to establish good practices for these students. AIS would also be implemented for ELLs that have an IEP during the school day. The students may also participate in an After School program and Saturday Academy that will offer remediation according to their IEPs. Differentiated instruction would also be used to help students obtain concise meaning from instruction.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

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 Reading Coach and demonstrations of progressive reading lessons. Off-site resources for teachers, Mathematical Workshops provided by BETAC and DOE. We will utilize 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 them to realize that math is about learning to think and to work with different methods to gather solutions. Science 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 in to the study of Science. English is used in all modalities and it is enhanced, along with learning an academic language and discipline.

6. The plan for continuing transitional support (2 years) for ELLs reaching proficiency on NYSESLAT is: better scaffolding for challenging academic vocabulary ex. Word Bank with definitions, instruct 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. Also, an After School Program and Saturday Program along with differentiated teaching in the classroom may be used to better help this student population.

7. 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 toward creating activities that better support both lower performing students.

8. Presently, the programs and services for ELLs continue in PS 59 with proper funding.
9. To continue to support the ELLs and their parents in our school community we plan to offer: Saturday Program - This 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. 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. The After-School Program is offered to the students to help them develop their literacy, listening and speaking skills. The classes provide help in understanding the different "test languages". Super Saturday happens in the fall and in the spring, on this day the students participate in various recreational activities that are fun and beneficial in learning English. Family Literacy Night is when students and their families are welcomed to engage in listening to an invited author read from his/her book. They may also visit different classrooms to participate in reading. They are invited to eat snacks and have refreshments.
10. The ESL Program uses several sources to help the ELLs acquire English and to support them in preparing them for State assessment, these include: a leveled library, Open Court Decodable Take Home Books, Rigby Greetings! From America's Many Cultures (books on tape, big books), Phonic Charts, Word Works Magazines, English At Your Command Handbook, Writing Notebooks (grammar), Reading graphic organizers, Empire State: NYSESLAT, Attanzio: Getting Ready For the NYSESLAT and Beyond, Websites to generate writing prompts and graphic organizers.
11. Native language is supported in the ESL program by: shared readings in the first language and read a louds, cognates (words that are spelled similar and have the same meaning in English/Spanish), a few discussions in Spanish to help the students better understand the topic , bilingual dictionaries and a multilingual library
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, classmate pal to help with classroom procedures and school day, school and parent interpersonal rapport
14. The language electives that are offered to ELLs in PS 59 are a multi-language library, listening center, bilingual dictionaries, bilingual read a louds in Spanish, bilingual conversation and when appropriate the use of cognates to better comprehend vocabulary and to aid in spelling. Currently, our school does not have a SIFE population if they did enroll our plan is to provide intervention in listening, speaking, reading and writing. Also, to provide the Extended Day program which is 37 1/2 minutes of practices in reading, writing , speaking, listening, test practices, word study and applying Bloom's Taxonomy to help the student develop cognition. The student will develop social language by listening to and engaging in conversations about various topics. The student will develop academic language through the content areas with specific consideration to vocabulary.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Professional Development and Support for School Staff is provided by the Reading Coach with conversation about progressive lessons. There are off site resources for teachers, Mathematical Workshops provided by BETAC and the teacher's union. Presently, we meet on Thursday afternoons for 37 1/2 minutes to have staff development on various topics that range from data gathering to differentiated instruction.
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 confernces with the ESL teacher about strategies are used to help the ELLs in this transition period.
3. The ELL professional development for all staff other than those who hold an ESL or bilingual license has been given be the ESL teacher, off site or as a 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. In conclusion, the professional development meetings will satisfy the 7.5 hours of ELL training for classroom teachers and 10 hours for Special Education teachers.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. The parents of ELLs are invited to participate in Literacy Night where they see first hand the wonderful outcome of reading a book with their child. 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 schoo holds such as: Super Saturday and Spanish Heritage Day.
2. Presently, PS 59 and 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 parnets 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 children. Translation services are provided by the Office of ELLs.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	5	2	0	0	0									7
Intermediate(I)	2	2	2	4	1									11
Advanced (A)	0	3	0	3	2									8
Total	7	7	2	7	3	0	0	0	0	0	0	0	0	26

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	0	0	0	0								
	I	1	1	0	0	1								
	A	1	5	2	4	2								
	P	3	1	0	4	0								
READING/ WRITING	B	5	2	0	1	0								
	I	2	2	2	3	1								
	A	0	3	0	3	2								
	P	0	0	0	0	0								

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		1		0		0		6
4	0		4		0		0		4
5	1		5						6
6									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here .

The data pattern reveals a gradual growth from beginner to advance levels. For Kindergarten it reveal 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 English acquisition. One bigger in first grade is showing progress in the beginning production stage. The second grade shows that they have moved up a level. The two students are now in the intermediate stage. The fourth grade has shown movement from intermediate to advance (3 students), while the remaining fourth graders have moved to intermediate with the exception of two they are still an intermediate though they are showing more understanding in the classroom. The student in the intermediate stage will benefit from frequent listening

Additional Information

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

SKILLS. The school will use the ELL Periodic Assessment, the data from the NYSESLAT, ELA, Math State Exam, Science Exam, Children's Progress (computer program), ACILITY, informal testing, observations and teacher student conversations about the student's

Additional Information

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 059 William Floyd					
District:	14	DBN:	14K059	School		331400010059

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	53	35	36		90.1	91.0	90.5
Kindergarten	72	65	55				
Grade 1	78	78	69	Student Stability - % of Enrollment:			
Grade 2	68	75	73	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	78	62	81		92.4	91.4	92.7
Grade 4	71	75	58				
Grade 5	70	69	57	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		88.3	97.5	97.5
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	17	10
Grade 12	0	0	0				
Ungraded	0	4	6	Recent Immigrants - Total Number:			
Total	490	463	435	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	1	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	29	35	33	Principal Suspensions	35	33	9
# in Collaborative Team Teaching (CTT) Classes	3	4	6	Superintendent Suspensions	5	3	6
Number all others	30	29	26				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	39	37	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	8
# receiving ESL services only	42	37	TBD				
# ELLs with IEPs	1	3	TBD	Number of Educational Paraprofessionals	4	3	6

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	93.5
				% more than 2 years teaching in this school	51.3	62.2	75.7
				% more than 5 years teaching anywhere	48.7	48.6	56.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	78.0	83.8
American Indian or Alaska Native	1.2	1.5	0.9	% core classes taught by "highly qualified" teachers	93.8	93.1	88.0
Black or African American	52.2	51.4	49.9				
Hispanic or Latino	44.3	45.8	47.8				
Asian or Native Hawaiian/Other Pacific	0.2	0.0	0.0				
White	1.4	0.6	1.4				
Male	46.1	46.9	49.0				
Female	53.9	53.1	51.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	12.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	5.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf