



**BEEKMAN HILL INTERNATIONAL SCHOOL
PS59**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 02M059
ADDRESS: 213 EAST 63RD STREET
TELEPHONE: 212 888-7870
FAX: 212 888-7872**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M059 **SCHOOL NAME:** Beekman Hill International School

SCHOOL ADDRESS: 213 East 63rd Street

SCHOOL TELEPHONE: 212 888-7870 **FAX:** 212 888-7872

SCHOOL CONTACT PERSON: Adele Schroeter **EMAIL ADDRESS:** aschroe@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joanne Satin

PRINCIPAL: Adele Schroeter

UFT CHAPTER LEADER: Lianne Nestler

PARENTS' ASSOCIATION PRESIDENT: Meredith Greene-Martinez

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 203

NETWORK LEADER: Dan Feigelson

SUPERINTENDENT: Daria Rigney

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
Adele Schroeter	*Principal or Designee	
Lianne Nestler	*UFT Chapter Chairperson or Designee	
Meredith Greene-Martinez	*PA/PTA President or Designated Co-President	
NA	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Valerie Geschwind	Member/Teacher	
Allyse Jacobellis	Member/Teacher	
Colleen Maresca	Member/Guidance Counselor	
Jamie Mendelsohn	Member/Teacher	
Deborah Model	Member/Parent	
Lindsey Powell	Member/Teacher	
Denise Cianfarini	Member/Parent	
John Keller	Member/Parent	
Joanne Satin	Member/Parent	
Jodi Seki	Member/Parent	

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.

One of PS 59's most distinctive features is its diversity. While many schools have a greater percentage of English language learners, they typically draw from a much smaller, more homogenous pool of languages than the three dozen or so spoken by PS 59 students. As a zoned elementary school with no magnet programs to enroll students from beyond the immediate neighborhood, it seems remarkable to have students born in over 40 distinct nations. Because the United Nations falls within the school's catchment zone, many students register with their family's eclectic diplomatic passports.

While many schools now offer collaborative team teaching to deliver special education services, PS 59 is distinguished by its passionate dedication to ICT. Teachers, service providers, and administrators feel gratified at the school's deepening capacity to build success and independence in kids who need considerable additional supports; we are proud of the longitudinal progress of older students who entered our ICT cohort in kindergarten, and of our dogged efforts to maintain inclusive classrooms for students whose needs might previously had led to placement in a more restrictive setting far from their general education peers. In the last three years, our special education population has increased by close to 30% and the number of students with IEPs now enrolled in our ICTs has more than doubled. In school leadership team discussions, the mother of a ICT student who transferred here from a private special education school suggested that we note how well the school integrates families of students with special needs. Of course, we couldn't brag about ICT or make ICT classrooms the first stop on tours for prospective families if our ICT classes didn't equal or exceed the neighboring rooms. The additional professional development in which the school invests to support collaborative teachers and the additional teacher who can intensify individualization mean our data indicate ICT makes our general education students thrive. What ICT has taught us about differentiation now flows to other classrooms to strengthen teaching and learning there.

PS 59's sense of community feels perhaps most remarkable. Parents routinely cite the warmth and familiarity among adults whose children attend the school, and speak appreciatively of the opportunity to come to their children's class for monthly Family Fridays and regular curricular workshops to further academic support at home. Teachers repeatedly describe themselves as exceptionally collegial. Those who volunteer on the new teacher hiring committee often tell interviewees that PS 59's best resource for professional learning is accessible, daily conversation with other teachers. Asked to describe the school for an exercise with School Leadership Team, a kindergarten teacher in her second year remarked that both her official and unofficial first-year mentors continue to visit her classroom, not just to push her thinking, but to be pushed themselves. A teacher in her first full year stated that the "collaborative atmosphere is an invaluable feature." An ICT teacher suggested that being able to discuss her in-class observations of individual occupational therapy goals with both the OT and the school's gym teacher means she is more conscious of her students' overall development. It is what she called an "appreciation for the whole child" that ensures a rapidly growing school continues to feel intimate, helps kids be well known, and strengthens the school's ethos of reflective differentiation.

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 059 Beekman Hill International								
District:	2	DBN:	02M059	School BEDS Code:	310200010059				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		95.0	95.8	95.9		
Kindergarten	92	98	96	Student Stability - % of Enrollment:					
Grade 1	71	90	97	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	81	78	90		93.1	92.1	92.7		
Grade 3	70	72	85	Poverty Rate - % of Enrollment:					
Grade 4	75	68	67	(As of October 31)	2008-09	2009-10	2010-11		
Grade 5	58	72	64		21.3	23.3	25.2		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		1	5	12		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		14	14	15		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	2	3	(As of June 30)	2007-08	2008-09	2009-10		
Total	447	480	502		14	14	15		
				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	2	1	0		
# in Collaborative Team Teaching (CTT) Classes	53	60	57	Superintendent Suspensions	5	7	2		
Number all others	16	15	22	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	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:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2008-09	2009-10	2010-11	Number of Teachers	31	34	36		
# in Transitional Bilingual Classes	0	0	TBD						
# in Dual Lang. Programs	0	0	TBD						
# receiving ESL services only	57	46	TBD						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
# ELLs with IEPs	3	8	TBD	Number of Administrators and Other Professionals	8	8	5		
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	5		
Overage Students (# entering students overage for grade)				Teacher Qualifications:					
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.1	100.0		
				% more than 2 years teaching in this school	48.4	67.6	69.4		
				% more than 5 years teaching anywhere	38.7	38.2	44.4		
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher					
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED	87.0	91.0	88.9		
American Indian or Alaska Native	1.8	2.1	1.8	100.0	100.0	100.0			
Black or African American	7.2	6.3	4.8						
Hispanic or Latino	18.3	17.9	16.9						
Asian or Native Hawaiian/Other Pacific Isl.	13.4	12.5	12.4						
White	57.0	56.9	59.6						
Male	50.3	52.5	52.2						
Female	49.7	47.5	47.8						
2009-10 TITLE I STATUS									
	Title I Schoolwide Program (SWP)								
	Title I Targeted Assistance								
	Non-Title I								
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11					
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY									
SURR School (Yes/No)	If yes, area(s) of SURR identification:								
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:									
	Phase				Category				
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive			
	Improvement Year 1								
	Improvement Year 2								
	Corrective Action (CA) – Year 1								
	Corrective Action (CA) – Year 2								
	Restructuring Year 1								
	Restructuring Year 2								
	Restructuring Advanced								

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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 – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	43.8			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	9.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	22.7						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	2.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = 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							

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 school's 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?
-

Need One

In 2009-2010, the first goal of PS 59's comprehensive education plan involved refocusing our data inquiry work to target the needs of those whose classroom performance suggests they are capable of performing at higher levels, one subset of whom is students who are perceived to be well within reach of achieving Level Four on the ELA. We aimed to raise the average proficiency rating of students two or more reading levels above the benchmark in this group to 0.20 points higher than students who were reading two or more levels above benchmark last year (from 3.74 to 3.94).

While the recalibration of cutpoints and proficiency levels renders direct comparisons from 2009 to 2010 inaccurate, among last year's third and fifth graders, those at two or more reading levels above their grade's benchmarks achieved raw scores that, had 2009's cutpoints been in effect in 2010, this subset of PS 59's student body would have obtained an average proficiency rating of 4.01. PS 59 would have met its goal for these two grades.

Schoolwide, the percentage of students scoring at the highest level of the exam reached 17.8%, an increase from the year before. Among returning fourth and fifth graders, the number of students reaching Level Four more than doubled, and among third graders taking a state exam for the first time, the number of Level Fours tripled as compared to the number from 2009. However, broken down by grade level, a disparity remains:

Grade	Percentage Level Four
Third	25.3%
Fourth	5.0%
Fifth	23.1%

Fourth graders' lower percentage of Level Four scores does not appear to indicate a cohort of students significantly distinct from the students a grade above or below them.

- Nearly a third (32.8%) had two or fewer wrong answers (92.9% correct) on the multiple-choice portion of the fourth grade exam;
- Only three PS 59 third or fifth graders achieved Level Four with a rate of multiple-choice accuracy below 91%, so the 32.8% of fourth graders with nearly 92.9% or more correct on the multiple-choice component of the exam would seem well positioned to exceed standards.
- That so few did reflects their (as well as their peers') relatively lower scores on the constructed response and usage components of the exam.

- Here, the students with at least **92.9% of possible multiple choice points averaged 8.52 out of 11 possible points, or 77.4%.**
- Only 23.8% of these students' total short answer and essay responses were awarded the maximum of four points; fewer than half received the maximum three points for grammar, mechanics, and usage.

A review of student writing on the exams suggests that the style and structure taught to students left them well prepared for the assessment's writing tasks. The critical area of need appears to have been around the content of student ideas. Students were inconsistent in demonstrating their ability to further substantive comparisons and to fully elaborate sophisticated ideas, which appears to have been the factor that most often led to lower scores.

As a result, we need to help students recognize, generate and argue ideas in writing about what they read as it appears to be an identifiable and critical need for this school year, and to sharpen students' writing mechanics.

Need Two

For several years we have focused efforts on supporting students scoring in the 'lowest third' on the ELA. Of particular concern has been our target group of students who hear a language other than English or nonstandard English at home, though not necessarily identified as in need of ELL services. Students in the target demographic tend to have had solid enough colloquial English at the time of their entry into school never to have tested into ELL services, but have limited vocabularies in literary and academic registers of English. This demographic feature was found to correlate more than twice as frequently with reading delays as more typically used measures such as ethnicity, ELL status, special education status, or free lunch eligibility. On standardized examinations, the limited language feature appears more correlative with language arts scores than ethnicity: Latino students have been identified as PS 59's lowest-achieving NCLB-defined, disaggregated subgroup, but *non*-limited language (English proficient) Latino students in 2010 scored an average language arts proficiency rating of 3.46, higher than the schoolwide average. Generally, the limited-language demographic feature correlates with significantly lower scores on the 2010 state language arts exam:

Grade	Average Proficiency Rating, Limited Language Students	Average Proficiency Rating, Non-Limited Language Students
Third	2.80	3.53
Fourth	2.99	3.43
Fifth	2.94	3.57

Of particular concern in this area is the performance of students on the constructed response portion of the exams, notably in ELA as well as in math. Fourth and fifth graders from limited language backgrounds scored significantly lower on the essay and short answer portions of the exam – especially in fourth grade – and on the mechanics and editing portions of the exams as well.

Grade	Limited Language Students			Non-Limited Language Students		
	Multiple Choice	Essays	Mechanics	Multiple Choice	Essays	Mechanics
Fourth	77.1%	4.96 out of 8.00	1.62 out of 3.00	86.8%	5.89 out of 8.00	2.21 out of 3.00
Fifth	78.8%	2.73 out of 4.00	1.50 out of 3.00	88.6%	3.08 out of 4.00	2.44 out of 3.00

To some extent, lower scores are a function of the group's generally lower reading levels. However, we also believe that limited-language students' general tendency to produce less – and less academically sophisticated – spoken and written language tends to reduce the volume of their responses, compromising the depth and specificity of the evidence they cite. Lacking a rich range of abstract vocabulary, students also struggle to find terms that allow them to synthesize with ease and precision. Both factors may contribute to their generally

lower scores on the written portion of the state exams. The more sophisticated grammar, usage, and mechanics expectations for fourth and fifth graders also appear to be challenging for limited-language students.

As a need, students from limited language home contexts must increase their abstract, academic vocabulary to be able to write with increased nuance, and must increase their sophistication around grammar, usage, and mechanics.

Need Three

A review of data from the 2010 statewide assessment in mathematics suggests PS 59 students largely calculate accurately and can select correct answers in multiple-choice formats. For example, fourth graders answered 92.1% of the multiple choice component of their examination correctly, and third graders scored right answers on 94.6% of the multiple choice questions. However, these same students fared relatively lower on the constructed response portion of the exam: fourth graders obtained maximum points on just 75.2% of the second and third books of their math exam, and just 55% of third graders communicated their thinking sufficiently to earn full credit on the final, constructed response of their exam. *Explaining* solutions – more than simply solving – seems to be an area of need.

As a need, mathematical communication disparately affects students in the school's population of limited language subgroup – those from homes in which a language other than English, or nonstandard English, is spoken. In one constructed response question on the fourth grade exam, for example, 72% of the students not scoring maximum points fall into this limited language category. Overall, 33 of the 45 students who will constitute PS 59's lowest-third of returning mathematics scores this year could be characterized as limited language.

Enriching the mathematical communication of all students, especially those limited language students who scored in the lowest third of returning students on the 2010 statewide mathematics exam, is a schoolwide need.

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.

Goal One

We aim to improve by June of 2011, as determined by measurable growth demonstrated in on-demand performance tasks, interim assessments, student classwork and informal teacher observation and assessment:

- **Students' ability to recognize, generate and argue ideas in writing about what they read;**
- **Student's ability to consistently and independently use grade level mechanics and conventions across subject areas**

Using the new Common Core State Standards as a guide, we are angling large swaths of our literacy curriculum toward a focus on big ideas, author's purpose, message, theme and lessons learned. Through collaborative work across PS59's upper grades, in conjunction with colleagues from a handful of other schools in a TCRWP leadership group, we are piloting both a Unit of Study on Interpretation and Cross-Text Thematic Studies and related performance assessment tasks which will help us monitor the impact of our instructional modifications. Teachers also worked in small cross-grade study groups with our literacy consultants to study related topics throughout the fall. We will also use new Common Core Language Standards K-5, to revise our expectations in terms of conventions.

By creating special interventions to strengthen the performance of students in fourth grade on the constructed response portion of the fourth grade state language arts examination, the proficiency rating of students in this group will be raised 0.15 (from 3.10 to 3.25) proficiency rating points from the 2010 to the 2011 state language arts exam.

Goal Two

We aim to improve by February of 2011, as determined by measurable growth demonstrated in on-demand performance tasks, student writing across subject area, and informal teacher observation and assessment:

- **Students from limited language home contexts must increase their abstract, academic vocabulary to be able to write with increased nuance;**
- **Students from limited language home contexts must increase their sophistication around grammar, usage, and mechanics.**

2010-2011 inquiry groups continue to focus on this target population. Five cross-grade inquiry groups were formed to study changes in instructional practice designed to support improved performance of all students, with a special eye toward students in the target population described in Need Two. Study group topics included, for example, studying the impact of incorporating visual, auditory, kinesthetic and tactile opportunities in literacy instruction to increase access for a broader range of students. Inquiry groups come together to share findings with colleagues in mid-February's whole school seminar. Following the seminar, teachers will reconfigure themselves in new inquiry groups to either continue their current work or to take on another topic.

Goal Three:

We aim to improve by June of 2011, as determined by measurable growth demonstrated in classroom assessments and informal teacher observation and assessment:

- **The mathematical communication of all students, especially those limited language students who scored in the lowest third of returning students on the 2010 statewide mathematics exam.**

As noted in identified need three, PS 59 students largely calculate accurately and can select correct answers in multiple-choice formats, with fourth graders answering 92.1% of the multiple choice component of their examination correctly, and third graders answering 94.6% of the multiple choice questions correctly. These same students scored relatively lower on the constructed response portion of the exam. Our schoolwide target group appears to be disproportionately affected. Classroom teachers are focusing their professional study in mathematics on teaching students to explain their thinking and solutions, rather than simply solving them. This work is taking place across grades and revised expectations are guided by the Common Core Standards for Mathematical Practice.

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 (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: We aim to improve by June of 2011, as determined by measurable growth demonstrated in on-demand performance tasks, interim assessments, student classwork and informal teacher observation and assessment:</p> <ul style="list-style-type: none"> • Students’ ability to recognize, generate and argue ideas in writing about what they read; • Student’s ability to consistently and independently use grade level mechanics and conventions across subject areas <p>By creating special interventions to strengthen the performance of students in fourth grade on the constructed response portion of the fourth grade state language arts examination, the proficiency rating of students in this group will be raised 0.15 (from 3.10 to 3.25) proficiency rating points from the 2010 to the 2011 state language arts exam.</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>	<ul style="list-style-type: none"> • Upper grade teachers are participating in a collaborative project with the TCRWP, funded by the NYC DOE, to develop fiction and nonfiction performance tasks that will a) support students in performing with greater skill and confidence in on demand and more formalized assessments circumstances and b) provide teachers with valuable information about students’ proficiency in advancing ideas in writing. • Select PS59 teachers in grades 3-5 will engage in a weekly lunchtime study group around this topic and share their findings with the entire staff. • Review all units of study in reading, writing and social studies to determine whether they embody appropriate levels of rigor on each grade in terms of recognizing and constructing ideas. • Revise curriculum calendars so that they reflect sufficient opportunities for students to develop proficiency in reading and writing across a variety of nonfiction styles. • Develop brief units of study in varying types of essay that provide opportunities to argue informed opinions representing one or more sides of complex but relevant topics with increasing independence.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Per session and substitute coverage for relevant teachers • Collaboration with literacy consultants to refocus efforts. • Participation of lead teachers in TCRWP leadership groups. • Per session for social studies planning. • Purchase with NYSTL funds social studies libraries. • Purchase of books and other materials.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers and administrators will monitor student's proficiency in reading through a variety of indicators of progress including:</p> <ul style="list-style-type: none"> • Interim assessment results; • Student movement through text levels; • Teacher anecdotal observations from conferences and small group work; • Student self-assessments; • Close examination of nonfiction student writing samples produced in response to on-demand performance tasks, against a yet-to-be-developed continuum of expectations; • Teachers will collaborate within and beyond PS59 in developing a continuum of expectations and/or related rubrics.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: We aim to improve by February of 2011, and subsequently June of 2011, as determined by measurable growth demonstrated in on-demand performance tasks, student writing across subject area, and informal teacher observation and assessment:</p> <ul style="list-style-type: none"> • Students from limited language home contexts must increase their abstract, academic vocabulary to be able to write with increased nuance; • Students from limited language home contexts must increase their sophistication around grammar, usage, and mechanics. <p>The measure by which we will demonstrate growth is under development. Part of our work in this area will be to develop a rubric for rating and measuring student performance and a continuum of development that includes descriptors and samples of student work to illustrate the descriptors.</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>	<ul style="list-style-type: none"> • Cross-grade inquiry groups were formed to study changes in instructional practice designed to support improved performance of all students, with a special eye toward students in the target population. Study group topics include: <ul style="list-style-type: none"> ➢ What is the impact of incorporating visual, auditory, kinesthetic and tactile opportunities in literacy instruction to increase access for a broader range of students? ➢ How do increased opportunities for choice time inquiry activities affect a.) students’ social language development; b) students’ academic language development? ➢ To what extent does tracking and/or monitoring the development of character relationships during read aloud support students’ ability to retell independently? ➢ Is there a measurable difference in the rate of students’ progression through text levels when teachers make students more aware of the characteristics of varied text levels and the challenges they present? ➢ How do we make students more aware and actively engaged while reading in order to depend their comprehension? <p>Inquiry groups come together to share findings with colleagues in mid-February’s whole school seminar.</p> <ul style="list-style-type: none"> • Following the seminar, teachers will reconfigure themselves in new inquiry groups to either continue their current work or to take on another topic. • Upper grade teachers are participating in a collaborative project with the TCRWP to develop nonfiction performance tasks aligned with the common core that will a) support students in performing with greater skill and confidence in on demand and more formalized assessments circumstances and b) provide teachers with valuable information about students’ proficiency in advancing ideas in writing. • Focus professional study with school-based colleagues and TC consultants on effective small group work including a) instruction targeted at skills essential to specific bands of text levels, b) developing reading and writing ‘toolkits’ that provide support while scaffolding independence, c)

	<p>developing structured prompts and supports that scaffold students' capacity to write in response to reading in both short and elaborated formats.</p> <ul style="list-style-type: none"> • Revise curriculum calendars so that they reflect sufficient opportunities for students to develop proficiency in reading and writing across a variety of nonfiction styles, recognizing that wide nonfiction reading builds students' academic vocabularies, and broadens their experience base. • Leverage a multitude of new nonfiction resources in the form of social studies libraries on grades 3, 4 and 5, to implement an increased number of social studies units, thereby further increasing student opportunities for nonfiction reading. • Study more closely the principles of vocabulary acquisition by a) participating in upper grade leadership groups at Teachers College, b) attending BETAC opportunities provided by Shane Templeton, c) explicitly linking word study routines to reading and writing work to ensure a greater likelihood of transfer. • Continue to form cross-grade data inquiry study groups on topics related to language development and study the impact of changes in practice designed to impact this cohort of students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • Per session and substitute coverage for relevant teachers • Collaboration with literacy consultants to refocus efforts. • Participation of senior teachers in TCRWP leadership groups. • Per session for social studies planning. • Purchase with NYSTL funds social studies libraries. • Purchase of books and other materials.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teachers and administrators will monitor student's proficiency in reading through a variety of indicators of progress including:</p> <ul style="list-style-type: none"> • Interim assessment results; • Student movement through text levels; • Teacher anecdotal observations from conferences and small group work; • Student self-assessments; • Close examination of nonfiction student writing samples against a yet-to-be-developed continuum of expectations. • Revised curriculum calendars in reading, writing and social studies in grades 3-5.

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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	12	4	N/A	N/A	1	0	0	0
1	20	4	N/A	N/A	5	0	0	0
2	24	3	N/A	N/A	2	0	4	0
3	12	6	N/A	N/A	3	0	6	0
4	18	12	0	0	5	0	3	0
5	22	8	0	0	3	0	4	0
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Early Bird with Classroom Teachers on all Grades • Early Bird with ESL Teacher in Upper Grades • Reading Recovery for First Graders • Early Bird with Reading Recovery Teacher • LLI Small Group Support for grades 1-3 • At Risk SETSS with students on grades 2-5 • After School Extended Day for Select Students
Mathematics:	<ul style="list-style-type: none"> • Early Bird with Classroom Teacher • At risk services with SETSS teacher on a push-in or pull-out basis • Early Bird and lunchtime groups with Math Coach • ECAM Assessment with Students At Risk
Science:	Early bird science support in winter/spring semester for 4 th grade students
Social Studies:	In class small group structures, varied text levels and diverse topic specific libraries, modified tasks
At-risk Services Provided by the Guidance Counselor:	At-risk groups and individual counseling as recommended by the PPT, issue specific counseling and student support as needed (e.g., social groups, peer mediation, parent support, Move to Improve coordination, STOPP training)
At-risk Services Provided by the School Psychologist:	Screening of at risk students
At-risk Services Provided by the Social Worker:	At-risk groups and individual counseling, issue specific counseling as needed (e.g., Banana Splits for children of divorce)

At-risk Health-related Services:

Healthy Living group with social worker and school nurse
Early bird movement group for select students

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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-5 Number of Students to be Served: 43 LEP 469 Non-LEP

Number of Teachers 32 Other Staff (Specify): 54 including Paraprofessionals, School Aides, Parent Coordinator

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.

PS 59 is a relatively small elementary school with a diverse array of approximately 30 native languages. Each year a significant group of children enter our school with a first language other than English. A relatively large percentage of our students – three times that of similar schools – are considered recent immigrants. This is due, at least in part, to the fact that our school is in close proximity to the United Nations. In fact, due to shifting job assignments, some students return to their native country after fewer than three years, while others enter during any given month of the year. Given the wide diversity, our core approach to English Language instruction for these students is ESL. Additional supplementary support is provided by trained Learning Leaders, and classroom teachers are provided professional development opportunities to sharpen their expertise in strategies to support ELL students in the classroom during the rest of the day. Our ESL teacher devotes her extended day minutes with our recently arrived students this year, ensuring that their mandates are met and that their ESL time complements the content of the regular instructional day.

PS 59 serves approximately 43 English Language Learners from kindergarten through fifth grade in a free-standing ESL program. The English language and literacy instruction is provided by a fully licensed ESL teacher and classroom teachers who are highly trained in reading/writing workshop and balanced literacy. The following instructional strategies, activities and programs are implemented to ensure that ELL/LEP students meet the standards and pass the required New York State ELA assessments in Grades 3-5:

- ESL instruction provided by our fully certified ESL teacher based on beginning, intermediate and advanced levels (as determined by the LAB-R or NYSESLAT) and consistent with CR Part 154 units of instruction requirements.
- Direct, small-group, and differentiated ESL instruction is provided for beginning through advanced ELLs, primarily through a pull-out model; some push-in instruction is offered in the primary grades.
- Having a full-time ESL teacher ensures teacher-student ratios remain supportive of English language development, offering students more intensive teacher contact and more crucial speaking opportunities than typically larger groups.
- ESL instruction is fully aligned with SED and NYC Learning Standards.
- Content and materials used in lessons are adapted to each ELL's particular language needs. In addition, all academic content areas taught in the general education classroom are supported through the use of ESL strategies.
- ELA classroom instruction is provided through a balanced literacy program where shared, independent, and guided reading and writing are emphasized.
- Longer periods with the ESL teacher for more intensive instruction are provided for students who require additional English support.
- Additional push-in and small-group support in language arts and math is provided by the ESL teacher, SETSS teacher, intervention teachers, and other personnel with expertise in English language arts.
- Push-in support by the Reading Recovery teacher provides additional reading and writing instruction for first and second graders.
- Early Bird extended day program provides additional opportunities for students to develop fluency and comprehension in English and to practice test-taking skills.
- Classroom instruction is supplemented through specially trained Learning Leaders volunteers.

Title III funding will be used to support several initiatives:

- Continued collaboration with Teachers College at Columbia University in providing high quality professional development in literacy instruction for ELLs with the goal of building teacher expertise (\$3,000/approximately 5% of our professional service contract);
- Expanding our highly successful assisted reading program with the purchase of additional downloaded audible books, and companion trade books specifically for emergent readers to listen to and read along with, making it possible for our newer ELLs to engage in book club and reading partner discussions with more fluent peers.
- Strengthening connections between classroom content and the external world for students. Many ELLs do not have the schema needed to most effectively process a lot of the new information they acquire in school. We plan to launch Saturday programs in collaboration with the Urban Park Rangers and other community organizations to provide hands-on experiences in parks that clarify vocabulary and processes about which they learn in class. ELLs will benefit from the small-group structure of the program, as well as the sessions before and after which synthesize the new information. New ELLs will also benefit from getting to know and understand the community to which they have moved. Doing so increases not only the ability of ELLs to talk and write about the world around them, but also increases motivation and engagement in general.
- Our standardized assessment results, including NYSESLAT, indicate that upper grade students have been lagging in developing proficiency in writing. Our strongest academic supports have traditionally been offered in grades K-2; students entering PS59 after second grade, particularly those requiring additional supports such as our ELLs, are thus at a disadvantage. As part of an effort to remedy this, early bird and after-school literacy and math programs will be provided for students in grades 3-5 who face high stakes NYS assessments in April and May. **Approximately \$9000 of our Title III funds will be dedicated to per session** for teams composed of general education teachers working and planning in collaboration with the ESL teacher providing instruction in this program. Students will meet in small grade level cohorts three times a week for 4 weeks prior to the literacy and math assessments. All of our upper grade ELLs will participate.

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.

A schoolwide focus on literacy and language acquisition of students who hear at home a language in addition to English has been prevalent throughout the last three years. Internally collected data in student progress through reading levels at all grades suggest that ELL and non-ELL students who are exposed to a language other than English at home may be at risk of failing to develop the academic registers of English needed for higher-level school success. Study groups are offered to staff members to enable them to support LEP/ELLs and all students in reaching NYS performance and content standards. A schoolwide focus on engaging and supporting at risk students and on developing higher-order reading comprehension for all students – even among students who may lack the English language vocabulary to express their deeper thinking – is the focus of all classroom and ESL teachers’ participation in study groups. Additional topics for professional study include assessment-driven instruction in writing, differentiating instruction for ELLs and all students, shared reading in the upper grades, and scaffolding language acquisition in the primary grades. A variety of professional texts highlighting the work of Lily Wong Fillmore and Mary Cappellini will be used support and enhance conversations. These sessions will be held throughout the year during grade and faculty meetings, and during staff development sessions before, during and after school.

Staff members serving ELLs are encouraged to attend professional development sessions to learn effective teaching strategies for our ELL students. All staff will participate in a minimum 2 hours of ELL training at the beginning of the school year. We have also contracted with Kristen Goldmansour to provide 10 full days professional development in differentiating instruction to all staff, supporting regular classroom teachers as well as our ICT teams. In addition, ICT teams will participate in district wide grade level cohorts and special interest groups, sharing their experience and knowledge with colleagues school wide. All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in planning, delivery of instruction and assessment. They will be provided with 8 hours of professional development in ESL strategies through their mentors. Throughout the year, all teachers serving ELLs will be encouraged to attend staff development offered by our LSO and to attend calendar days at Teachers College on relevant topics. Our ESL teacher participates in a full complement of professional calendar days at the Teachers College Reading and Writing Project focused on ELLs, regular professional opportunities provided by our CFN for ESL teachers, as well as an informal network of teachers of ELLs. Finally, this year our data inquiry team has evolved into six school wide action research groups. Each has chosen a particular area to focus their study based on recent data. These study groups meet in six-week cycles after school, designing interventions, implementing them and studying the impact. Among these are several based on language development, one focused on social language and interactions of students in Kindergarten and first grade; another focused on the development of academic language in students in all grades.

Section III. Title III Budget

School: PS 59 BEDS Code: 3102000100059

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	\$9,000	180 hours of per session for ESL and General Ed teachers to support ELL Students in our early bird, Saturday and after school programs.
Purchased services - High quality staff and curriculum development contracts.	\$3,000	5% of contract (five half-days) with Teachers College Reading and Writing Project and Goldmansour Consulting to support curriculum development, teacher expertise in literacy and differentiation for ELLs and other students in need of additional support. Also community programs, such as the Urban Park Rangers, which solidify content for students.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3,000	Downloaded audible books and matching trade books for emergent readers, picture dictionaries

Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000	

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.
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.

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.
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.
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>.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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 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 FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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.

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: 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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 059 Beekman Hill International					
District:	2	DBN:	02M059	School		310200010059

DEMOGRAPHICS

Grades Served:	Pre-K		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	0	0	0		95.0	95.8	95.9
Kindergarten	92	98	96				
Grade 1	71	90	97	Student Stability - % of Enrollment:			
Grade 2	81	78	90	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	70	72	85		93.1	92.1	92.7
Grade 4	75	68	67	Poverty Rate - % of Enrollment:			
Grade 5	58	72	64	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		21.3	23.3	25.2
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		1	5	12
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		14	14	15
Ungraded	0	2	3				
Total	447	480	502				

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	0	0	0	Principal Suspensions	2	1	0
# in Collaborative Team Teaching (CTT) Classes	53	60	57	Superintendent Suspensions	5	7	2
Number all others	16	15	22				

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	31	34	36
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	5
# receiving ESL services only	57	46	TBD				
# ELLs with IEPs	3	8	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	5

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	97.1	100.0
				% more than 2 years teaching in this school	48.4	67.6	69.4
				% more than 5 years teaching anywhere	38.7	38.2	44.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	91.0	88.9
American Indian or Alaska Native	1.8	2.1	1.8	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	7.2	6.3	4.8				
Hispanic or Latino	18.3	17.9	16.9				
Asian or Native Hawaiian/Other Pacific	13.4	12.5	12.4				
White	57.0	56.9	59.6				
Male	50.3	52.5	52.2				
Female	49.7	47.5	47.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Overall NCLB/Differentiated 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	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
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:	B	Overall Evaluation:					NR
Overall Score:	43.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

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

**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 02	District 02	School Number 059	School Name Beekman Hill
Principal Adele Schroeter		Assistant Principal Gabriel Feldberg	
Coach type here		Coach type here	
Teacher/Subject Area Akilah Clarke/ ESL		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Kathleen King	
Related Service Provider type here		Other type here	
Network Leader Dan Feigelson		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	500	Total Number of ELLs	43	ELLs as Share of Total Student Population (%)	8.60%
------------------------------------	------------	----------------------	-----------	---	--------------

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) Families of new registrants to P.S. 59 were given the Home Language Identification Survey (HLIS) at the time of registration. Before the start of school, trained staff informally collected information from the parents/guardians, and highlighted students who may be eligible for the LAB-R. The ESL teacher looked at the HLIS of each new student to identify students potentially eligible to take the LAB-R. Our ESL teacher is fully certified. She speaks English, French and beginning level Spanish, and uses the DOE Translation Office when interpretation services are necessary. The ESL teacher interviewed the students and when possible, their parents, to confirm LAB-R eligibility, then administered the LAB-R. Scores from the LAB-R determined who our new ELLs were. Students who were ELLs last year were evaluated with the NYSESLAT exam in the Spring, to see who would continue to be entitled to services. Progress was measured by looking at gains in AMAOs.

2) Two Parent Orientations were offered at different times of the day, during which the ESL teacher showed the New York City Department of Education Office of English Language Learners DVD, in English and any other high-frequency home languages needed. The groups then looked at each program choice on the Parent Survey and Program Selection form. The ESL Teacher explained the Transitional Bilingual, Dual Language, and ESL program options and encouraged families to state their honest program preference, answering any questions that parents had. Parents who did not come were contacted by the Parent Coordinator or the ESL teacher in order to arrange an alternative time to come in and meet with the ESL teacher. With both the group and private orientations, twelve of thirteen parents had a chance to meet and talk with the ESL teacher about their options for their child; so far only a phone call has been possible with the last parent. Parents were given the email of the ESL teacher on all letters and at the orientation in case they needed to contact her at a later time.

3) The ESL teacher sent out the DOE entitlement letter (which included an invitation to the upcoming Parent Orientation) to the parents of new ELLs within the first 10 days of admittance. Entitlement letters were sent home in students' take home folders and parent forms were returned either through the student or directly from the parent at the one of the orientations. The letters were distributed in English, with additional copies in various home languages for parents who indicated this as a preference. The originals of the program selection forms were put in student cumulative files and copies are maintained by the ESL teacher.

4) New ELL students were placed in our ESL instructional program. P.S. 59 has an extremely diverse array of language backgrounds (19 in total), which lends itself to an ESL model. There were no parents of new ELL students who needed or requested translation services. They all requested that the orientation video be shown in English, for example. Most of these parents spoke at least three languages, if not more.

5) Parents have generally chosen "Freestanding ESL" as the preferred program option. This year, twelve of thirteen parents chose this option (one chose Dual Language, English-Ukrainian). These forms are kept in the students' cumulative folders as well as in a file maintained by the ESL teacher. Parent choice is noted on a separate sheet of paper.

6) Per the general preferences listed above, our program offerings are aligned with parent preference.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

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	Tot #
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	43	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	6
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	35		2	8		4				43
Total	35	0	2	8	0	4	0	0	0	43

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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	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	1	3	1	1	1	4								11
Chinese					1									1
Russian	1			2		1								4
Bengali			1											1
Urdu														0
Arabic		1	1											2
Haitian														0
French		1	1		1									3
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other	6	3	3	4	2	2								20
TOTAL	8	8	8	7	5	7	0	43						

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) Direct, small-group, differentiated ESL instruction is provided for Beginner through Advanced ELLs, primarily through a pull-out model. Some push-in instruction is offered to our ELLs who have received services for more than 3 years. ELLs at PS 59 speak over 19 different languages; for some children English is their third language. There are many other students who come to PS 59 already proficient in English, with proficiency in one or two other languages as well. Recognition of and building on native languages happens in many ways. With beginners, the ESL and classroom teachers welcome books in the home language into the classroom during reading time. The ESL teacher talks with parents and other native speakers about language structure and the academic culture of the ELL students in order to better understand how to build upon the linguistic knowledge that ELLs bring into the school. The library in the ESL room has several books in French and Spanish, as well as a few in Japanese and Russian. ELL students at all times are encouraged to share language and traditions (food, holidays, etc.) in order to better integrate into the school community. Intermediate and Advanced students provide the language for various sayings, greetings and proverbs which go on the walls of their respective classrooms. The ESL teacher at times also does contrastive

analysis activities with these students to increase their meta-linguistic awareness and their ability to negotiate multiple languages. The literacy program at P.S. 59 primarily follows the Teachers College Reading and Writing Workshop. Teachers, trained in conducting effective workshops, use a combination of Shared Reading and Writing, Interactive Writing and Individual Conferences to build students' literacy skills. Words Their Way is also used to improve spelling and understanding of words. The ESL teacher uses a combination of the Teachers College Reading and Writing Workshop curriculum along with ESL-specific methodologies and activities such as TPR, Readers' Theater and SIOP instruction to increase ELL student skills in English as well as understanding of content.

2) Our students are grouped by proficiency levels so that Beginner, Intermediate and Advanced students receive their respective mandated minutes of 360, 360 and 180. In order to make this possible without creating unwieldy group size, we take full advantage of the 37 ½ minute extended session. Many of our Beginner ELLs will also participate in the ESL Title III enrichment program. PS 59 does not offer native language services.

ESL instruction is provided by the ESL teacher, who pulls groups determined in general by NYSESLAT/ LAB-R results. Some groups combine adjacent grades, with an effective range of abilities in each one. The ESL teacher also pushes in sometimes in an effort to give one-on-one attention during Writing Workshops, for instance. The ESL teacher collaborates with classroom teachers in order to maximize the effectiveness of this push-in instruction.

3) English language content is delivered from classroom teachers who use a balanced literacy program where shared, independent, and guided reading and writing are emphasized. Other content areas are delivered by either the classroom teacher or content area specialists. These teachers infuse visual, auditory, kinesthetic and tactile tasks into their lessons to provide access points for all students. Their ability to do this will be strengthened this Spring, when the Inquiry Group studying this topic will offer professional development to all teachers. Teachers are sensitive to the needs of ELLs in their classes and also employ such tactics as providing a buddy (same language, when possible), color-coding notebooks, and giving picture and/ or bilingual dictionaries. Teachers work to ensure that ELLs not only have multiple points of entry, but also multiple ways to demonstrate comprehension of the topic. This content is supplemented by work with the ESL teacher, who collaborates with classroom teachers about specific topics to be covered. The ESL teacher also consults the Common Core Standards for Language, Reading and Writing, as well as NYS Standards in other areas, such as Social Studies, in order to develop lessons that will help integrate ELLs into their classes and increase their capacity to comprehend and participate in classroom learning.

4) P.S. 59 does not currently have SIFE students. If we had a SIFE student, we would strive to get the most accurate information possible regarding the child's history (social and if any, academic). We would liaise with appropriate social service agencies (refugee centers, if applicable, etc.). We would attempt to accurately assess the child's literacy, math and other academic skills to see what the best groups would be for the child. We would attempt to provide mentoring for the child via a same age buddy, and through continuous assessment and instruction, in addition to working with the child's parents/guardians, ensure that the child is able to integrate into our school community while maintaining connections to his or her first culture.

ESL instructional planning takes into account both students' ESL level and strengths, as well as their grade-level expectations and goals. Newcomer classes have a lexical focus in the beginning, adding specific grammar structures, reading and spelling strategies, and writing lessons as time goes on, in an effort to prepare the students to meet those grade level goals.

PS 59 currently enrolls six students who are receiving services through BESIS. Two are X-coded. Five of the six scored Advanced on the 2010 NYSESLAT. For each, the lowest score obtained was in the writing domain. PS 59's support for these students focuses especially on strengthening the academic writing of this group of children. Academic vocabulary and syntax are especially emphasized, as well as the written structure of ideas. It is hoped that this additional, targeted attention will enable students on the cusp of proficiency to reach it this spring. This is our plan for ELLs receiving service 4 to 6 years.

As we are a K-5 school, we do not have ELLs receiving services for more than six years (Long Term ELLs).

The ESL teacher consults with the SETSS teacher, speech teacher, guidance counselors, collaborative team teachers, and occupational therapists about ELLs with special needs. These people share ideas, notes and strategies that are working.

Push-in support by the Reading Recovery teacher provides additional reading and writing instruction for first and second graders. Early Bird extended day program also provides additional opportunities for targeted, one-on-one attention for students. Additionally, specially trained Learning Leaders volunteers help to supplement classroom instruction.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

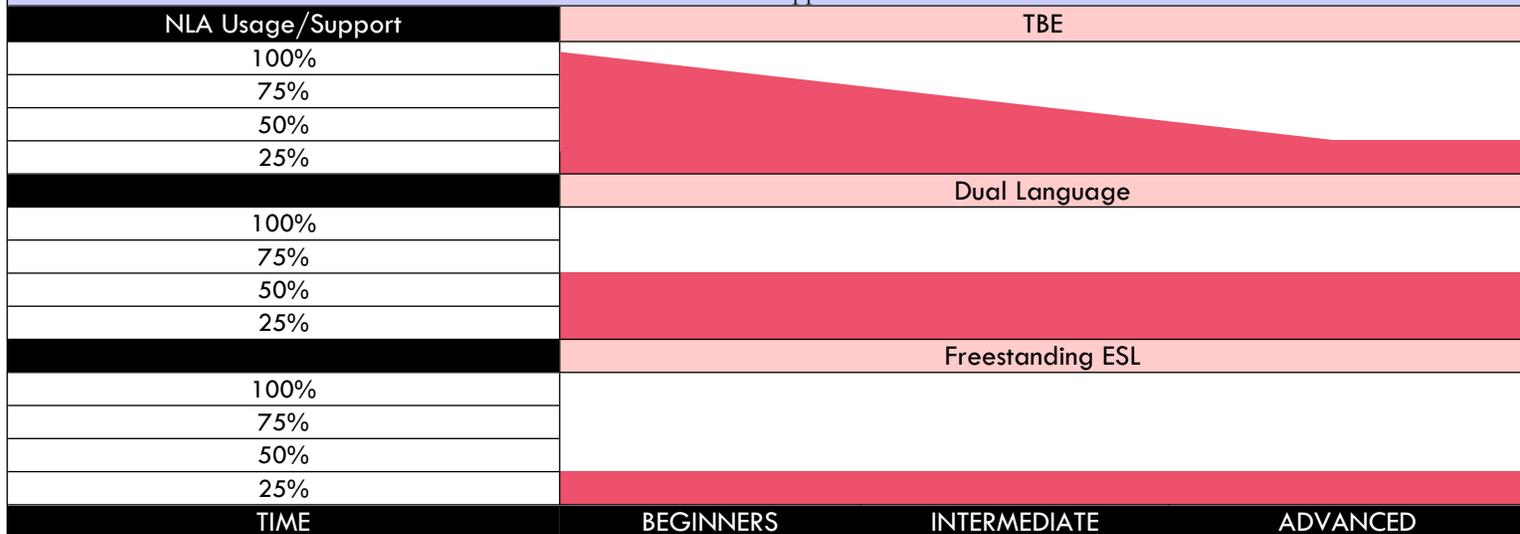
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.



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) Teachers continue to scaffold and provide extra supports for all ELLs (especially newcomers) in their Literacy blocks as well as other content areas. For ELLs receiving BESIS services, teachers work in Guided Reading sessions aimed at supporting these ELLs in using increasingly higher reading skills; teachers use strategy lessons to focus on individual writing needs. Instruction also uses programs such as Readers' Theater to cultivate improved reading habits and strengthen reading skills, and Words Their Way to identify and target specific gaps in reading and spelling skills. ELLs with special needs also benefit from small group instruction with the IEP/SETSS teacher. In addition to the regular ESL pull-out time, the ESL teacher also pushes-in at times to support ELLs during their content classes. Another intervention is a special bridge class that was formed this year. During two periods each day, students experience reduced classes, working in half-size groupings. In this way, these ELLs receive Social Studies and Math instruction in smaller groups.

6) Former ELLs who achieved English proficiency as shown by the NYSESLAT will still be given testing accommodations for two years after they test as proficient, and teachers will continue to work closely with them to ensure an academic transition that is as smooth as possible. All students in this group will be provided a time extension in a separate location from their general classroom. The preferences of individual families will determine whether students eligible for written or oral translation of the state mathematics and science examinations will be made available. PS 59 works with local consulates to arrange for oral translators for lower-incidence languages in which no written translations are available.

7) For this school year, PS 59 has sought a partnership with New York City's Urban Park Rangers. This organization, which brings students to nearby Central Park for inquiry studies into the natural and cultural history of New York City, provides thematic study of geology, horticulture, wildlife, and conservation of local habitats. The concrete, hands-on nature of this program will give participating students richer, English Tier II and Tier III content vocabulary, as well as a greater appreciation of a city and country to which they may have moved recently.

8) No programs will be discontinued.

9) All of our ELL students have access to multiple extra-curricular activities, including weekly music instruction, keyboarding instruction provided before and after school by our fully licensed and highly qualified music teacher, opportunities to audition for our upper grade school chorus, opportunities to perform with all students in two schoolwide musical productions in December and June, weekly art studio sessions with Studio in a School artists and a licensed NYC DOE art instructor, PTA-sponsored after school clubs, Stages of Learning theater instruction funded by a grant from city councilperson, Dan Garodnick, and a free after school program at the 54th Street recreational center. Students have the opportunity to attend an after school French language and literacy course sponsored by the French government.

10) Newly arrived ELLs are given laptops to provide access to online activities and games to build their skills. Glossaries are provided to ELLs who would benefit from this during tests and in class. SmartBoards help provide visual aids in classrooms; Words Their Way targets individual spelling/ reading needs; and Reader's Theater helps to build fluency and confidence. Downloaded audiobooks on MP3 players similarly provide opportunities for ELLs to build fluency and have access to more complex books, better suited to their intellectual development than what they might independently be able to decode.

11) Native language support is provided with books in French and Spanish in the libraries of the ESL teacher and some classroom teachers. The ESL teacher also provides opportunities for the students to interact with their families in their native language through numerous projects. Our parents, most of whom are quite proficient in English, are also advised that a “freestanding ESL program” includes use of the home language, and are encouraged to allow students to use the native language at home, as opposed to forcing an all-English environment. Students are also allowed to use their native languages for assignments as they transition to producing oral and written work in English. A number of staff, both in and out of classrooms, speak some of the home languages of our students, and readily help out with translations and other communication issues as they arise.

12) Any required services and supports correspond to the ages, grade levels and ELL levels of our ELL students.

13) Newly enrolled ELLs may take tours of our school before the school year begins in order to help prepare them and know what to expect. Our parent coordinator informs them of the offerings at our school and reaches out to find out who may need translation services, etc.

14) PS 59 does not offer language electives, but we do have an afterschool French club in which some of our ELLs are participants.

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

PS 59 does not have a dual language program.

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) The professional study groups in which teachers at PS 59 are engaging this year are focusing on student language development. Teachers are working in small groups, finding the latest research-based activities to use in their classrooms. Each small group has a different theme, including planning for all learning modalities; and using bands of text to move struggling readers along. Each teacher has chosen specific students, primarily ELLs, in order to identify and implement the most effective strategies for this population. A schoolwide focus on developing higher-order reading comprehension – even among students who may lack the English language vocabulary to express their deeper thinking – is the focus of all classroom and ESL teachers’ participation in study groups. These groups started on October 18th and will continue to meet weekly in cycles of learn/practice/reflect/practice/share within our community.

Outside of the school, staff members serving ELLs are encouraged to attend professional development sessions to learn effective teaching strategies for the ELL population. All staff will participate in a minimum 2 hours of ELL training at the beginning of the school year. We have also contracted with Kristen Goldmansour to provide 10 full days professional development in differentiating instruction to all staff, supporting regular classroom teachers and our CTT teams. The dates of this professional development include December 9, December 16, January 11, February 1, March 8, March 29, April 7, May 17, and June 14.

2) Staff at PS 59 are able to help 5th graders who are transitioning to middle school in several ways. The parent coordinator in particular provides a great deal of support for kids and families with applications and the process in general, and making arrangements for students to go on middle school tours throughout the school year. Fifth grade teachers have established a relationship with several of the local middle schools our students typically attend and plan to invite sixth grade teachers to visit students in classrooms and later to invite small groups of students for whom the transition is anticipated to be especially challenging to visit the middle school with their classroom teachers.

3) All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in planning, delivery of instruction and assessment. They will be provided with 7 1/2 hours of professional development on ESL strategies through their mentors. Throughout the year, all teachers serving ELLs will be encouraged to attend staff development offered through calendar days at Teachers College on relevant topics. Our ESL teacher participates in a full complement of professional calendar days at the Reading and Writing Project focused on ELLs. The dates include October 13, January 19, February 1, and February 9. Our network ELL Specialist also offers professional development days almost monthly on reporting as well as instruction. All teachers maintain record of their professional development sessions via an official certificate from the specific organization offering the session, as well as through notes from which teachers share with their colleagues upon return.

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) Parents are very involved at PS 59, mainly through the very active Parents Association, which holds regular meetings and hosts a ton of events throughout the school year. The parents of new ELLs in particular, are invited to an Orientation with the ESL teacher as soon as it is determined that a child is an ELL. Parents keep in touch with the ESL teacher mainly via email. In addition to the ESL teacher, parents of ELLs are kept informed of their child's activities through very efficient classroom teachers, as well as "Family Fridays", when parents can visit and participate in classes. Beyond all of this, the Parent Coordinator keeps our parents informed of important dates and opportunities for children. The Parent Coordinator also reaches out to ELL parents before meetings to assess their language needs.

The school relies first on the Home Language Identification Survey to identify the written and oral interpretation needs of our families. Families indicate in what language they would prefer to communicate verbally and in writing on the second page of the survey. In addition to this initial assessment, staff involved in the registration process (including the ESL teacher and Parent Coordinator) speak with families (and would use the NYCDOE Translation Office if it ever became necessary) to gather information about communication preferences and needs.

2) PS 59 has many partners in the community who provide a variety of workshops for our parents. Workshops include banking information with TD Bank; helping your child succeed with Teachers College Reading and Writing Project; improving sibling interaction through peer mediation, given by the Morningside Center for Social Responsibility; and talking to your child about sex with Dr. Fred Kaiser from the NYC Department of Health.

3) We rely first and foremost on the Home Language Identification Survey to identify language needs of our parents. Parents also fill out a Federal Lunch Form which determines eligibility for free lunch. We also collect information to determine eligibility for the half-fare Metrocard, as well as other transportation needs. We are also able to assist parents who qualify for a special health insurance. In addition we make sure parents know about the Chelsea Free Clinic so that if needed, their children can have access to free health care including required immunizations.

In this way and others, the Parent Coordinator reaches out to parents to assess needs. The Parent Association is also a strong vehicle for this communication. Our parents are very active and involved in not only their respective children's academic lives, but also events and activities in general at P.S. 59. The Parent Coordinator supports this strong parent base, facilitating connections between same-language families, so they can act as mentors for each other, and utilizing our multilingual staff to assist with communication. The Parent Coordinator provides information about our website and its translation features, and arranges for translation of documents as needed. She seeks outside sources if a family has a language need that is beyond that which NYCDOE provides, ensuring that all families, ELL or non-ELL, have access to the information parents need to facilitate their child's success.

4) The Parent Association, through regular meetings and contact with parents, communicates parent needs and ideas on how to meet them. The P.S. 59 website provides families with the ability to translate material on the home page into 40 languages. This includes the calendar for the year and daily announcements about upcoming events. We also have a link to Google's translator, so that parents can translate any electronic document. For announcements ranging from PTA events to Parent-Teacher conferences, we make sure that either letters go home translated into the appropriate home language, or an English-speaking family member is contacted, understanding that conversations are often the best way to really know that a parent/guardian has had access to the relevant information. We have determined through annual

parent surveys that all but a handful of our families rely on e-mail as their primary source of communication. In response, we have for the last two years, sent all messages from the administration, including lengthy twice monthly updates to all families (and staff) via e-mail. Parents can then make use of Google translator, as noted above, to access the content as necessary.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	5	2	2	1	1								15
Intermediate(I)	1	3	3	4	2	1								14
Advanced (A)	3		3	1	2	5								14
Total	8	8	8	7	5	7	0	0	0	0	0	0	0	43

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2	3	0	5
4	0	5	5	0	10
5	0	2	4	0	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	0		0		5		1		6
4	0		0		8		3		11
5	1		2		3		1		7
6									0
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	0		1		8		5		14
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		0		5		0		5
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
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

1) PS 59 uses a combination of assessment tools to assess the early literacy skills of our ELLs. These assessments include TCRWP formal running records and informal observations during carefully targeted individual conferences. These assessments show that many of our early readers are still working on their reading skills, but in general are steadily increasing reading levels. Our school also relies on Words Their Way inventories to provide information about the literacy development of our ELLs. Many of our Beginner and Intermediate ELLs are in the Letter Name Alphabetic and Within-Word Pattern stage on the Synchrony of Literacy Development. These assessments generally show that our Beginner ELLs who have just arrived from their home countries are reading below grade level, and those who have been in our school for more than two years are reading at higher levels but still need further support with comprehension, as well as self-expression in written forms. Therefore many of our ELLs are in Early Bird sessions and some of our Beginners work with our Reading Recovery teacher to build their reading skills, including mechanics, background knowledge and comprehension skills. Classroom teachers as well as the ESL teacher

students, as well as areas in need of improvement. For instance, we have several students who have shown that they are Proficient in the Listening/Speaking modalities, and are at the border of Advanced/Proficient in the Reading/Writing modalities. We are aware that these students, especially, need to maximize their academic language in order to master the English language. The ESL teacher, while selecting activities to maintain their proficiency in Listening and Speaking, also creates very specific plans which target knowledge such as word roots and sentence, paragraph and essay structure, in order to develop these students' Cognitive Academic Language Proficiency (CALP).

4) Most of our Beginner students are concentrated in the K-2 grades, with most of our Advanced students in the upper grades. Though a small number (tests in most of the language background represented at PS 59 are not available) of our students could if their families wished, they do not take tests in their native language.

In general, PS 59 does not give the ELL Periodic Assessments. However, teachers constantly assess ELLs via running records, Words Their Way inventories, and informal assessments and observations.

5) PS 59 does not have a dual language program.

6) To evaluate our program for ELLs, we look at several assessments, such as Teachers College Running Records, teacher-designed reading and writing assignments that are aligned with the CCCS, and of course progress on the NYSESLAT. Attention to the AMAOs gives us a clear idea of the breakdown in modality for each student, showing where they are strong and where we can focus help. We also look at movement in reading levels, as well as comprehension and success in other content areas. Finally, we consider the participation of parents to be very important, and consider parental involvement in trips, school events and other activities to be evidence that our ELLs are integrating effectively into our school community. It is this combination of academic achievement and social integration that lets us know how our program is advancing.

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.

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		