



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 59 WILLIAM FLOYD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K059

PRINCIPAL: DAWN BEST **EMAIL:** DBEST2@SCHOOLS.NYC.GOV

SUPERINTENDENT: JAMES QUAIL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Dawn Best	*Principal or Designee	
Rowlanda Omoigberai	*UFT Chapter Leader or Designee	
Vanessa Burton	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Vanessa Gumbs	CBO Representative, Guardian	
Myriame Lamothe	Member/ Guidance	
Belinda Bell Farmer	Member/ Teacher	
Jeanell Flood	Member/ Parent	
Irene Harvey	Member/ Parent	
Dominga Olivo	Member/ Parent	
Ann Davis	Member/ Teacher	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p>Annual Goal #1 To improve students' competency in Literacy through scaffolding the interpretation and evaluation of nonfiction text.</p>
<p>Comprehensive needs assessment After a review of varied data sources inclusive of but not limited to the NYS ELA assessment students were identified as having the most difficulty in interpreting and possessing higher order comprehension skills in non-fiction text. The item-skills analysis of varied multiple choice and literature-based written assessments revealed a need for improved instruction in the comprehension of non-fiction text. . Special Education and ELL populations must meet proficiency in numbers equaling general education students in ELA.</p>
<p>Instructional strategies/activities In order to improve student performance and achieve our stated goals staff will employ the following practices: Identify and address gaps in critical skills; Provide targeted instruction with differentiated practice; Increase student engagement and motivation; Generate actionable data; and conduct ongoing evaluation and assessments; teachers will continue to review programs and resources to determine effectiveness and meet during common planning time to evaluate programs, outcomes, and determine if changes in materials or strategies are warranted. Teachers will focus on greater use of non fiction text across content and genre areas, fluency, comprehension, and align curriculum to Common Core State Standards to plans to meet those objectives Students will be assessed in September for initial support placement. Support programs will run in six to eight week intervals at which time results will be evaluated for effectiveness and plans for next steps are developed. Benchmark dates in November February and April are set for program evaluation using school wide assessment of student progress, teacher implementation effectiveness and student attendance as criteria for determining success.</p>
<p>Strategies to increase parental involvement We will continue providing materials and training to help parents work with their children to improve their achievement level, e.g., math, and use of technology; providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; providing assistance to parents in understanding City, State and Federal standards for students with special needs, Common Core State Standards and assessments; sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.</p>
<p>Strategies for attracting Highly Qualified Teachers (HQT) To recruit HQT we will seek out teachers coming from a change of career based on prior success and research indicating higher quality and retention rates. We will provide a series of professional development (PD) sessions to train and support them in developing research validated practices. Support them with PD on state standards, assessments, and curriculum. To retain HQT we will provide common planning time, access to technology and shared decision making opportunities.</p>
<p>Service and program coordination AIS providers communicate daily and log communication in a provider book to ensure strategies, results, and concerns are shared. PPT meetings are held semi monthly to determine schedules and resources to prevent replication or supplanting of services provided. Students receiving AIS will also be provided enrichment opportunities to support alternate modality learning and opportunities for success.</p>
<p>Budget and resources alignment Initiatives will be supported by the use of the following funds: Teachers –TL FSF, EGSCR, Title I SWP, TL CFF, ARRA CTT, SSS., Title I ARRA PreK, TL DRA Stabilization Paras – IDEA IEP Para, TL IEP, CFE IDEA ARRA RS IEP, Student Support- TL FSF, TL IDEA , TL Man.Sp., Per Session- TL FSF, TL CFF, TL OTA , TL FSF HH, Title III LEP Summer- TL Inquiry Team- TL CFF , Guidance: Title I, IDEA Mandated C., TL FSF , TL Man. C. Admin/Admin Support-TL FSF OTPS- TL CFF , TL FSF , Title III , Title I SWP Pre-K: TL SS, T, UPK Coach: C4E Title I SWP</p>

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

To improve student competency in critically analyzing and constructing mathematical theories and concepts.

Comprehensive needs assessment

After a review of varied data sources inclusive of but not limited to the NYS Math assessment students were identified as having the most difficulty in interpreting and possessing higher order comprehension skills in non-fiction text. The item-skills analysis of varied multiple choice and literature-based written assessments revealed a need for improved instruction in the comprehension of non-fiction text. Special Education and ELL populations must meet proficiency in numbers equaling general education students in math.

Instructional strategies/activities

In order to improve student performance and achieve our stated goals staff will employ the following practices: Identify and address gaps in critical skills; Provide targeted instruction with differentiated practice; Increase student engagement and motivation; Generate actionable data; and conduct ongoing evaluation and assessments; teachers will continue to review programs and resources to determine effectiveness and meet during common planning time to evaluate programs, outcomes, and determine if changes in materials or strategies are warranted. Teachers will work towards greater automaticity in students understanding of number sense skills. Students will be assessed in September for initial support placement. Support programs will run in six to eight week intervals at which time results will be evaluated for effectiveness and plans for next steps are developed. Benchmark dates in November February and April are set for program evaluation using school wide assessment of student progress, teacher implementation effectiveness and student attendance as criteria for determining success.

Strategies to increase parental involvement

We will continue providing materials and training to help parents work with their children to improve their achievement level, e.g., math, and use of technology; providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; providing assistance to parents in understanding City, State and Federal standards for students with special needs, Common Core State Standards and assessments; sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

To recruit HQT we will seek out teachers coming from a change of career based on prior success and research indicating higher quality and retention rates. We will provide a series of professional development (PD) sessions to train and support them in developing research validated practices. Support them with PD on state standards, assessments, and curriculum. To retain HQT we will provide common planning time, access to technology and shared decision making opportunities.

Service and program coordination

AIS providers communicate daily and log communication in a provider book to ensure strategies, results, and concerns are shared. PPT meetings are held semi monthly to determine schedules and resources to prevent replication or supplanting of services provided. Students receiving AIS will also be provided enrichment opportunities to support alternate modality learning and opportunities for success.

Budget and resources alignment

Initiatives will be supported by the use of the following funds: **Teachers** –TL FSF, EGSCR, Title I SWP, TL CFF, ARRA CTT, SSS., Title I ARRA PreK, TL DRA Stabilization **Paras** – IDEA IEP Para, TL IEP, CFE IDEA ARRA RS IEP, **Student Support**- TL FSF, TL IDEA , TL Man.Sp., **Per Session**- TL FSF, TL CFF, TL OTA , TL FSF HH, Title III LEP **Summer**- TL **Inquiry Team**- TL CFF , **Guidance**: Title I, IDEA Mandated C., TL FSF , TL Man. C. **Admin/Admin Support**-TL FSF **OTPS**- TL CFF , TL FSF , Title III , Title I SWP **Pre-K**: TL SS, T, UPK **Coach**: C4E Title I SWP

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Continue to foster a school-wide culture of shared accountability to student progress and success through greater transparency of expectations around teacher pedagogy.

Comprehensive needs assessment

By June 2012, teachers will set goals and be provided support and feedback to foster growth in the areas of classroom instruction, instruction and planning and preparation as outlined in Charlotte Danielson's framework for enhancing professional practice.

Instructional strategies/activities

Teachers will work with administration and support staff to use sections of Charlotte Danielson's *Framework for Teaching*, to articulate clear expectations for teacher practice and serve as the focus for teacher development by November 2011

Administration will engage in short, frequent cycles of classroom observation, 1 collaborative examination of student work, and timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction. Teachers will receive feedback on student work on Common Core-aligned tasks and on successes and challenges related to reaching all students, including students with disabilities and English language learners.

Administration will strengthen their own capacity to provide high-quality feedback to teachers through professional development and support from network teams.

Strategies to increase parental involvement

We will continue providing materials and training to help parents work with their children to improve their achievement level, e.g., math, and use of technology; providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; providing assistance to parents in understanding City, State and Federal standards for students with special needs, Common Core State Standards and assessments; sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

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Service and program coordination

AIS providers communicate daily and log communication in a provider book to ensure strategies, results, and concerns are shared. PPT meetings are held semi monthly to determine schedules and resources to prevent replication or supplanting of services provided. Students receiving AIS will also be provided enrichment opportunities to support alternate modality learning and opportunities for success.

Budget and resources alignment

Initiatives will be supported by the use of the following funds: **Teachers** –TL FSF, EGSCR, Title I SWP, TL CFF, ARRA CTT, SSS., Title I ARRA PreK, TL DRA Stabilization **Paras** – IDEA IEP Para, TL IEP, CFE IDEA ARRA RS IEP, **Student Support**- TL FSF, TL IDEA, TL Man.Sp., **Per Session**- TL FSF, TL CFF, TL OTA, TL FSF HH, Title III LEP **Summer**- TL **Inquiry Team**- TL CFF, **Guidance**: Title I, IDEA Mandated C., TL FSF, TL Man. C. **Admin/Admin Support**-TL FSF **OTPS**- TL CFF, TL FSF, Title III, Title I SWP **Pre-K**: TL SS, T, UPK **Coach**: C4E Title I SWP

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

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

Comprehensive needs assessment

Upon review of student work, the varied needs of subpopulations of students and alignment to standards it became apparent that students require more specialized differentiated instruction to meet those needs. The students showed evidence of success in making gains in the 2010 – 2011 school year as a result of greater focus on differentiated lessons.

Instructional strategies/activities:

Teachers will use inquiry data around Common Core Curriculum alignment to develop curriculum maps that structure lessons that support ELL and Special Education populations. In addition lesson will be planned in teacher grade groups and across grade groups to provide support for accelerated learners and students who require some additional support. Teachers will integrate motivational strategies and mnemonic devices to engage and support learners with varied learning modalities. Teachers will design, implement and assess students through project –based activities in ELA and Math. Rubrics will accompany project choices to make transparent the expectations and goals for students regarding their project outcomes. Planning must also integrate technology use and improved research skills in students.

Strategies to increase parental involvement

We will continue providing materials and training to help parents work with their children to improve their achievement level, e.g., math, and use of technology; providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; providing assistance to parents in understanding City, State and Federal standards for students with special needs, Common Core State Standards and assessments; sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

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To recruit HQT we will seek out teachers coming from a change of career based on prior success and research indicating higher quality and retention rates. We will provide a series of professional development (PD) sessions to train and support them in developing research validated practices. Support them with PD on state standards, assessments, and curriculum. To retain HQT we will provide common planning time, access to technology and shared decision making opportunities.

Service and program coordination

Our professional development plan outlines the professional development objectives for the year as well as monthly goals for training. Continuous and ongoing observation cycles will evaluate teacher progress, professional development effectiveness and any need for plan revision. Teacher peer groups will provide collegial feedback on lessons observed and provide opportunities for growth in a safe environment.

Budget and resources alignment

Initiatives will be supported by the use of the following funds: **Teachers** –TL FSF, EGSCR, Title I SWP, TL CFF, ARRA CTT, SSS., Title I ARRA PreK, TL DRA Stabilization **Paras** – IDEA IEP Para, TL IEP, CFE IDEA ARRA RS IEP, **Student Support**- TL FSF, TL IDEA , TL Man.Sp., **Per Session**- TL FSF, TL CFF, TL OTA , TL FSF HH, Title III LEP **Summer**- TL **Inquiry Team**- TL CFF , **Guidance**: Title I, IDEA Mandated C., TL FSF , TL Man. C. **Admin/Admin Support**-TL FSF **OTPS**- TL CFF , TL FSF , Title III , Title I SWP **Pre-K**: TL SS, T, UPK **Coach**: C4E Title I SWP

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p>Annual Goal #5 Continue to improve parental involvement and shared commitment to student outcomes.</p>
<p>Comprehensive needs assessment Our needs assessment was comprised of school event attendance, parent response rates to invitations, parent teacher conference attendance, various parent surveys and other communication responses. Based on that data we will work to increase parent involvement in ways that benefit both parents and students.</p>
<p>Instructional strategies/activities Teachers will plan and provide greater opportunities for parent partnerships around class work. Classroom activities include; projects, experiments, and data gathering for student research. Teachers will work with administration to cultivate greater parental communication tools such as parent lesson plans and other parent tutoring tools.</p>
<p>Strategies to increase parental involvement We will continue providing materials and training to help parents work with their children to improve their achievement level, e.g., ELA, math, and the use of technology; providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; providing assistance to parents in understanding City, State and Federal standards for students with special needs, Common Core State Standards and assessments; sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.</p>
<p>Strategies for attracting Highly Qualified Teachers (HQT) To recruit HQT we will seek out teachers coming from a change of career based on prior success and research indicating higher quality and retention rates. We will provide a series of professional development (PD) sessions to train and support them in developing research validated practices. Support them with PD on state standards, assessments, and curriculum. To retain HQT we will provide common planning time, access to technology and shared decision making opportunities.</p>
<p>Service and program coordination Through staff and administrative collaborative planning, parent feedback through surveys and other communication methods, workshops for parents are planned and opportunities for parents to sit in on instruction and debrief with teachers, coaches or administrators provide opportunities for both parent partnership and training.</p>
<p>Budget and resources alignment Initiatives will be supported by the use of the following funds: Teachers –TL FSF, EGSCR, Title I SWP, TL CFF, ARRA CTT, SSS., Title I ARRA PreK, TL DRA Stabilization Paras – IDEA IEP Para, TL IEP, CFE IDEA ARRA RS IEP, Student Support- TL FSF, TL IDEA , TL Man.Sp., Per Session- TL FSF, TL CFF, TL OTA , TL FSF HH, Title III LEP Summer- TL Inquiry Team- TL CFF , Guidance: Title I, IDEA Mandated C., TL FSF , TL Man. C. Admin/Admin Support- TL FSF OTPS- TL CFF , TL FSF , Title III , Title I SWP Pre-K: TL SS, T, UPK Coach: C4E Title I SWP Parent Coordinator: TL PC</p>

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	51	51	N/A	N/A	2	N/A	N/A	
1	61	61	N/A	N/A	5	N/A	N/A	
2	73	58	N/A	N/A	6	N/A	N/A	
3	27	36	N/A	N/A	20	N/A	N/A	
4	23	40	7	20	64	N/A	N/A	
5	26	39	12	52	53	N/A	N/A	
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	AIS are offered through: Reading Recovery, Phonemic Awareness, Writing, Grammar, Mechanics, Star Fall, Achieve 3000 and Reading A to Z. Method of delivery: small group, one – on-one tutoring, Intervention is offered during the school day, before and after school and on Saturday as funding permits.
Mathematics	In Mathematics AIS are provided through: Dream box math, great leaps math for fluency with number facts, mnemonic learning provided in small group, one-on-one tutoring, intervention is offered during the school day, before and after school, and on Saturday as funding permits.
Science	Students are provided science intervention through the Foss Hands-on program to build observation skills, content knowledge, and vocabulary skills. Students are supported in pairs, and small groups of no more than 4 at a time. Delivery occurs during the school day, after school and on Saturdays as funding permits.
Social Studies	Students are provided support in social studies intervention through periodicals, Hands on artifact kits on Colonial America and Ancient Civilizations. Delivery occurs during the school day in small groups.
At-risk Services provided by the Guidance Counselor	Self confidence skills with holdover students. Social skills for grade four students and transition to middle school skills to grade five students. Services provided through small group, and one on one support sessions during the school day.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

P 59 PARENT INVOLVEMENT POLICY

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

P 59 SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 14k059 **School Name:** William Floyd Elementary School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

PS 59 was identified SINI in ELA; All students, with subgroups Black and ED. Students in grades 3 through 5 failed to make gains in ELA to meet our AYP, according to our needs assessment, due to the lack of resources to provide additional support in ELA after school and during Saturdays, students requiring additional remedial support were not afforded additional time. In addition, the remedial support resources used to supplement small group classroom instruction did not prove effective. Inquiry data revealed that students made fewer gains during an hour of remedial support than with the materials used during the half hour extended day time. In summary, Students require more time on task with effective instructional support resources especially out Black and ED students.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Students will be provided additional hours of after school support each school day. Identified students will be given 30 minute small group instruction on skills and concepts, with a main emphasis on vocabulary acquisition, and comprehension skills. Teachers with flexible schedules will have them adjusted to provide students with additional institutional periods during the week with emphasis on non-fiction text. Professional development will be provided to teachers to effectively implement student support initiatives.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Teachers who will require additional assistance to grow professionally as educators will be identified through walkthroughs, principal observations, lesson plan reviews, to determine the means of support. Monies will be used to provide resources for teacher study groups, per session for planning and study time, and training in integrating the Common Core State Standards, and technology to facilitate greater academic growth in students. Teacher training to better support ED and Special needs students whose differentiated lesson requirements mirror those of other struggling students will be provided for teachers as well.

Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Each new teacher is given an on-site orientation by the Lead Teacher regarding policies and procedures unique to our school and its academic goals and expectations. In addition, they are supported in implementation of the curriculum and instructional program. The Lead Teacher or a designee ensures supplies and materials are available, provide a faculty handbook, and assists teachers in getting the classes underway. Teachers share promising practices and instructional resources with each other, and work together in inquiry groups to determine trends in student needs and implications for instruction. Teachers visit classrooms with exemplary practices both internally and external to the school for the purpose of improving their practice. Teams meet after lab site visits to debrief and support collaborative deepening of professional knowledge.

2. 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.

Parents will be notified by phone and letter stating that their child is performing below grade level. The secondary language of the school is Spanish. Letters will be translated into Spanish and posters will be affixed to all egress locations to alert parents to the meeting. This will be done in addition to backpacking the letter with students to take home.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Margarite Nell	District 14	Borough Brooklyn	School Number 59
School Name William Flyod			

B. Language Allocation Policy Team Composition [?](#)

Principal Dawn Best	Assistant Principal A. Alexnder and J. Rheinhardt
Coach Belinda Bell-Farmer	Coach N/A
ESL Teacher Leonor Alicia Mannucci	Guidance Counselor Miriam Lamothe
Teacher/Subject Area Pavlon Clemmons/Speech	Parent Jenell Flood
Teacher/Subject Area Margaret Benitez/Science	Parent Coordinator Nilsa Torres
Related Service Provider Claudia Whittingham	Other type here
Network Leader Margarite Nell	Other type here

C. 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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	17
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	428	Total Number of ELLs	35	ELLs as share of total student population (%)	8.18%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. When a parent or guardian enrolls a student in P.S. 59 a Home Language Identification Survey [HLIS] is completed. Ms. Mannucci [ESL Teacher] interviews the parent/guardian and meets the student. Ms. Mannucci speaks Spanish and therefore is able to communicate with parents/guardians and students that only speak Spanish. She has been the ESL teacher in this school for 15 years entering her 16th year. If a parent that speaks another language requires translation, the Office of English Language Learners may be notified to recommend a translator. The HLIS is completed in the first language or English and if the dominate language of the student is a language other than English; the LAB-R is administered to the student within 10 days of enrollment. Afterwards the LAB-R is hand scored and if the raw score falls within the entitlement score zone, a student is placed in an ESL class. A student may be entitled to 180 minutes of ESL [Advance] or 360 minutes [Intermediate or Beginner] of ESL instruction per week. The mandated time allocated for ESL instruction depends on the raw score of the student. The steps taken to annually evaluate the ELLs performance on the New York State English as A Second Language Achievement Test are: 1. Look at the proficiency level 2. Look at the score for each component - Listening, Speaking, Reading and Writing 3. Provide explicit instruction with supportive scaffolds and strategies to improve the weak areas and to continue to support the strong areas 4. Provide this information to the the classroom teachers and inform them with supportive strategies to help the ELLs in the 4 components.

2. The structures that are in place in this school to ensure that parents understand all 3 program choices [Transitional Bilingual, Dual Language and Freestanding ESL] are: 1. Parent Orientation that provides information on entitlement, program descriptions, mandated instruction time, language proficiency level of student, test descriptions [LAB-R and NYSESLAT], a video that clearly introduces and explains the 3 program choices and a discussion with the ESL teacher about the program that this school has in place. The parents fill out a Parent Survey and Selection Form at the completion of the Parent Orientation which is conducted in their native language. 2. A telephone conference call may be provided if a parent states that he or she will not be able to attend the in school Parent Orientation on any of the days provided. Also, through out the year parents are encouraged to come to the school to watch the video and discuss the programs with the ESL teacher if they did not attend previous Parent Orientation. This is an on going process through out the year. The ESL teacher sends letters to the parents encouraging them to attend this informative orientation. Parents of all students that have been tested on the LAB-R receive letters notifying them of the raw score and decision that has been made about their child's entitlement status. Also, parents are notified that if they do not make a program choice their child will be placed an Bilingual program for the entire year. It is stated in the Parent Survey and Selection Form that a child will continue to receive instruction in a Transitional Bilingual Progoam, Dual Language Program or ESL Program until that child reaches English language proficiency on the NYSESLAT. Parents also receive a brochure with information about the 3 Programs, website for Department of Education [wealth of information] and the departments phone number to have as a resource for continued informative knowledge about their child's education.

3. The school ensures that entitlement letters are distributed and Parent Survey and Selection Forms are returned. The ESL teacher sends letters to the parents in their navtive language with their child. The letters are either entitlement, non-entitlement or a letter stating that the child has passed the NYSESLAT in the spring. The parents sign a return reciept; short notice stating that they received this

information. The parents that have not returned the Parent Selection Form are invited by letter or phone call to future Parent Orientations and they are also informed that if they do not make a program selection choice and they choose not to transfer their child to a bilingual program, their child will be placed in the ESL program. These classes are for the entire year or until the parent states a program choice. This is stated on the Parent Selection Form and it is stated verbally.

4. The criteria and procedure used to place a student in a Bilingual or ESL instructional program are the program choice a parent makes and the education acquired so far by the child. After a parent has attended the Parent Orientation and has discussed his/her child's educational background for a better understanding of the best English language instructional program available, a program selection is decided upon. If a parent decides to put the child in an ESL Program, that student will be placed in the appropriate grade level and mandated time allocated based on that child's LAB-R score. Instructional strategies will be in place to help that child to acquire English in an academic and social setting. A parent may choose a Bilingual Program or a Dual Language Program, the ESL teacher will help the parent to find a school that has such programs in place. The parent has been notified that the reason this school does not offer Transitional Bilingual classes is because we do not have sufficient students for this program. When the school has 15 students that speak the same native language and are in a bridge class, example K. and 1st grade then the principal may hire a Bilingual teacher and offer the program. The communication activity with the parents in their native language is primarily interesting and informative conversation about their child's schooling in their countries, level of academic achievement and on occasion progress reports are available. Also, the goals that they have for their children are discussed.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, parents have requested a Freestanding ESL Program for their children. The numbers for the past 2 years and the present year are : 2009 - one parent of a transfer student chose ESL, 2010 - two parents of newcomers chose ESL and 2011 - six parents of newcomers chose ESL.

6. Yes, the program model is aligned with the parents' request. The program model in P.S. 59 is a Freestanding ESL Program.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
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													

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	0	0	12	0	2	1	0	0	35
Total	22	0	0	12	0	2	1	0	0	35

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	6	3	9	3	6	6	0	0	0	0	0	0	0	33
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	1	0	0	0	0	0	0	0	1
TOTAL	6	3	10	3	6	7	0	35						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The instruction is delivered through an ESL freestanding program. There are 35 students in the program

- a. The organizational model is Pull-Out.
- b. It is a heterogeneous population.

2. The organization of the staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. The classroom teachers are provided with the ESL schedule of their student or students. The beginners and intermediate students receive 360 minutes of ESL instruction per week. That is composed of 2 hours on one day and one hour for each remaining school day of the week. The advance level students receive 180 minutes of ESL instruction per week and that is composed of 2 hours on one day and one hour on another day. Also, the advance level students may receive one hour of ESL instruction for 3 days. An example is the second graders they receive one hour of ESL instruction on Wednesday, Thursday and Friday. The Kindergarten and first grader ESL students are composed of 6 Kindergarten students, 5 are advance and 1 is intermediate. The second grade ESL students are 4 beginners, 3 intermediates and 2 advance and 1 beginning special education student that has an IEP that is honored. The third grade students are 3 intermediate students. The fourth grade students are 4 beginners and 2 advance leveled students. The fifth grade students are 1 beginner, 1 beginner special education

A. Programming and Scheduling Information

student whose IEP is honored, 1 intermediate student and 4 advance leveled students.

2a. The ELLs that scored at the beginning and intermediate levels are provided 360 minutes of ESL instruction per week. The ELLs that scored at the advance level are provided 180 minutes of ESL instruction per week. As an example, the fifth graders that scored at the beginning and intermediate levels receive 2 hours of ESL instruction on Monday and 1 hour of ESL instruction on Tuesday, Wednesday, Thursday and Friday. The students that scored at the advance level are provided 2 hours of instruction on Monday and 1 hour of instruction on Tuesday. All of the ESL students receive a period of English Language Arts in their classrooms.

3. The content areas are delivered in the ESL program through different modalities using the English language. To make content comprehensible and to enrich language development a teacher may use the Total Physical Response approach. This practice involves students from different levels that are learning new vocabulary words or with beginners that are learning a new concept. As an example, the physical education teacher may dribble a ball and say, "I am dribbling the ball." Then the newcomer may try it, this practice is action with words. In another scenario the student may act out a new vocabulary word such as "immense". The teacher may model the word immense by holding out her arms to the sides and saying, "The ocean liner was immense." This practice is a comfortable and natural way of learning English, it's also fun. The Language Experience Approach (LEA) is a practice that helps students understand English by conversing, listening, writing and reading about an experience that they had. As an example, a trip to the library may be written about on chart paper. Each student contributes their recollection of the trip and it is read and discussed. The students may copy the spoken contributions of each child's experience into their notebooks or LEA template. The students are able to hear their answers and if required grammar is corrected by modeling. Technology instruction is used to support the ELLs in literacy, mathematics, listening and speaking. This year the Raz-Kids.com program is being used to support our ELLs in literacy. After reading a leveled book and taking a quiz, the student uses a graphic organizer connected to the reading area that requires support. As an example, if a student requires support in compare and contrast a Venn Diagram may be used. The students that are reading at level aa and who are beginners, also get extra support by working on complementary activities to reinforce the reading. The scaffolds for the ELLs that are used when required are: Modeling, Bridging, Schema Building, Contextualization, Text-Representation and Metacognition. To continue to support the ELLs in vocabulary development 2 students from different grades announce a word of the day with it's antonym or synonym. They also provide a bit of the historical origin of the word if appropriate. The word is announced in the morning after the Pledge of Allegiance. The teachers write the words on an index card or chart paper so that it is displayed. The words are also displayed on a bulletin board on the first floor. Definitions of the word are also provided along with a sentence, orally. When funding permits the ELLs participate in chess, art or music classes. The ESL program is composed of using instructional materials to support the ELLs. The ELLs enjoy using the Raz literacy computer based program to read, hear vocabulary words in non-fiction text and to complete complementary activities. They engage in reading, writing, listening and speaking activities through the use of books on tape, writing prompts, vocabulary comprehension [looking through content to understand a word, using the bilingual or English dictionary], use the word wall, dictionaries, supportive grammar or parts of speech charts, writing rubric and discussing with the teacher or a partner the different aspects of English. There are times when the students read each others completed writings and they comment on each others work. They explain their rationale for the score they provided. There is a leveled library in each classroom. The ELLs have a writing notebook and math notebook in the ESL class, also an ESL Work Folder. Their notebooks are divided into writing, vocabulary and grammar and the mathematics notebook is divided into Mathematics and Math Vocabulary.

4. The ELLs are evaluated in their native language by administration of the LAB, reading test in their native language according to grade, quick write and by conversations with them about different concepts.

5a. Presently, a SIFE population is not enrolled in P.S. 59. If SIFE students were enrolled in this school, we would provide academic intervention and encourage them to attend the Extended Day Program for 37 1/2 minutes which is provided Monday-Wednesday beginning at 8:00 am. The student would engage in social and academic language practices with literacy and mathematical activities. The student will also be provided academic support in understanding homework.

5b. The plan for the newcomers is to have them better develop their thinking skills while acquiring English. This can be accomplished by using Bloom's Taxonomy, Habits of Mind and knowing more about their learning style. For example, a newcomer may incorporate knowledge to a reading of informational text by pointing to pictures of an animal's habitat. Also, by acting as the animal for example roaring like a lion or drawing a picture of the animal, which is the subject of the reading. The newcomer is showing that she/he understand the concept of the reading. The newcomer may have a writing assignment that entails a cloze paragraph with a vocabulary word bank and

A. Programming and Scheduling Information

pictures next to the words; to complete the cloze paragraph about the concept. The newcomer may use a bilingual dictionary, pictiory, cognates chart to further support him/her to understand the task. Also, multiple samples and clear expectations will be given. A step by step lesson with vocabulary, tips and grammatical structure for writing will further support the newcomers. Constructive feedback and direct scaffolding instruction of oral language will help the newcomer to progress to a proficient language level. Practices that develop oral

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%

TIME

BEGINNERS

INTERMEDIATE

ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

better understand the core subjects. The teachers must work closely together to give appropriate support to instruction. Academic language is a challenge for ELLs but not imposible to obtain when appropriate instruction is given in the classroom. The content words must be taught in the content classroom. The language objective will be part of the lesson and direct instruction with scaffolds will further support

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. To help our ELLs in the math content area we are concentrating on the following: clear understanding of ELLs data to present high quality instruction, implementation of differentiated instruction to help individual students obtain concise meaning from instruction, instruction that prompts students to use their thinking skills and new strategies to improve their mathematical solution methods, support from the Reading Coach and demonstrations of progressive reading lessons. Off-site resources for teachers, mathematical workshops provided by BETAC, DOE, 360pd.com and Colorincolorad.com. We will use a math rubric and writing rubric created by the students and teachers to promote comprehension about expected task accomplishments. To encourage confidence in the ELLs that helps them to realize that math is about learning to think and to work with different methods that obtain solutions, rather than being right or wrong. The Scientific Method and written observations along with conversations about different science categories are implemented in the core subject of Science. Also, the students participate in creating different projects to show their understanding of various science concepts, such as: the growth of mold, planetary study, earth study or biological study. The students participate in a sciende fair where their projects are viewed by the school and parents. They explain their understanding of the project that they created.

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11. Presently, the programs and services for ELLs continue in P.S. 59 with available and allocated funding.
12. To continue to support the ELLs and their parents in our school community we plan to offer an after school program that offers instruction in ELA practices and Mathematics practices to better prepare the students for the exams. There is also a program currently available for out of school time for ages 4-11 in our school. It is an after school program through the Children's Choice Family Services, provided Monday-Friday from 3-6 pm. The parent workshops that are available are conducted by the parent coordinator, her name is Ms. Torres. The workshops are offered in the parents' native language and are informative. The parents also receive help in translating different forms that relate to school. The topics vary. They hear expression in reading, articulation and it is always an engaging act to hear a story during Literacy Night. It is one of the best ways to enjoy literature. They also have refreshments.
13. The ESL program uses several sources to help the ELLs acquire English and to support them in preparing for the NY State assessments, these include: Raz-Kids.com [a computer-based reading program], a leveled library, Rigby Greetings! From America's Many Cultures (books on tape, big books). Also websites that help to support the ELLs in learning English and practicing different skills in core subjects, such as: mathplayground.com and starfall.com which are computer-based programs that can also be accessed at home.
14. Native language support is delivered in ESL through the use of cognates, English-Spanish translation [orally], bilingual dictionaries, math bilingual glossary and bilingual books.
15. Yes, the required services support the ELLs' ages and grade levels. The resources correspond with their ages and grade levels.
16. Presently, newly enrolled ELLs may tour the school and discuss their expectations and the school's expectations.
17. The school has an ESL program and sometimes Spanish is used to support the ELLs in comprehension.

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Courses Taught in Languages Other than English

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

Math:	0		0	0
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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 development plan for all ELL personnel at the school is: participation in PD360.com which is a professional development computer-based site that has different webcast that focus on various subject strategies and procedures. Colorincolorado.com is a teacher computer-based site that has webcast by professionals in different areas that affect ELLs. An example being a webcast for teaching academic vocabulary to ELLs. The information is research based and easily comprehensible. It also has printable information that can be given to parents. The teachers may also receive professional development by BETAC and the UFT. The staff may log on to protraxx to sign up for different professional development provided by the Office of English Language Learners.

2. The support that is provided to the staff to assist ELLs as they make the transition from elementary to middle school is embedded in the various profession development conferences. Also, conferences with the ESL teacher and the guidance counselors about strategies are discussed and used to help the ELLs in this transition period.

3. The ELL professional development for staff that require the minimum 7.5 hours of ELL training is provided by the ESL teacher. The teachers are informed about entitlement, exiting the program and scaffolds to support the ELLs in their program or classroom. The staff may also participate in off-site professional development and will log on to PD360 for further profession development specificall for ELLs; they will also use Colorincolorado.com which is an excellent web-site for professional development concerning all ELLs.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. The parents of ELLs are invited to participate in Literacy Night where they see first hand the wonderful outcome of reading a book to their child. They discuss the connection between reading and writing. They help to create a night of adventure, fun and togetherness. The parents are also invited to attend wordshops that cover different workshops that cover topics by the Parent Coordinator in their native language. The ESL teacher encourages them to attend the Parent Orientation and Parent Teacher Conferences. The staff also does telephone conferences to keep the parents up to date on their child's academic progress and behavior. They are always welcomed to all the extra activites that the school provides, such as: Super Saturday, the Science Fair and assemblies.

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

3. The needs of the parents are evaluated by the way they feel about the school. The Parent Survey, discussions with teachers and the annual school survey that they complete are indications of their ideas of the the relationship that they have with the school. Also, discussions with the Parent Coordinator or with administration help us to evaluate, orally the needs of the parents. This in turn helps them

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4. The parental involvement activities address the needs of the parents by creating communication with the teacher and other personnel in the school. The parents are able to talk in their first language and receive information in that language about support for them and their children. Translation services are available by the Office of English Language Learners. Also, we presently have 2 staff members in the main office that speak Spanish.

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

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9. The plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is : more scaffolding for challenging academic vocabulary, example: Word Bank with definitions, students interpretation of word meaning, discourse of word, use the academic vocabulary words more in their daily lives. An After-School Program and a Saturday Program with direct explicit instruction for academic vocabulary may be put in place.
10. The new programs or improvements that may be considered for the upcoming school year are: individual academic plans written for ELLs that are reaching proficiency. The Inquiry Team is working on supporting the ELLs through extra core subject instruction. Also, more instruction in language acquisition in content area where students require more support. The teachers will use the data on ARIS, Children's Progress, NYSESLAT scores and classroom test to help them construct differentiated instruction.
11. Presently, the programs and services for ELLs continue in P.S. 59 with available and allocated funding.
12. To continue to support the ELLs and their parents in our school community we plan to offer an after school program that offers instruction in ELA practices and Mathematics practices to better prepare the students for the exams. There is also a program currently available for out of school time for ages 4-11 in our school. It is an after school program through the Children's Choice Family Services, provided Monday-Friday from 3-6 pm. The parent workshops that are available are conducted by the parent coordinator, her name is Ms. Torres. The workshops are offered in the parents' native language and are informative. The parents also receive help in translating different forms that relate to school. The topics vary. They hear expression in reading, articulation and it is always an engaging act to hear a story during Literacy Night. It is one of the best ways to enjoy literature. They also have refreshments.
13. The ESL program uses several sources to help the ELLs acquire English and to support them in preparing for the NY State assessments, these include: Raz-Kids.com [a computer-based reading program], a leveled library, Rigby Greetings! From America's Many Cultures (books on tape, big books). Also websites that help to support the ELLs in learning English and practicing different skills in core subjects, such as: mathplayground.com and starfall.com which are computer-based programs that can also be accessed at home.
14. Native language support is delivered in ESL through the use of cognates, English-Spanish translation [orally], bilingual dictionaries, math bilingual glossary and bilingual books.
15. Yes, the required services support the ELLs' ages and grade levels. The resources correspond with their ages and grade levels.
16. Presently, newly enrolled ELLs may tour the school and discuss their expectations and the school's expectations.
17. The school has an ESL program and sometimes Spanish is used to support the ELLs in comprehension.

1. Presently, the Foundational Skills Assessment tool shows that the ELLs are not all on their reading grade level. There is a gradual progress to the next reading level. The insight that the data provides about the ELLs is that they require more direct explicit instruction in reading, language, decoding and phonics. This information can help inform the school's instructional plan by helping us to create

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. The professional development plan for all ELL personnel at the school is: participation in PD360.com which is a professional development computer-based site that has different webcast that focus on various subject strategies and procedures. Colorincolorado.com is a teacher computer-based site that has webcast by professionals in different areas that affect ELLs. An example being a webcast for teaching academic vocabulary to ELLs. The information is research based and easily comprehensible. It also has printable information that can be given to parents. The teachers may also receive professional development by BETAC and the UFT. The staff may log on to protraxx to sign up for different professional development provided by the Office of English Language Learners.
2. The support that is provided to the staff to assist ELLs as they make the transition from elementary to middle school is embedded in the various profession development conferences. Also, conferences with the ESL teacher and the guidance counselors about strategies are discussed and used to help the ELLs in this transition period.
3. The ELL professional development for staff that require the minimum 7.5 hours of ELL training is provided by the ESL teacher. The teachers are informed about entitlement, exiting the program and scaffolds to support the ELLs in their program or classroom. The staff may also participate in off-site professional development and will log on to PD360 for further profession development specificall for ELLs; they will also use Colorincolorado.com which is an excellent web-site for professional development concerning all ELLs.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. The parents of ELLs are invited to participate in Literacy Night where they see first hand the wonderful outcome of reading a book to their child. They discuss the connection between reading and writing. They help to create a night of adventure, fun and togetherness. The parents are also invited to attend wordshops that cover different workshops that cover topics by the Parent Coordinator in their native language. The ESL teacher encourages them to attend the Parent Orientation and Parent Teacher Conferences. The staff also does telephone conferences to keep the parents up to date on their child's academic progress and behavior. They are always welcomed to all the extra activites that the school provides, such as: Super Saturday, the Science Fair and assemblies.
2. Presently, PS 59 and the Department of Education are the two organizations that provide workshops or services to the ELL parents. The school will suggest other organizations such as, the Brooklyn public libraries which periodically provide free Adult ESL Classes.
3. The needs of the parents are evaluated by the way they feel about the school. The Parent Survey, discussions with teachers and the annual school survey that they complete are indications of their ideas of the the relationship that they have with the school. Also, discussions with the Parent Coordinator or with administration help us to evaluate, orally the needs of the parents. This in turn helps them

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4. The parental involvement activities address the needs of the parents by creating communication with the teacher and other personnel in the school. The parents are able to talk in their first language and receive information in that language about support for them and their children. Translation services are available by the Office of English Language Learners. Also, we presently have 2 staff members in the main office that speak Spanish.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	2	5	0	4	2	0	0	0	0	0	0	0	13
Intermediate(I)	1	0	3	3	0	1	0	0	0	0	0	0	0	8
Advanced (A)	5	1	2	0	2	4	0	0	0	0	0	0	0	14
Total	6	3	10	3	6	7	0	0	0	0	0	0	0	35

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B		0	1	0	4	1	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Presently, the Fountas and Pinnell assessment tool shows that the ELLs are not all on their reading grade level. There is a gradual progress to the next reading level. The insight that the data provides about the ELLs is that they require more direct explicit instruction in word recognition, decoding, and phonics. This information can help inform the school's instructional plan by helping us to create

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

Requirement under Chancellor's Regulations – for all schools

DBN: 14 School Name: The William Floyd School

Cluster: 6 Network: 612

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

Part A: Needs Assessment Findings

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

The data used to assess the school's written translation and oral interpretation needs to ensure that all parents are provided timely information in a language they can understand is: HLIS Form, Placement Letter and Parent Program Selection Survey. The Home Language Identification Survey is a form that states specific questions about the student's language background. The survey is available in several languages. The answers and the interview that is conducted with the parent and ESL teacher are valuable insights into the child's academic experience, first language proficiency and English proficiency. The Placement Letters inform the parents in their first language about their child's results on the LAB-R and if their child is entitled to Bilingual or ESL services. In the spring they receive a letter, also in their first language informing them about New York State English As A Second Language Achievement Test [NYSESLAT]. In the fall they receive a letter informing them about their child's results and whether their child is still entitled to Bilingual or ESL Services. The Parent Program Selection Form is completed after the parents attend a Parent Orientation for Students That Speak English As A Second Language. The video that they view is a resourceful tool that makes clear to the parents about the important role they have in their child's education. The parents view the video in their first language and better able to comprehend that they can help their child become a capable, independent literate person. They can use their first language to begin this development. This is explained to them in their first language and they are welcomed to discuss any educational interest with the staff in their first language. Their responses on the survey aid the school in understanding their program selection and the parents are now informed. When an After School Program is available the parents are informed in their first language.

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.

The major findings in our school's written translation and oral interpretation needs show: the parents are pleased with choosing an ESL Program for their child's English language development, since they are informed in their first language about the different program choices, the entrance and exit requisite into a English language acquisition program; they understand the academic and English language learning goal, better. The staff is informed through Professional Development or by discussions with the ESL teacher. She informs the staff about the parent selection. The staff is aware that they may inquire about further information about the findings from the ESL teacher or the Office Of ELLs. The Office of ELLs has important resources and information about different services that are available for ELLs.

Part B: Strategies and Activities

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

The written translation services the school will provide will be letters written in the parents' first language. The notifications will meet the identified needs in Part A because the parents will understand the core of the letters. To ensure timely provision of the translated documents, the parents are provided the Home Language Identification Survey in their first language when they enter the school to enroll their child. The parents are informed about the entrance process into an English Language Program. After the student is tested, the parents receive a letter written in their first language informing them about the placement decision for the school year for their child. The Parent Program Selection Survey is completed after they have made a choice about a program for their child. The ESL teacher also contacts them via telephone if they are not able to attend an orientation. If an outside vendor is required, The Office of ELLs is notified to send the appropriate person to inform the parents in their first language. The written material will be translated by the outside vendor to better accommodate the parent.

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

The oral interpretation services the school will provide is through the ESL teacher, who is bilingual. There are other staff members in the Main Office who are bilingual. In the office the principal's secretary, the family worker and the nurse's assistant are bilingual. The Parent Coordinator and a number of teachers are also bilingual. If the school requires an outside vendor either the Department of Education or The Office of ELLs will be contacted to send the appropriate person to translate orally. The school also has parent volunteers to translate in Spanish.

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>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation service by: posting the prominent languages that are spoken in the school, hiring a translator from The Translation and Interpretation Unit and posting the website for parents to easily access information. The website: schools.nyc.gov/offices/Translation/TipsandResources/Default.htm. Important documents will be translated accordingly and parents will understand the content of the forms. If a translator is not available, a cover letter or a notification face of the English document will be given to the parent with information about obtaining a free translator. When the parents understand the important school forms and school environment, they will make a difference in having meaningful communication with the school. They will have better access to school activities and they will be engaged in a partnership with the school. The school's commitment to the efforts of parent engagement can take place as: using the Translation and Interpretation Unit, PTA, parent advisory meetings and individual meetings with teachers and principal.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>059</u>	DBN: <u>14</u>
Cluster Leader: <u>DSSI</u>	Network Leader: <u>Margarite Nell</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The rationale for the direct instruction supplemental program is for the ELLs to achieve language proficiency and academic achievement. Also, to monitor their progress and promote good communication skills. The supplemental program will support the ELLs in learning the language of instruction and work toward meeting the New York State Common Core Standards in Literacy and Mathematics ; along with meeting the school's curriculum expectations. The supplemental program will provide extra resources for understanding academic vocabulary, structure of written English, oral expressions and academic expectations. It will provide extra explicit instruction in the different components of language which include: phonology, spelling, phonological features [pronunciation of shift in stress of vocabulary words] and to identify word function and structure . It will be time well invested in developing cognitive strategies. The students will participate in practices that will prepare them for the NYSESLAT. The subgroups of the students will be: four fourth grade newcomers and one fifth grade newcomer , three third grade intermediate students, two fourth grade advance students and four fifth grade advance students with one fifth grade intermediate student. The levels of the students are: Beginners, Intermediate and Advance. The schedule and duration for the supplemental service will be on Monday and Tuesday from 3:00 -4:00 beginning November 14th. The language of instruction will be English with appropriate modifications for comprehension. The newcomer will also participate in reading bilingual literature . They will have access to bilingual dictionaries. The number of certified teachers will be 2 - 3. The teachers are certified in elementary education and one is certified in ESL. The types of materials will be: a composite notebook, a folder, Avenues [sets of text and activity support book for text] practices in content, language, literacy, academic language development and accessible reading selections. The computer based language instructional program, Rosetta Stone may also be used to further support ELLs in English language acquisition [RAM space may be purchased]. The ELLs will be supported in learning different mathematical properties by using Motivational Math workbooks. The math practices in the book help to engage the students in different math skills. They develop critical thinking and the students are able to chart their personal math success and achievement. The goal is to promote a positive attitude towards Math. When the students are motivated they will perform better and understand the skills because they are genuinely engaged. A subscription to ESL Magazine which contains research based articles on effective learning strategies for ELLs may be purchased. Articles may be used as a monthly reading for classroom teachers to help them gather information for instructing ELLs. Also, Learner Dictionaries may be purchased for 4th and 5th graders. Pictionaries and bilingual dictionaries may be purchased as extra supportive materials. Beverages, snacks, plastic cups, paper plates, napkins and folders may be purchased for the Parents' Workshops.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: The rationale for the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs is that the NYS Common Core Standards are for all students. English is to be developed through all the content area classes. The goal is for the ELLs to learn the content while acquiring English and in turn they will be able to achieve better aptitude higher scores in the ELA, Math State Test, Science State Test and NYSESLAT. The teachers that will receive training are new teachers and classroom teachers. The schedule and duration will consist of 7 and 1/2 NYS mandated hours of profession development for new teachers. The profession development will be provided for an hour after school on one day of the week until the 7 and 1/2 hours are achieved. The teachers may meet on Wednesdays at 3:00 until 4:00. The last meeting will be an extra half hour. After completing the NYS mandated hours they will receive a certificate stating their achievement. All teachers may participate in professional development online at: Colorincolorado.com and PD360.com. All teachers may receive research based articles to read on a monthly bases to further enhance their teaching skills. The topics will include developing effective educational strategies and to learning the principals of second language acquisition. They will also gain experience in working with linguistically and culturally diverse students. They will develop a functional approach to teaching academic language by practicing the scaffolds: Modeling, Bridging, Contextualization, Text-Representation and Metacognition. Also, using English to communicate in a social setting will be another topic that teachers will discuss and develop. Topics will also include: identification of an ELL, entrance exam [LAB-R], exit exam [NYSESLAT] and involving parents in their child's education. The provider for the new teacher's professional development is Leonor A. Mannucci. She will also assign monthly readings on ESL topics along with a short comprehensive response to reading. She will provide feedback. All teachers may participate in professional developments offered by the Office of English Language Learners which can be found on Protrax.

Part D: Parental Engagement Activities

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

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

Begin description here: The rationale for parent engagement activities is for them to make a difference in their child's education. When parents are involved in their children's education they will see that school is important and they will do better in school. A home environment that encourages learning is more important than cultural background, income or the education level of a parent. The schedule and duration may be once a month on a Friday, parents will be invited to an hour workshop on topics that engage them to support their children. The topics may be presented in their first language. They will be able to express their ideas and emotions about their role in educating their children. The first topic will be an introduction to their child's education as an ESL student. The second topic will be about their ideas about educating their children and what are some ways to incorporate their ideas in the

Part D: Parental Engagement Activities

classroom. The third topic will be about their cultural backgrounds and ways that we can use this information to enhance their child's education. The fourth topic will be about 3 strategies to use in reading at home. The fifth topic will be about 3 strategies to use in writing at home. The sixth topic will be about 3 strategies to use in developing listening skills. The seventh topic will be about developing speaking skills. The last topic will be about the progress that they have noticed in their children's academic development and in acquiring English. They will also discuss continued ways to help their children to continue to develop academic vocabulary, social language and interest in higher education. The name of the provider is Leonor A. Mannucci. The parents will be notified by letters written in their first language.

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>10,424</u>	<u>Per session for after school program</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>4,576</u>	<u>Supplies for supplemental after school program implementation.</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>15,000</u>	

