



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS59 BEEKMAN HILL INTERNATIONAL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M059

PRINCIPAL: ADELE SCHROETER **EMAIL:** ASCHROE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

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
Adele Schroeter	*Principal or Designee	
Lianne Nestler	*UFT Chapter Leader or Designee	
Louise Bagi	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Andrea Chorbajian	Member/Staff	
Johanna Koenig	Member/Staff	
Colleen Maresca	Member/Staff	
Katherine Nigen	Member/Staff	
Deborah Model	Member/Parent	
John Fisher	Member/Parent	
Deborah Milman	Member/Parent	
John Keller	Member/Parent	
Renata Tarazi	Member/Parent	

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.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

With an eye on vulnerable populations and citywide efforts to improve the performance of those populations, coupled with the increased demands of the Common Core Learning Standards (CCLS), particularly in the area of nonfiction reading and writing, we aim to have Black and Latino male students in grades 4 and 5 improve their ability to read and comprehend informational text.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In reviewing our results on the 2010-2011 statewide English language arts exam, we noted that Black and Latino boys in third and fourth grade averaged 73.1% correct on multiple-choice questions responding to informational texts, roughly equivalent to the citywide average for all students in this area, but below our schoolwide average. In 2011-2012, returning Black and Latino boys' reading comprehension for informational text will grow more skillful, as evidenced on the statewide English language arts exam, where they will average at least 78.0% correct on multiple-choice questions responding to informational text.

Instructional strategies/activities

In order to support progress in this area we will:

- *Enhance nonfiction classroom resources (i.e., periodicals, trade books, online resources) in order to increase the volume of nonfiction reading in literacy as well as in science and social studies*
- *Create additional opportunities for nonfiction reading by modifying existing Units of Study in reading, extending those that focus on nonfiction reading skills*
- *Direct newly hired literacy coach to support teachers in employing skillful and effective nonfiction reading strategies*
- *Plan and carry out teacher leader facilitated after school inquiry groups on topics that include accountable talk and writing about reading in nonfiction*
- *Focus professional development with consultants from the TCRWP on nonfiction reading and writing skills, with particular attention to genres newly emphasized by the CCLS (e.g., argument and opinion writing)*
- *Engage all students in two performance assessments involving nonfiction reading and writing skills and evaluate them in collaborative grade level instructional teams according to established rubrics*
- *Administer performance assessments in December and March*

The following will serve as evidence of these efforts:

- *Classroom libraries with expanded nonfiction resources*
- *Curriculum plans for all grades that incorporate more time devoted to nonfiction*
- *Study group topics and professional reading discussions reflect a related focus*
- *Documentation of grade level meetings with literacy consultants reflecting a nonfiction focus*
- *Classroom observations and feedback reflect a focus on nonfiction reading*
- *On demand and performance based nonfiction tasks reflect increasing proficiency*
- *Interim and predictive assessments may reflect enhanced performance*
- *Routinely collected student work samples reflect a growing level of skill and fluency schoolwide*

Strategies to increase parental involvement

While PS59 is a non-Title I school, we strive continually to keep families engaged and informed regarding our instructional initiatives, recognizing the long term power of family involvement in children's success. Our continuous improvement in the area of communication reflected in our annual school survey would seem to indicate relative success in this area. The following initiatives and activities reflect these efforts:

- *Monthly Family Friday mornings in which families are invited into classrooms to engage in literacy-based instructional activities alongside of their children;*
- *Regularly scheduled grade level morning curriculum meetings designed to keep parents well-informed as to our instructional initiatives, particularly in light of the increased demands of the Common Core Learning Standards regarding nonfiction reading and writing;*
- *Our SLT's focus on enhanced communication has resulted in a new and improved school web site where we make available instructional resources, PowerPoint materials from curriculum meetings, calendars of schoolwide events and general information*
- *Families are invited to Family Literacy days at Teachers College, as part of our partnership with the Reading and Writing Project, to build their understanding of our approach to literacy instruction and to support their efforts to be effective partners;*
- *Teachers and other staff strive to maintain a high level of communication with families regarding their efforts with students through e-chalk web pages, regular email messages and classroom or grade level newsletters*
- *Our partnership with the Morningside Center for Social Justice has ongoing, informational meetings for families regarding, for example, parenting strategies and helping students negotiate conflict at home and at school*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

PS59's teaching staff is currently 100% highly qualified. Administration and support staff, in conjunction with our professional development partners, are dedicated to building a rigorous culture of professional development that is differentiated based on needs, experience and interests. Guided by the professional development committee, with the support of administration and a fulltime literacy coach, teachers study in grade level collaborative teams and after school study groups. Administrators meet with individuals to set professional long- and short-term goals and objectives to strive toward, along with action plans to support them.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Guided by the belief that students' overall health and wellbeing contribute significantly to the most successful learning environment, and our belief that engagement with the outside world supports students' background knowledge and readiness to comprehend informational text, the following initiatives are in place at PS59:

- *Our partnership with the Morningside Center for Social Justice has several components designed to build student skill and confidence in negotiating peer relationships and day to day conflicts, including the selection and training of forty 3rd, 4th and 5th grade peer mediators; assemblies for students; informational meetings for families regarding, for example, parenting strategies and helping students negotiate conflict at home and at school*
- *We have partnered with Wellness in the Schools to hire a recess coach tasked with enhancing physical activity during all recess periods;*
- *We have partnered with Wellness in the Schools and the Office of School Food to improve school lunch and nutrition overall;*
- *We have partnered with the Salvardori Institute, and the New York Historical Society to enhance social studies and science instruction;*
- *We have expanded our arts partnerships, with the support of our PTA, our local City Council person, and community partnerships to include theater, dance, music and studio art opportunities during and after school to ensure all students feel engaged and successful in school;*
- *Our SETSS/IEP teacher coordinates small group intervention using a variation of Leveled literacy Instruction for at risk upper grade students;*
- *Close to 40% of our students enjoy the support of a mentoring relationship through Mentoring USA, Learning Leaders or Everybody Wins.*

- *PS59 has devoted significant resources to providing expanded guidance support that substantially exceeds our mandated commitment with the goal of having the flexibility to provide broad-based proactive intervention/prevention services to students, staff and families.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funds to support these initiatives come from a combination of sources, including grants, tax levy and reimbursable funds as follows:

- *TL FSF will fund the literacy coach position, professional services in literacy from TCRWP and from Goldmansour and Rutherford, who train ICT teams and all staff to more effectively differentiate instruction;*
- *NYSTL funds support enhanced nonfiction resources for general classroom collections, and continued funding for technology resources;*
- *Reimbursable funds support class size reduction in upper grades;*
- *Reimbursable funds support Reading Recovery and primary grade class size reduction initiatives, the work of our data specialist, professional development committee and inquiry groups,*
- *Title III funds support extended use and per session for funds for enrichment programs that target LEP students*

Reimbursable Funds Distribution:

Contract for Excellence: Reduced Class Size in Grade 5, \$23,193.

Title IIA: Reduced Class Size in Grade 1, \$31,301.

ARRA RTTT Citywide Instructional Expectations: Per Session for Teacher Teams Studying Performance Tasks, \$4500.

ARRA RTTT Data Specialist: Administrative Per Session to Support Data Inquiry Initiatives, \$2,172.

Title III/LEP: ESL Enrichment, Extended Use, Per Session, Instructional Supplies, \$11, 200

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve learning in mathematics as described in the Common Core Learning Standards in Mathematical Practice, particularly as related to the ability to explain problem solving strategies in talk and in writing.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In 2011, 4th and 5th graders achieved an average of 81.3% on extended responses in mathematics. Returning 4th and 5th graders will score an average of 86% on extended responses on the NYS Mathematics Assessment in 2012.

Instructional strategies/activities

In order to support progress in this area we will:

- *Plan for and create daily opportunities for rigorous accountable talk in mathematics*
- *Plan and carry out teacher-leader facilitated after school inquiry group on Common Core State Standards in Mathematical Practice with a focus on accountable talk and writing to explain mathematical reasoning and solutions*
- *Revise lesson plans/units of study to reflect time spent on accountable math talk*
- *Administer and analyze on demand open-ended benchmark assessment tasks pre- and post- key units in order to modify entry points and differentiate instruction*
- *Administer and evaluate teacher-selected performance tasks in mathematics in the winter and spring and score them in collaborative grade level instructional teams*
- *Partner with AUSSIES to hire a mathematics staff developer to support teachers in effective planning*

Evidence of progress in this area will include:

- *Growth in student proficiency on open-ended responses scored according to established rubrics*
- *Study group topics and professional reading discussions with findings reported to schoolwide staff*
- *Classroom observations focused on accountable talk and writing to explain mathematical reasoning and solutions*
- *Student work samples reflect increased ability to explain mathematical reasoning and solutions*
- *Progress indicated on interim and predictive assessments in mathematics*

Strategies to increase parental involvement

While PS59 is a non-Title I school, we strive continually to keep families engaged and informed regarding our instructional initiatives, recognizing the long term power of family involvement in children's success. Our continuous improvement in the area of communication reflected in our annual school survey would seem to indicate relative success in this area. The following initiatives and activities reflect these efforts:

- *Monthly Family Friday mornings in which families are invited into classrooms to engage in math-based instructional activities alongside of their children;*
- *Regularly scheduled grade level morning curriculum meetings designed to keep parents well-informed as to our instructional initiatives, particularly in light of*

the increased demands of the Common Core Learning Standards in mathematics and mathematical practice;

- *Our SLT's focus on enhanced communication has resulted in a new and improved school web site where we make available instructional resources, PowerPoint materials from curriculum meetings, calendars of schoolwide events and general information;*
- *Teachers and other staff strive to maintain a high level of communication with families regarding their efforts with students through e-chalk web pages, regular email messages and classroom or grade level newsletters.*

Strategies for attracting Highly Qualified Teachers (HQT)

PS59's teaching staff is currently 100% highly qualified. Administration and support staff, in conjunction with our professional development partners, are dedicated to building a rigorous culture of professional development that is differentiated based on needs, experience and interests. Guided by the professional development committee, with the support of administration and a fulltime literacy coach, teachers study in grade level collaborative teams and after school study groups. Administrators meet with individuals to set professional long- and short-term goals and objectives to strive toward, along with action plans to support them.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Guided by the belief that students' overall health and wellbeing contribute significantly to the most successful learning environment, the following initiatives are in place at PS59:

- *Our partnership with the Morningside Center for Social Justice has several components designed to build student skill and confidence in negotiating peer relationships and day to day conflicts, including the selection and training of forty 3rd, 4th and 5th grade peer mediators; assemblies for students; informational meetings for families regarding, for example, parenting strategies, bullying;*
- *We have partnered with Wellness in the Schools to enhance physical activity during all recess periods;*
- *We have partnered with Wellness in the Schools and the Office of School Food to improve school lunch and nutrition overall;*
- *We continue to seek a productive partnership with a provider of professional development services in mathematics to support teachers, students and families in fully grasping the implications of the CCLS and enhance our planning;*
- *We have expanded our arts partnerships, with the support of our PTA, our local City Council person, and community partnerships to include theater, dance, music and studio art opportunities during and after school to ensure all students feel engaged and successful in school;*
- *Our SETSS/IEP teacher coordinates small group intervention in mathematics as needed;*
- *Close to 40% of our students enjoy the support of a mentoring relationship through Mentoring USA, Learning Leaders or Everybody Wins.*
- *PS59 has devoted significant resources to providing expanded guidance support that substantially exceeds our mandated commitment with the goal of having the flexibility to provide broad-based proactive intervention/prevention services to students, staff and families.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funds to support these initiatives come from a combination of sources, including grants, tax levy and reimbursable funds as follows:

- *TL FSF will fund professional services from Kristen Goldmansour, who trains ICT teams and all staff to more effectively differentiate instruction;*
- *NYSTL funds support enhanced technology resources;*
- *Reimbursable funds support class size reduction in 5th grade;*

- *Reimbursable funds support Reading Recovery and class size reduction initiatives, the work of our data specialist, professional development committee and inquiry groups;*
- *Title III funds support extended use and per session for funds for enrichment programs that target LEP students*
- *Allocations earmarked specifically for the evaluation of student work on performance tasks in light of CCLS;*
- *TL and reimbursable allocations will fund professional services from AUSSIES, an outside organization, in lieu of a fulltime math coach position (\$29,375 TL).*

Reimbursable Funds Distribution:

Contract for Excellence: Reduced Class Size in Grade 5, \$23,193.

Title IIA: Reduced Class Size in Grade 1, \$31,301.

ARRA RTTT Citywide Instructional Expectations: Per Session for Teacher Teams Studying Performance Tasks, \$4500.

ARRA RTTT Data Specialist: Administrative Per Session to Support Data Inquiry Initiatives, \$2,172.

Title III/LEP: ESL Enrichment, Extended Use, Per Session, Instructional Supplies, \$11,200

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

5th Grade students will demonstrate improved proficiency in writing in response to informational text by engaging in a series of performance tasks, pre- and post-nonfiction units of study, culminating in an approved performance assessment administered in December and March.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

80% of PS59 5th graders will score a proficiency rating of 3 or 4 on the informational text performance task assessment rubric developed by the Teachers College Reading and Writing Project. As in Goal 1, the increased demands of the CCLS in the area of nonfiction reading and writing, coupled with a reflection of that emphasis on the NYS ELA, necessitate increased attention.

Instructional strategies/activities

In order to support progress in this area:

- *Classroom teachers will incorporate performance tasks into units of study in informational text in winter and spring.*
- *Grade level teams will engage in ongoing collaborative assessment of student work products created in response to student work and performance tasks.*
- *Professional development and support will be provided by Teachers College Reading and Writing Project literacy consultants, school administrators, and school-based literacy coach.*

Strategies to increase parental involvement

While PS59 is a non-Title I school, we strive continually to keep families engaged and informed regarding our instructional initiatives, recognizing the long term power of family involvement in children's success. Our continuous improvement in the area of communication reflected in our annual school survey would seem to indicate relative success in this area. The following initiatives and activities reflect these efforts:

- *Monthly Family Friday mornings in which families are invited into classrooms to engage in varied instructional activities alongside of their children;*
- *Regularly scheduled grade level morning curriculum meetings designed to keep parents well-informed as to our instructional initiatives, particularly in light of the increased demands of the Common Core Learning Standards in mathematics and mathematical practice;*
- *Our SLT's focus on enhanced communication has resulted in a new and improved school web site where we make available instructional resources, PowerPoint materials from curriculum meetings, calendars of schoolwide events and general information;*
- *Teachers and other staff strive to maintain a high level of communication with families regarding their efforts with students through e-chalk web pages, regular email messages and classroom or grade level newsletters.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

PS59's teaching staff is currently 100% highly qualified. Administration and support staff, in conjunction with our professional development partners, are dedicated to building a rigorous culture of professional development that is differentiated based on needs, experience and interests. Guided by the professional development committee, with the support of administration and a fulltime literacy coach, teachers study in grade level collaborative teams and after school study groups. Administrators meet with individuals to set professional long- and short-term goals and objectives to strive toward, along with action plans to support them.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Guided by the belief that students' overall health and wellbeing contribute significantly to the most successful learning environment, the following initiatives are in place at PS59:

- *Our partnership with the Morningside Center for Social Justice has several components designed to build student skill and confidence in negotiating peer relationships and day to day conflicts, including the selection and training of forty 3rd, 4th and 5th grade peer mediators; assemblies for students; informational meetings for families regarding, for example, parenting strategies, bullying;*
- *We have partnered with Wellness in the Schools to enhance physical activity during all recess periods;*
- *We have partnered with Wellness in the Schools and the Office of School Food to improve school lunch and nutrition overall;*
- *We continue to seek a productive partnership with a provider of professional development services in mathematics to support teachers, students and families in fully grasping the implications of the CCLS and enhance our planning;*
- *We have expanded our arts partnerships, with the support of our PTA, our local City Council person, and community partnerships to include theater, dance, music and studio art opportunities during and after school to ensure all students feel engaged and successful in school;*
- *Our SETSS/IEP teacher coordinates small group intervention using a variation of Leveled literacy Instruction for at risk upper grade students;*
- *Close to 40% of our students enjoy the support of a mentoring relationship through Mentoring USA, Learning Leaders or Everybody Wins;*
- *PS59 has devoted significant resources to providing expanded guidance support that substantially exceeds our mandated commitment with the goal of having the flexibility to provide broad-based intervention/prevention services to students, staff and families.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funds to support these initiatives come from a combination of sources, including grants, tax levy and reimbursable funds as follows:

- *TL FSF will fund the Literacy Coach position, professional services in literacy from TCRWP and from Kristen Goldmansour who trains ICT teams and all staff to more effectively differentiate instruction;*
- *NYSTL funds support enhanced nonfiction resources for general classroom collections, and continued funding for technology resources;*
- *Reimbursable funds support class size reduction in 4th and 5th grade;*
- *Reimbursable funds support Reading Recovery and class size reduction initiatives, the work of our data specialist, professional development committee and inquiry groups;*
- *Title III funds support extended use and per session for funds for enrichment programs that target LEP students*

Reimbursable Funds Distribution:

Contract for Excellence: Reduced Class Size in Grade 5, \$23,193.

Title IIA: Reduced Class Size in Grade 1, \$31,301.

ARRA RTTT Citywide Instructional Expectations: Per Session for Teacher Teams Studying Performance Tasks, \$4500.

ARRA RTTT Data Specialist: Administrative Per Session to Support Data Inquiry Initiatives, \$2,172.

Title III/LEP: ESL Enrichment, Extended Use, Per Session, Instructional Supplies, \$11,200

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	15	0	N/A	N/A	1	0	1	2
1	30	7	N/A	N/A	106	0	2	12
2	27	8	N/A	N/A	3	0	2	9
3	17	9	N/A	N/A	3	0	1	1
4	19	5	8	8	3	0	2	1
5	18	4	3	3	5	0	3	4
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	<ul style="list-style-type: none"> • Literacy support in early bird extended day with classroom teachers; • Leveled Literacy Instruction during the school day as well as in early bird with IEP/SETTSS teacher; • Reading Recovery for first graders during the school day; • Small group literacy support for first and second graders during the school day and in early bird provided by the Reading Recovery teacher; • Additional support weekly provided by volunteers and mentors via Mentoring USA, Everybody Wins, Learning Leaders, America Reads, and TC literacy interns.
Mathematics	<ul style="list-style-type: none"> • Mathematics support in early bird extended day with classroom teachers; • As needed in small groups during the school day and in early bird with the IEP/SETSS teacher.
Science	<ul style="list-style-type: none"> • Nonfiction literacy support in early bird extended day and small group work during the school day.
Social Studies	<ul style="list-style-type: none"> • Nonfiction literacy support in early bird extended day.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Family outreach, peer mediation training, social circle with all first graders, at risk counseling groups before, during and after school.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Advises during twice weekly PPT meetings. • Classroom observations • FBA and BIP development
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Family outreach, Banana Splits support groups for students experiencing divorce and separation.

At-risk Health-related Services

- Fine motor and sensory integration support provided at risk by occupational therapists;
- Early bird physical education for hypotonic and overweight students provided by physical education teacher;
- Speech and articulation support provided at risk by speech teachers

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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;

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.

**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 Charles Amundsen/Dan Feigelson	District 2	Borough Manhattan	School Number 59
School Name Beekman Hill International Elementary			

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

Principal Adele Schroeter	Assistant Principal Alison Porcelli
Coach Jamie Mendelsohn	Coach type here
ESL Teacher Akilah Clarke	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Kathleen King
Related Service Provider	Other
Network Leader	Other

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	0
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	520	Total Number of ELLs	47	ELLs as share of total student population (%)	9.04%
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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. 

1) Families of new registrants to the NYC Department of Education were given the Home Language Identification Survey (HLIS), in their home language when available, at the time of registration. During registration, trained pedagogues interview parents and assist them in filling out the HLIS, which are only given to first-time admits to the Department of Education. The ESL teacher reviews all HLIS surveys to determine eligibility to take the LAB-R. Our ESL teacher is fully certified. She speaks English, French and (low intermediate) Spanish, and uses the DOE Translation Office when interpretation services are necessary. The ESL teacher then administers the LAB-R to eligible students within 10 days of their respective enrollments. Scores from the LAB-R determined who our new ELLs were. This Fall there was one new Spanish speaking ELL, and the ESL teacher also administered the Spanish LAB to this student with the assistance of a native Spanish speaker on our staff. Students who were ELLs last year were evaluated with the NYSESLAT exam in the Spring, to see who would continue to be entitled to services. Progress was measured by looking at gains in AMAOs.

2) Two Parent Orientations were offered at different times of the day, during which the ESL teacher showed the New York City Department of Education Office of English Language Learners DVD, in English and any other high-frequency home languages needed. The ESL Teacher explained the Transitional Bilingual, Dual Language and Freestanding ESL programs and gave parents the Guide for Parents of ELLs (Office of ELLs brochure), in home languages as available. The ESL teacher encouraged families to state their honest program preference, and answered any questions. The groups then looked at each program choice on the Parent Survey and Program Selection form and completed the forms. Parents who did not attend the Parent Orientations were contacted by the Parent Coordinator or the ESL teacher in order to arrange an alternative time to come in and meet with the ESL teacher. Parents were given the email of the ESL teacher on all letters and at the orientation in case they needed to contact her at a later time. If we had 15 or more students in two contiguous grades who spoke the same home language, and all of their parents requested a TBE or DL program, we would outreach to them via phone and email when the program was available. We would also call parents if a TBE/DL program became available at another school in their home language. As of yet, the DOE does not offer any TBE/ DL programs in the languages of the specific parents who requested them. (Ukrainian- 2010, Georgian-2011)

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

4) New ELL students were placed in our ESL instructional program. Parents were informed of the NYS policy that if there are 15 or more students who speak the same home language and are in two contiguous grades, and parents state that they would like a bilingual or dual language program, PS 59 must create such a program. In our case, PS. 59 has an extremely diverse array of language backgrounds (more than 21 in the ELL population), which lends itself to an ESL model.

5) Parents have almost always chosen “Freestanding ESL” as the preferred program option. Last year, twelve of thirteen parents chose this option (one chose Dual Language, English-Ukrainian). This year, eleven of the twelve parents of new ELLs chose “Freestanding ESL” as their preferred program; one chose Transitional Bilingual Education as her first choice. Her home language is Georgian and there are no TBE programs available in Georgian. So, the trend has been for parents to choose Freestanding ESL as their first choice.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	0	0												0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	39
SIFE	0	ELLs receiving service 4-6 years	8
		Special Education	5
		Long-Term (completed 6 years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	39	0	4	8	0	1	0	0	0	47
Total	39	0	4	8	0	1	0	0	0	47

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	3		1	1								8
Chinese						1								1
Russian	1	1		1	2	1								6
Bengali				1										1
Urdu														0
Arabic				1										1
Haitian														0
French			1			1								2
Korean														0
Punjabi														0
Polish														0
Albanian				1										1
Other	2	8	6	3	5	3								27
TOTAL	4	11	10	7	8	7	0	0	0	0	0	0	0	47

Part IV: ELL Programming

A. Programming and Scheduling Information

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) Direct, small-group, differentiated ESL instruction is provided for Beginner through Advanced ELLs, primarily through a pull-out model. Some push-in instruction is offered to our ELLs in Kindergarten. ELLs at PS 59 speak over 21 different languages; for some children English is their third language. Recognition of and building on native languages happens in many ways. With beginners, the ESL and classroom teachers welcome books in the home language into the classroom during reading time. During meetings with parents and teachers who are native speakers of languages other than English, the ESL teacher discusses language structure and the academic culture of the ELL students so that parents can better understand how to build upon the linguistic knowledge that ELLs bring into the school. The library in the ESL room has several books in French and Spanish, as well as a few in Japanese and Russian. The ESL Teacher has also worked with some ELLs to develop bilingual Welcome to PS59 mini-dictionaries for newcomer students, for example in Hebrew and Singhala, in order to have material in the languages of our students. ELL students at all times are encouraged to share language and traditions (food, holidays, etc.) in order to better integrate into the school community. Intermediate and Advanced students provide the language for various sayings, greetings and proverbs which go on the walls of their respective classrooms. The ESL teacher at times also does contrastive analysis activities with these students to increase their meta-linguistic awareness and their ability to negotiate multiple languages.

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

2) Our students are grouped by proficiency levels so that Beginner and Intermediate students receive their mandated 360 minutes per week and Advanced students receive their mandated 180 minutes per week. Many of our Beginner ELLs will also participate in the ESL Title III enrichment program. Advanced ELLs receive more than 180 minutes of ELA per week. PS 59 does not offer native language services.

ESL instruction is provided by the ESL teacher, who pulls groups determined in general by NYSESLAT/ LAB-R results. Some groups combine adjacent grades, with an effective range of abilities in each one. The ESL teacher also sometimes pushes in to give one-on-one attention during Writing Workshops, for instance. The ESL teacher collaborates with classroom teachers in order to maximize the effectiveness of this push-in instruction. As PS 59 only offers ESL, and has no more than 8 speakers of any one home language, we do not have a program in NLA instruction.

A. Programming and Scheduling Information

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

4) For Spanish-speaking students whose LAB-R scores indicate that they are entitled to ESL services, the Spanish LAB is also administered. The Spanish LAB is given by the ESL teacher and a native Spanish speaker on our staff. In Fall 2011 there was one student who required a Spanish LAB. Following parent preferences and small numbers of each of our ELL home languages, we have not needed to evaluate students in any other languages for placement in Dual Language or TBE programs. Therefore, with the exception of the Spanish LAB, we do not evaluate students in their home languages.

5) ESL instructional planning takes into account both students' ESL level and strengths, as well as their grade-level expectations and goals. P.S. 59 does not currently have SIFE students. If we had a SIFE student, we would strive to get the most accurate information possible regarding the child's history (social and if any, academic). We would liaise with appropriate social service agencies (refugee centers, if applicable, etc.). We would attempt to accurately assess the child's literacy, math and other academic skills to see what the best groups and programs would be for the child. We would attempt to provide mentoring for the child via a same age buddy, and through continuous assessment and instruction, in addition to working with the child's parents/guardians, ensure that the child is able to integrate into our school community while maintaining connections to his or her first culture. We would provide a combination of small group instruction and grade-level specific content-based instruction.

Newcomer classes have a lexical focus in the beginning, adding specific grammar structures, reading and spelling strategies, and writing lessons as time goes on, in an effort to prepare the students to meet those grade level goals.

PS 59 currently enrolls seven students who are receiving services between four and six years. Six of the seven scored Advanced on the 2010 NYSESLAT. For those six, the lower score obtained was in the writing domain, and they scored Proficient in Listening/ Speaking. PS 59's support for these students focuses especially on strengthening the academic writing of this group of children. Academic vocabulary and syntax are especially emphasized, as well as the written structure of ideas. It is hoped that this additional, targeted attention will enable students on the cusp of proficiency to reach it this spring. This is our plan for ELLs receiving service 4 to 6 years.

As we are a K-5 school, we have not had ELLs receiving services for more than six years (Long Term ELLs), if this situation were to occur, we would develop a focused plan to target this student's needs. We would focus on strategies which move the student forward including push-in services.

6) Our four ELL-SWDs are at an Advanced level in their English language skills and teachers (classroom, ESL and IEP-related service providers) use strategies and techniques that are specific to each child's IEP. The ESL teacher consults with the SETSS teacher, speech teacher, guidance counselors, collaborative team teachers, and occupational therapists about ELLs with special needs. These people share ideas, notes and strategies that are working. Push-in support by the Reading Recovery teacher provides additional reading and writing instruction for first and second graders. Early Bird extended day program also provides additional opportunities for targeted, one-on-one

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)
100%	
75%	
50%	
25%	

A. Programming and Scheduling Information

student's goals.

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.
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14) Native language support is provided with books in French and Spanish in the lending libraries of the ESL teacher and some classroom teachers. The ESL Teacher also has a few books in Russian and Japanese. The ESL teacher also provides opportunities for the students to

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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

Science:	English			
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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.

1) Once again the professional study groups in which teachers at PS 59 engage will meet weekly in cycles of learn/practice/reflect/practice/share within our community. Topics for this year include accountable talk in Math and Reading, and grammar and sentence structure conventions. Last year's topics included planning for all learning modalities and using bands of text to move struggling readers along; teachers - including common branch and special education - chose to focus on specific students, primarily ELLs. This year again the schoolwide focus on developing higher-order reading comprehension – even among students who may lack the English language vocabulary to express their deeper thinking – will be the focus of all classroom and ESL teachers' participation in study groups. The goal will be to identify and implement the most effective strategies for these students. Our principal, our assistant principal, service providers and guidance counselors all participate fully in these groups. Also, on Chancellor Professional Development days, there is often a focus on literacy for ELLs; all staff take part on the work on these days. Attention to differentiation and the particular needs of ELL students is integral to all of our literacy work.

Outside of the school, staff members serving ELLs attend professional development sessions to learn effective teaching strategies for the ELL population. All staff will participate in an ELL training at the beginning of the school year and will continue to receive professional development at Teacher's College throughout the year. We have also contracted with Kristen Goldmansour to provide 10 full days professional development in differentiating instruction to all staff, supporting regular classroom teachers and our CTT teams. The dates of this professional development include September 19, September 26, October 3, January 17, January 24, January 30, March 2, March 9, and May 18.

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

3) At the beginning of the year, teachers serving ELLs attend professional development sessions to learn effective teaching strategies for the ELL population. Staff will participate in an ELL training at the beginning of the school year and will continue to receive professional development at Teacher's College throughout the year. Throughout the year, all teachers serving ELLs attend staff development offered through calendar days at Teachers College on relevant topics. Our ESL teacher participates in a full complement of professional calendar days at the Reading and Writing Project focused on ELLs. The dates include October 26, January 10, and March 7. Our network ELL Specialist also offers professional development days almost monthly; topics have included reporting, assessment, instruction, planning. All teachers maintain record of their professional development sessions via an official certificate from the specific organization offering the session, as well as through notes which teachers share with their colleagues upon return.

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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?

1) Parents are very involved at PS 59, mainly through the very active Parent Teacher Association, which holds regular meetings and hosts a ton of events throughout the school year. Some of these include Meet the Teacher Night, weekly morning coffee talks, Disco Night, Picture Day, International Night, the Spring Fling dance, Ice Cream party for Valentine's Day, and our annual auction. The parents of new ELLs in particular, are invited to an Orientation with the ESL teacher as soon as it is determined that a child is an ELL. Parents keep in touch with the ESL teacher mainly via email. In addition to the ESL teacher, parents of ELLs are kept informed of their child's activities through very efficient classroom teachers, as well as "Family Fridays", when parents can visit and participate in classes. Beyond all of this, the Parent Coordinator keeps our parents informed of important dates and opportunities for children. The Parent Coordinator also reaches out to ELL parents before meetings to assess their language needs.

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

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

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

Native Language 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.



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

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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?

8) Teachers continue to scaffold and provide extra supports for all ELLs (especially newcomers) in their Literacy blocks as well as other content areas. For ELLs receiving services for 4-6 years, teachers work in Guided Reading sessions aimed at supporting these ELLs in using increasingly higher reading skills; teachers use strategy lessons to focus on individual writing needs. Instruction also uses programs such as Readers' Theater to cultivate improved reading habits and strengthen reading skills, and Words Their Way to identify and target specific gaps in reading and spelling skills. ELLs with special needs also benefit from small group instruction with the IEP/SETTS teacher. In addition to the regular ESL pull-out time, the ESL teacher also pushes-in to support ELLs during their content classes.

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

10) This school year, PS 59 is seeking a partnership with New York City agencies including the Urban Park Rangers, The New York Restoration Project, GrowNYC and MillionTreesNYC. These organizations bring students to parks and greenmarkets for inquiry studies into the natural and cultural history of New York City, horticulture, wildlife, and conservation of local habitats. The concrete, hands-on nature of these programs will give participating students richer, English Tier II and Tier III content vocabulary, as well as a greater appreciation of a city and country to which they may have moved recently. In addition, collaborations with elementary students as well as tree growers in Mali, West Africa will hopefully result in a worthy exchange of information about trees and conservation that is informative and in line with the Common Core Standards.

11) No programs will be discontinued.

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

13) Newly arrived ELLs are given laptops to provide access to online activities and educational websites to build their skills. They are also given picture dictionaries to help them with vocabulary during class assignments. Glossaries are provided to ELLs who would benefit from this during tests and in class. SmartBoards help provide visual aids in classrooms; Words Their Way targets individual spelling/ reading needs; and Reader's Theater helps to build fluency and confidence. This year, we have added Rosetta Stone software to our repertoire of programs for ELLs in grades 3-5.

14) Native language support is provided with books in French and Spanish in the lending libraries of the ESL teacher and some classroom

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?
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14) Native language support is provided with books in French and Spanish in the lending libraries of the ESL teacher and some classroom teachers. The ESL Teacher also has a few books in Russian and Japanese. The ESL teacher also provides opportunities for the students to

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

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.

1) Once again the professional study groups in which teachers at PS 59 engage will meet weekly in cycles of learn/practice/reflect/practice/share within our community. Topics for this year include accountable talk in Math and Reading, and grammar and sentence structure conventions. Last year's topics included planning for all learning modalities and using bands of text to move struggling readers along; teachers - including common branch and special education - chose to focus on specific students, primarily ELLs. This year again the schoolwide focus on developing higher-order reading comprehension – even among students who may lack the English language vocabulary to express their deeper thinking – will be the focus of all classroom and ESL teachers' participation in study groups. The goal will be to identify and implement the most effective strategies for these students. Our principal, our assistant principal, service providers and guidance counselors all participate fully in these groups. Also, on Chancellor Professional Development days, there is often a focus on literacy for ELLs; all staff take part on the work on these days. Attention to differentiation and the particular needs of ELL students is integral to all of our literacy work.

Outside of the school, staff members serving ELLs attend professional development sessions to learn effective teaching strategies for the ELL population. All staff will participate in an ELL training at the beginning of the school year and will continue to receive professional development at Teacher's College throughout the year. We have also contracted with Kristen Goldmansour to provide 10 full days professional development in differentiating instruction to all staff, supporting regular classroom teachers and our CTT teams. The dates of this professional development include September 19, September 26, October 3, January 17, January 24, January 30, March 2, March 9, and May 18.

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

3) At the beginning of the year, teachers serving ELLs attend professional development sessions to learn effective teaching strategies for the ELL population. Staff will participate in an ELL training at the beginning of the school year and will continue to receive professional development at Teacher's College throughout the year. Throughout the year, all teachers serving ELLs attend staff development offered through calendar days at Teachers College on relevant topics. Our ESL teacher participates in a full complement of professional calendar

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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?

1) Parents are very involved at PS 59, mainly through the very active Parent Teacher Association, which holds regular meetings and hosts a ton of events throughout the school year. Some of these include Meet the Teacher Night, weekly morning coffee talks, Disco Night, Picture Day, International Night, the Spring Fling dance, Ice Cream party for Valentine's Day, and our annual auction. The parents of new ELLs in particular, are invited to an Orientation with the ESL teacher as soon as it is determined that a child is an ELL. Parents keep in touch with the ESL teacher mainly via email. In addition to the ESL teacher, parents of ELLs are kept informed of their child's activities through very efficient classroom teachers, as well as "Family Fridays", when parents can visit and participate in classes. Beyond all of this, the Parent Coordinator keeps our parents informed of important dates and opportunities for children. The Parent Coordinator also reaches out to ELL parents before meetings to assess their language needs.

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2) PS 59 has many partners in the community who provide a variety of workshops for our parents. Workshops include banking information with TD Bank; helping your child succeed with Teachers College Reading and Writing Project; improving sibling interaction through peer mediation, given by the Morningside Center for Social Responsibility; and talking to your child about sex with Dr. Fred Kaiser from the NYC Department of Health. Dr. Kaiser gives suggestions to parents on how to talk to their children about sex and also talks to our 5th graders in accordance with the 5th grade curriculum.

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

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

4) The Parent Association, through regular meetings and contact with parents, communicates parent needs and ideas on how to meet them. The P.S. 59 website provides families with the ability to translate material on the home page into 40 languages. This includes the calendar for the year and daily announcements about upcoming events. We also have a link to Google's translator on our website, so that parents can translate any electronic document. For announcements ranging from PTA events to Parent-Teacher conferences, we make sure that either letters go home translated into the appropriate home language, or an English-speaking family member is contacted, understanding that conversations are often the best way to really know that a parent/guardian has had access to the relevant information. We have determined through annual parent surveys that all but a handful of our families rely on e-mail as their primary source of communication. In response, we have for the last two years, sent all messages from the administration, including lengthy twice monthly updates to all families (and staff), via e-mail. Parents can then make use of Google translator, as noted above, to access the content as necessary.

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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	1	2	3	1	1								8
Intermediate(I)	0	7	3	1	0	2								13
Advanced (A)	4	2	5	3	7	4								25
Total	4	10	10	7	8	7	0	0	0	0	0	0	0	46

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		5		2		7
4	0		3		2		1		6

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

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

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

Native Language Tests

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

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

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

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

2) NYSESLAT and LAB-R results place most of our ELLs in the Intermediate and Advanced levels. Ten students scored Proficient on the May 2011 NYSESLAT. The breakdown by grade of these students who tested out of ESL is as follows: 1 in 1st grade, 3 in 2nd grade, 1 in 3rd grade, 1 in 4th grade, and 4 in 5th grade. LAB-R results this Fall showed 5 Beginners, 1 Intermediate and 9 students at the Advanced level. We have a small population of about 7 newcomer ELLs who have little or no experience with English.

3) NYSESLAT and LAB-R (no breakdown available for LAB-R results) results provide crucial information about the ESL strengths of our students, as well as areas in need of improvement. For instance, we have several students who have shown that they are Proficient in the Listening/Speaking modalities, and are at the border of Advanced/Proficient in the Reading/Writing modalities. We are aware that these students, especially, need to maximize their academic language in order to master the English language. The ESL teacher, while selecting activities to maintain their proficiency in Listening and Speaking, also creates very specific plans which target knowledge such as word roots and sentence, paragraph and essay structure, in order to develop these students' Cognitive Academic Language Proficiency (CALP).

4) Most of our ELLs are divided evenly across grades, with most being Intermediate or Advanced. Last year, we did not have any ELLs who needed to take content exams in their native languages.

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

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

6) To evaluate our program for ELLs we look at several assessments first and foremost the NYSESLAT. NYSESLAT results show how

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: <u>Beekman Hill International</u>		School DBN: <u>02M059</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/26/11
	Assistant Principal		10/26/11
	Parent Coordinator		10/26/11
	ESL Teacher		10/26/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		10/26/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **02M059**

School Name: **PS59 Beekman Hill Internat'l Elem**

Cluster: _____

Network: **Children's First**

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

Part A: Needs Assessment Findings

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

The school relies first on the Home Language Identification Survey to identify the written and oral interpretation needs of our families. Families indicate in what language they would prefer to communicate verbally and in writing on the second page of the survey. In addition to this initial assessment, staff involved in the registration process (including the ESL teacher and Parent Coordinator) speak with families to gather information about communication preferences and needs. The ESL teacher uses the NYCDOE Translation Office to make initial phone contact if there are parents who do not speak English.

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.

P.S. 59 has families of both ELLs and non-ELLs that represent over 30 language backgrounds. Even with this large diversity of languages, most of our parents are able to communicate, orally and in writing, in English. This year, through the process outlined above, we have identified one family whose child is not an ELL (the child is in fact fully tri-lingual) but has requested communication in Spanish. The ESL teacher communicated these findings to the student's classroom teachers (this information is also communicated to service providers when students have them) and to the Parent Coordinator by indicating the second page of the HLIS. In the past, the few parents that have needed translation and interpretation services have expressed their preference that older (age 18+) siblings or other relatives and family friends do the translating of English communications, as opposed to an outside person.

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 ESL teacher provides parents of English Language Learners various entitlement letters in the home language according to the preference listed on the HLIS; these letters are obtained from the NYCDOE Office of ELLs website. When letters in the family's home language are not available, the ESL teacher makes sure the family can understand the information shared in the letters by calling (with the help of the DOE Translation Office) and/or ensuring that an adult family member who is fluent in English understands the information. Again, it has been our experience that our parents are able to, or have easy access to someone in the family who can, read written communication in English. The P.S. 59 website provides families with the ability to translate material on the home page into 40 languages. This includes the calendar for the year and daily announcements about upcoming events. We also have a link to Google's translator on the site, so that parents can translate any electronic document. An email was sent to parents to notify them of this feature. For announcements ranging from PTA events to Parent-Teacher conferences, we make sure that either letters go home translated into the appropriate home language, or an English-speaking family member is contacted, understanding that conversations are often the best way to really know that a parent/guardian has had access to the relevant information.

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.

We use bilingual staff for individual meetings with parents as well as for larger group workshops. We arrange interpretation services for formal and informal Parent-Teacher conferences. These interpreters are usually adult family members or bilingual staff. Teachers utilize the NYCDOE Translation Office to communicate with parents via phone to ensure consistent, clear relationships. Also, for certain state tests, we arrange for interpreters for some of our newcomer ELLs. We use a combination of NYCDOE interpreters and outside interpreters because the language backgrounds are sometimes not available through the DOE. For instance in the past, we have arranged for outside translators of Amharic, Hebrew and Serbian. Currently, our multilingual staff able to provide translation service includes speakers of Cantonese (1), French (3), Hebrew (2), Japanese (1), Mandarin (1) and Spanish (5).

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>.

Our parents are very active and involved in not only their respective children's academic lives, but also events and activities in general at P.S. 59. The Parent Coordinator supports this strong parent base, facilitating connections between same-language families, so they can act as mentors for each other, and utilizing our multilingual staff to assist with communication. To ensure that the school is in compliance with Chancellor's Regulation A-663 (Translations) our Parent Coordinator makes sure parents know about the translation and interpretation services available. She posts signs in various languages to let families know about services offered in multiple languages, such as homework help. The Parent Coordinator provides information about our website and its translation features, and arranges for translation of documents as needed. She seeks outside sources if a family has a language need that is beyond that which NYCDOE provides, ensuring that all families, ELL or non-ELL, have access to the information parents need to facilitate their child's academic success.

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: PS 59 Beekman Hill Internat'l	DBN: 02M059
Cluster Leader: Charles Amundsen	Network Leader: Dan Feigelson
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 47
Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 32 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 31

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

PS 59 serves approximately 47 English Language Learners from kindergarten through fifth grade in a free-standing ESL program. The English language and literacy instruction is provided by a fully licensed ESL teacher and classroom teachers who are highly trained in reading/writing workshop and balanced literacy. The following instructional strategies, activities and programs are implemented to ensure that ELL/LEP students meet the standards and pass the required New York State ELA assessments in Grades 3-5:

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

Part B: Direct Instruction Supplemental Program Information

Title III funding will be used to support several initiatives:

- Continued collaboration with Teachers College at Columbia University in providing high quality professional development in literacy instruction for ELLs with the goal of building teacher expertise (\$3,000/approximately 5% of our professional service contract);
- Expanding our highly successful assisted reading program with the purchase of additional downloaded audible books, and companion trade books specifically for emergent readers to listen to and read along with, making it possible for our newer ELLs to engage in book club and reading partner discussions with more fluent peers.
- Strengthening connections between classroom content and the external world for students. Many ELLs do not have the schema needed to most effectively process a lot of the new information they acquire in school. We will work with Saturday and afterschool programs such as the Urban Park Rangers to provide hands-on experiences in parks that clarify vocabulary and processes about which they learn in class. This year we also plan to connect with students in Mali, West Africa to extend some of the learning in students' Social Studies and Science units. The focus of this information exchange will be trees and other aspects of environmental education. ELLs will benefit from the small-group structure of the program, as well as the sessions before and after which synthesize the new information. New ELLs will also benefit from getting to know and understand the community to which they have moved. Doing so increases not only the ability of ELLs to talk and write about the world around them, but also increases motivation and engagement in general.
- Our standardized assessment results, including NYSESLAT, indicate that upper grade students have been lagging in developing proficiency in writing. Our strongest academic supports have traditionally been offered in grades K-2; students entering PS59 after second grade, particularly those requiring additional supports such as our ELLs, are thus at a disadvantage. As part of an effort to remedy this, early bird and after-school literacy programs will be provided for students in grades 3-5 who face high stakes NYS assessments in April and May. Approximately \$7000 of our Title III funds will be dedicated to per session for the general education teachers working in collaboration with the ESL teacher providing instruction in this program. Students will meet in small grade level cohorts three times a week for 4 weeks prior to the literacy and math assessments. All of our upper grade ELLs will participate.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: A schoolwide focus on literacy and language acquisition of students who hear at home a language in addition to English has been prevalent throughout the last three years. Internally collected data in student progress through reading levels at all grades suggest that ELL and non-ELL students who are exposed to a language other than English at home may be at risk of failing to develop the academic registers of English needed for higher-level school success. Study groups are offered to staff members to enable them to support LEP/ELLs and all students in reaching NYS performance and content standards. A schoolwide focus on engaging and supporting at risk students and developing higher-order reading comprehension for all students – even among students who may lack the English

Part C: Professional Development

language vocabulary to express their deeper thinking – is the focus of all classroom and ESL teachers' participation in study groups. Additional topics for professional study include assessment-driven instruction in writing, differentiating instruction for ELLs and all students, shared reading in the upper grades, and scaffolding language acquisition in the primary grades. A variety of professional texts highlighting the work of Lily Wong Fillmore and Mary Cappellini will be used support and enhance conversations. These sessions will be held throughout the year during grade and faculty meetings, and during staff development sessions before, during and after school.

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

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: At PS 59 we understand the importance of building home-school connections, and strive to do this in a number of ways. We seek to help parents to understand their children's educational goals and in-school practices so parents can work towards highest student achievement. Parents of ELLs participate in the many events held by the Parents Association throughout the year, including Meet the Teacher Night, weekly morning coffee talks, Disco Night, Picture Day, International Night, the Spring Fling dance, Ice Cream party for Valentine's Day, and our annual auction. Through information sessions such as those held for parents of 5th graders about the middle school process, PS 59 makes sure parents are informed about the choices for their children. Parents are notified by email, via posters, phone calls, and via our website, which has a link to Google translate so that parents can translate the information therein. Translation needs are taken into consideration during all of our

Part D: Parental Engagement Activities

communication with parents, and we utilize the DOE Translation Office, along with our strong network of parents and multilingual staff at PS59, toward this effort. In addition to conferences, parents of ELLs also attend Family Fridays in order to stay up-to-date about happenings in the classroom, and ideas for activities they can do at home.

Part E: Budget

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

Allocation Amount: \$11200

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>7,000</u>	<u>180 hours of per session for ESL and General Ed teachers to support ELL Students in our after school and Saturday programs.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>3,000</u>	<u>5% of contract (five half-days) with Teachers College Reading and Writing Project and Goldmansour Consulting to support curriculum development, teacher expertise in literacy and differentiation for ELLs and other students in need of additional support. Also community programs, such as the Urban Park Rangers, which solidify content for students.</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>1,200</u>	<u>Downloaded audible books and matching trade books for emergent readers; New York CityTrees: A Field Guide for the Metropolitan Area; Hampton Brown Picture Perfect Dictionaries 1 and 2</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>11,200</u>	

