



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE COMMUNITY SCHOOL OF TECHNOLOGY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X059

**PRINCIPAL:** SITA BASU      **EMAIL:** [SBASU@SCHOOLS.NYC.GOV](mailto:SBASU@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** SONIA MENENDEZ

**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
Sita Basu	*Principal or Designee	
Teresa O’Shaughnessy	*UFT Chapter Leader or Designee	
Francisca Dominguez	*PA/PTA President or Designated Co-President	
Lillian Ayala	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Angel Miranda	CBO Representative, if applicable	
Helen Gurny	Member/ Teacher	
Rachel Alicea	Member/ Parent	
Jeffrey Sontag	Member/ Teacher	
Acela Mejia	Member/Parent	
Maria Herrera	Member/Parent	
Edna Johnson	Member/Assistant Principal	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June 2012 students overall and within each subgroup, will demonstrate progress toward achieving state standards as measured by a 1.5% increase in students performing at Levels 3 & 4 on the NYS ELA assessment.**

### **Comprehensive needs assessment**

- **After conducting our needs assessment and reviewing the 2010-11 NYS ELA data for the school, the SLT, as well as the administration and teachers, have found that increased performance on the NYS ELA is necessary thereby making this a priority goal for 2011-2012.**

**Overall the school only made a 1% gain in proficiency when compared to the previous year. (32.7% in 2011 as compared to 31.7% in 2010 SY)**

<b>School Year</b>	<b>ELA Proficiency (Level 3 and Level 4)</b>				
<b>2010 -2011</b>	<b>Gen Ed</b>	<b>Special Ed</b>	<b>English Proficient</b>	<b>English Language Learner</b>	<b>All Students</b>
<b>Grade 3</b>	<b>43.6%</b>	<b>18.2%</b>	<b>39.3%</b>	<b>31.3%</b>	<b>38%</b>
<b>Grade 4</b>	<b>43.8%</b>	<b>6.5%</b>	<b>36.8%</b>	<b>12.5%</b>	<b>33.3%</b>
<b>Grade 5</b>	<b>31.8%</b>	<b>12%</b>	<b>31.2%</b>	<b>5.9%</b>	<b>27.3%</b>
<b>Overall</b>	<b>39.5%</b>	<b>11.5%</b>	<b>35.7%</b>	<b>16.3%</b>	<b>32.7%</b>

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Through continued comprehensive, ongoing literacy professional development provided by Teacher's College, teachers will expand and sharpen their skills strengthening their ability to effectively teach literacy through Teacher's College Readers and Writers Project (TCRWP) model for literacy instruction, i.e., implementing high quality Reader's and Writer's workshops-including Word Study, read aloud, shared reading, guided reading, and conferring. We will also administer and evaluate TCRWP reading and writing assessments and use this information to differentiate instruction and provide targeted intervention**

for at-risk students. Our work this year will focus on conferring and small group instruction to move students forward. Additionally our work will include aligning literacy instruction to the Common Core Standards for ELA. This will be done internally as well as with assistance from TCRWP. Lastly the Principal and one Assistant Principal will attend individual monthly Leadership Workshops at TC.

As a Teacher's College Readers and Writers Project school (TCRWP) the literacy program for all students will include Readers' Workshop and Writers' Workshop as well as Word Study. There will be eight units of study in reading and eight in writing provided by TCRWP. Teachers on each grade will work together to plan the units in reading and writing using curriculum materials provided by TCRWP. Components included in Readers and Writers workshops will be mini-lessons, read alouds, shared reading/writing, guided reading, interactive writing, small group strategy work, and individual conferencing.

1. Two on-site staff developers from TC-one for grades K-2 and one for grades 3-5. The K-2 Staff Developer will be here for 9 days and the 3-5 Staff Developer will be here for 10 days. Each grade will have its own lab site each visit and each lab site will be followed by a grade specific debriefing
  2. Teachers will attend a total of 35 calendar days, throughout the year at TC. All classroom teachers will be encouraged to attend one or more Calendar Days and prepare a presentation for their grade (also across the grades if relevant)
  3. Network point person will work specifically with our Special Education teachers to continue to help them modify the TC Reading and Writing Units, to better suit the students needs
  4. Principal and one Assistant Principal will attend separate monthly Leadership groups at TC
  5. One teacher will participate in a Specialty group
  6. Two teachers will participate in Lead Teacher groups
  7. Our Literacy Data Specialist will participate in a Data Coach group at TC during the year
  8. Janet Steinberg, TC Data Consultant, will have 2 scheduled visits during the year to help disaggregate our literacy data
  9. Teachers will submit writing baseline levels, as measured by the TC Narrative Writing Continuum, to their grade supervisor, by October 2011
  10. Grade teams throughout the year will look at student writing to inform instruction and to monitor growth in writing
  11. By mid June 2012 teachers will submit baseline writing levels as measured by the TC Narrative Writing Continuum
  12. Supervisor/data specialist will compare data to determine student growth
- In addition the first period each day, grades K-5 will be devoted to character development through literacy using resources from the Voices literacy program. Initially we were the recipient of a three year grant from Zaner-Bloser to implement this program. We

are now in year six of the program. As such we will continue with daily read alouds using authentic literature aligned to six character development themes along with literacy/character development activities

- Low performing/at-risk students in grades 1-5 will receive AIS for literacy one period per day designed to support their needs both individually and in a small group setting. AIS providers will work daily with identified students providing a variety of intervention strategies including Guided Reading, small group instruction, and conferencing. Instruction will be based on student assessment data and students will be reassessed informally at 4-6 week intervals as well as daily through informal methods
- All of our students, grades 2-5, remain for Extended Time, 50 minutes three days per week-for the *Words their Way* word study program. Students are grouped mostly within their grade but also across the grades and placed in small groups according to their performance on the Spelling Inventory. Students are regrouped after each formal spelling assessment.(September 2011-December 2011)
- Starting January 2012 to June 2012, students in grades 2-5, will remain for extended time, they will be grouped based on their most recent Fountas and Pinnell (TC Running Records) scores. Students will use *NY Ready* and *STARS and CARS* to support them in their development of competency in test taking skills and strategies
- Three times per year formal student assessment information- that includes running records to determine instructional and independent reading levels; spelling inventory, high frequency words, reading fluency rate, and literal and inferential comprehension questions, will be collected and electronically sent to Assessment Pro (TC Assessment Program). Extensive evaluative reports including charts and graphs will be generated for teachers and parents based on that information. In addition students will be assessed informally every 4-6 weeks using the TCRWP assessments for reading. The expectation is that each child will have steady progress to their next reading level within that time frame based on the Fountas and Pinnell leveling system and TCRWP benchmarks. September 2011-June 2012

#### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parental literacy support is provided through individualized reading progress letters generated by Teachers College Assessment Pro, which indicates their child's independent reading level and texts that would support them with the child's literacy at home. Letters are generated in the student's home language to ensure easy access to information for the parents. TC Assessment Pro, used by all teachers to track reading progress for students, automatically updates to ARIS, which allows families to monitor student progress throughout the year
- To encourage parent's participation, workshops on reading/math strategies, behavior modification programs, etc. for collaborative support towards student success are provided by the school

- Prior to the State tests parents of the 3<sup>rd</sup> to 5<sup>th</sup> grade parents are invited in for workshops to familiarize them with the test format and give them strategies they can use to help their child at home
- School Messenger is used to inform parents of all school based and community events, matters of importance, along with any school events they should be aware of. The School Messenger is generated in both Spanish and English and provides contact with parents through phone calls and email

#### **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.
- Less than 1% of our teachers are considered non HQT
- P.S. 59 is committed to hiring certified teachers through the conventional process as well as through recommendations from other staff, Network Principals and will even attend job fairs when and if required
- P.S. 59 has a strong Mentor Program for new teachers. New teachers are paired with another classroom teacher as their mentor when needed
- Ongoing staff development is provided by the AP's and other key staff members
- PS 59 has an extremely effective Special Education coordinator, new teachers get training from her on SESIS access, behavior management issues and any other related topic , on an as needed basis
- New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, and the TCRWP data program (Assessment Pro)
- New teachers will meet regularly with the Principal to ensure they are on the correct trajectory to attain tenure and are meeting their professional obligations

#### **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.

- The school has established a UPK program that focuses on improving oral language skills and emergent literacy skills of the students (including our ELL and SWD subgroups) that will ensure a successful transition to the lower elementary school grades. We have a dedicated SuperStart Plus pre k program designed for our CTT Bilingual population
- Cultural experiences for all students which enrich their literacy and civic understanding will be organized by the Arts Coordinator in the building. All students are involved in regular visits to museums, shows, Town Hall provides in school dance workshops, Ballet Tech involves selected students to dance with them
- The Extended Learning Time program (through the Committee for Hispanic Children and Families) provides afterschool, activities for students (including the ELL and SWD subgroups) as well as the community as a whole

#### **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.

**As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2011 to June 2012 as indicated below:**

Through our Title I Professional Development Budget we will fund a TCRWP Professional Development package that will include two TCRWP staff developers to work on-site 9-10 days each for the year. One will work with primary grade teachers K-2 and one will work with elementary grade teachers 3-5.

In addition teachers from across the grades and across class designations will visit Teacher's College (TC) for a total of 35 Calendar Days throughout the year. All teachers will have the opportunity and be encouraged to participate in professional development at TC.

Teachers who do attend will turn key the information for their colleagues through Grade Team meetings and our monthly Monday Professional Development afternoons.

Selected teachers will attend Teacher Leader and/or Specialty Groups throughout the year to build expertise in specific areas that will then be shared.

Our Professional Development budget will also be used to fund the substitutes who will cover the classes of the teachers attending TC Calendar Days.

The Principal and one Assistant Principal will each separately attend monthly Leadership meetings at TC specifically designed to their particular needs.

Staff member designated as TC Data Specialist

(TL Fair Student Funding; TL FSF Hold Harmless; Title I SWP; Title I ARRA SWP; TL Children First; TL DRA Stabilization; TL FSF Legacy Teacher Supplement)

### 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.

**By June 2012 students overall and within each subgroup, will demonstrate progress towards achieving state standards as measured by a 5% increase in students performing at Levels 3 & 4 on the NYS Math assessment.**

**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.

**A review of NYS Math data from 2011 showed only 48.5% of all students, 37.2% of SWD's and 38.9% of ELL students were proficient in math. After conducting our needs assessment and reviewing the data for the school, the SLT, as well as the administration and teachers, have found that increased performance on the NYS Math is necessary thereby making this a priority goal for 2011-2012.**

School Year	Math Proficiency (Level 3 and Level 4)				
2010 -2011	Gen Ed	Special Ed	English Proficient	English Language Learner	All Students
<b>Grade 3</b>	47.4%	33.3%	43.4%	50%	44.4%
<b>Grade 4</b>	60.2%	31.3%	54.2%	42.1%	52.2%
<b>Grade 5</b>	48.3%	48%	52.7%	26.3%	48.2%
<b>Overall</b>	52%	37.2%	50.4%	38.9%	48.5%

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - strategies/activities that encompass the needs of identified student subgroups,
  - staff and other resources used to implement these strategies/activities,
  - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - timeline for implementation.
- Teachers will implement the *Everyday Math* (EDM) program and continue to collect and use student assessment data from a variety of sources including periodic assessments, unit tests, student work, conferencing, and observation to drive whole class instruction as well as to differentiate instruction. In addition the math cluster will implement a math program focused on problem solving and many classes, grades 1-5, will participate in this program throughout the year. Through the informed use of data, teachers will make decisions regarding appropriate interventions, outreach, and/or referrals to a number of student support services including parent conferences, counseling, Social Worker intervention, Instructional Support Team (IST) and SBST referral**
- Teachers will continue to implement the *Everyday Math* (EDM) program for all grades Pre K-5. (Grades 1-5 will have a daily 75-minute block and K-1 60 minutes). All general education classes, grades 3-5 will additionally have a Math Partner Teacher during the entire math block each day allowing for a high degree of differentiated instruction, i.e., small group work, and one on one**

targeted instruction including task modification, and ongoing and immediate academic intervention for at-risk students. This configuration will enhance our ability to target students in the bottom third and ensure that they receive instruction differentiated to their needs, i.e. targeted intervention

- All students in grades 3 and 4, including general education, special education, and ELLs, will participate in a supplementary on line math program through a grant we have received from Mind Research Institute-New York City Math Initiative Partnership. All students in 3rd and 4th grade will spend two 45 minute periods per week on-line with the program which teaches math through a totally visualization method that is self-paced and self motivating. The Spatial Temporal (ST) Math program provides student with immediate, instructive feedback, and deepens problem-solving and reasoning skills. Students gain confidence in their skills and a desire to advance their mathematical knowledge. The program is particularly ideal for English Language Learners and students with disabilities
- Teachers' weekly plans will include evidence of instructional strategies for differentiating instruction based on student assessment data, e.g., guided math, small group work, math center work, and identifying intervention/modification and enrichment strategies and activities.  
September 2011-June 2012
- Teachers will conduct ongoing assessment to evaluate student needs. (End of unit assessments, ITA's and data gathered from the ST Math program)

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP
- Parents will be kept informed of the progress of this goal and action plan through the dissemination of information at School Leadership Team meetings, Parent Association meetings, and the Annual Title 1 meeting. Feedback from parents will be incorporated into our action plan as we consider it to be a living document
- Parents of the 3<sup>rd</sup> to 5<sup>th</sup> grade parents will be invited to attend workshops on understanding the NYS Math assessment and be given strategies that will help them support their child at home

#### **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.
- Less than 1% of our teachers are considered non HQT
- P.S. 59 is committed to hiring certified teachers through the conventional process as well as through recommendations from other staff, Network Principals and will even attend job fairs when and if required
- P.S. 59 has a strong Mentor Program for new teachers. New teachers are paired with another classroom teacher as their mentor when needed
- Ongoing staff development is provided by the AP's and other key staff members

- **PS 59 has an extremely effective Special Education liaison, new teachers get training from her on SESIS access, behavior management issues and any other related topic , on an as needed basis**
- **New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, and the TCRWP data program (Assessment Pro)**
- **New teachers will meet regularly with the Principal to ensure they are on the correct trajectory to attain tenure and are meeting their professional obligations**

**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.

- **The school has established a UPK program that focuses on improving oral language skills and emergent literacy skills of the students (including our ELL and SWD subgroups) that will ensure a successful transition to the lower elementary school grades. We have a dedicated SuperStart Plus pre k program designed for our CTT Bilingual population**
- **Cultural experiences for all students which enrich their literacy and civic understanding will be organized by the Arts Coordinator in the building. All students are involved in regular visits to museums, arts performances and a variety of artistic and cultural events. Through a matching grant with Town Hall, teaching artists provide 10 weeks of dance instruction for all students in grades 3-5. Annually Ballet Tech auditions all students in grade 3 and selected students attend weekly sessions at Ballet Tech**
- **PS 59 is the home of the nationally and internationally known “Keltic Dreams” Irish dance group, that through dance creates bridges and bonds with other cultures**
- **The Extended Learning Time program (through the Committee for Hispanic Children and Families) provides afterschool, activities for students (including the ELL and SWD subgroups) as well as the community as a whole**

**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.

**As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2011 to June 2012 as indicated below:**

**Funds will be allocated to program 2 teachers in all grades 3-5 classrooms**

**Data Specialist will work with staff to coordinate and understand math data**

**Staff the ST Math Lab (aide and teacher) when in use**

**(TL Fair Student Funding; TL FSF Hold Harmless; Title I SWP; Title I ARRA SWP; TL Children First; TL DRA Stabilization; TL FSF Legacy Teacher Supplement NYSTEL Software NYSTEL Hardware)**

## 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.

**By June 2012 a minimum of 80% of students overall and within each subgroup will be able to show progress in using evidence to support arguments, in both ELA and Mathematics, by using a teacher developed Common Core Performance Task Assessment.**

### **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.

**After reviewing the Citywide Instructional Expectations, student achievement in Mathematics and ELA on the State assessments and conducting our needs assessment, the SLT made this a priority goal for the 2011-2012 school year**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **In accordance with the Citywide Expectations, students will demonstrate progress in one literacy performance task and one math performance task aligned to strategically selected Common Core Learning Standards**
- **Teachers working in monthly Professional Learning Communities, in weekly grade meetings and in after school teams will develop a grade Appropriate Performance Task, in ELA and Math, using the Citywide examples available in the Common Core Library and the Performance Tasks Supplied by TCRWP**
- **Teachers will work in grade meetings, during PLC time and after school teams to develop a rubric for each of the performance tasks developed**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP
- **Parents will be kept informed of the progress of this goal and action plan through the dissemination of information at School Leadership Team meetings, Parent Association meetings, and the Annual Title 1 meeting. Feedback from parents will be incorporated into our action plan as we**

consider it to be a living document

#### **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
- **Less than 1% of our teachers are considered non HQT**
- **P.S. 59 is committed to hiring certified teachers through the conventional process as well as through recommendations from other staff, Network Principals and will even attend job fairs when and if required**
- **P.S. 59 has a strong Mentor Program for new teachers. New teachers are paired with another classroom teacher as their mentor when needed**
- **Ongoing staff development is provided by the AP's and other key staff members**
- **PS 59 has an extremely effective Special Education liaison, new teachers get training from her on SESIS access, behavior management issues and any other related topic , on an as needed basis**
- **New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, and the TCRWP data program (Assessment Pro)**
- **New teachers will meet regularly with the Principal to ensure they are on the correct trajectory to attain tenure and are meeting their professional obligations**

#### **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.

- **The school has established a UPK program that focuses on improving oral language skills and emergent literacy skills of the students (including our ELL and SWD subgroups) that will ensure a successful transition to the lower elementary school grades. We have a dedicated SuperStart Plus pre k program designed for our CTT Bilingual population**
- **Cultural experiences for all students which enrich their literacy and civic understanding will be organized by the Arts Coordinator in the building. All students are involved in regular visits to museums, shows, Town Hall provides in school dance workshops, Ballet Tech involves selected students to dance with them**
- **The Extended Learning Time program (through the Committee for Hispanic Children and Families) provides afterschool, activities for students (including the ELL and SWD subgroups) as well as the community as a whole**

#### **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.

**As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2011 to June 2012 as indicated below:**

- **Funding two Data Specialists, one for TCRWP and one for Math data**
- **Professional Instructional materials to support curriculum development during the regular school day**
- **Instructional materials, including software for use during the regular school day and at home**
- **Consumable instructional materials for use during the regular and extended day programs**

- Teacher Per Session for afterschool programs and Saturday Academies
- Supervisor Per Session for afterschool programs and Saturday Academies

### ANNUAL GOAL #4 AND ACTION PLAN

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

#### **Annual Goal #4**

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

**During the school year 2011-2012, continue to provide comprehensive, high quality after school programming that will positively impact student academic, physical, emotional and social development and will increase the school day by 30% for 30% of students grades 1-5, (there are 190 students enrolled as of now) daily. At least 75% of the participating students will have 90% attendance or better and demonstrate good citizenship based on observation and school records of incidents.**

#### **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.

**After conducting our needs assessment, the SLT agreed that providing comprehensive high quality after school programming is an important need for our community thereby making this a priority goal for the 2011-2012 school year.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Together with our CBO, *The Committee For Hispanic Children and Families*, and TASC, along with 21<sup>st</sup> Century funding, offer a daily program for 200 students. 200 students will register and participate daily in the Expanded Learning Time (ELT) After School Program-children will be assigned to an Activity Group led by an Activity Group Leader and participate in a diverse range of**

**activities spanning the academic, to the artistic, as well as sports and recreation, and social and emotional growth and development. Also, pending funding from the school budget, several teacher led clubs will offer additional exceptional opportunities and activities for students participating in the ELT After school Program as well as for students who are not members of ELT.**

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **Parents visit the local library with the students during the school day and during Extended Learning Time to help promote literacy**
  - **Parents will be kept informed of the progress of their students in ELT through the dissemination of information by the Site Coordinator. students will have 90% attendance or better and demonstrate good citizenship based on observation and school records of incidents, or they will have to leave the program**

#### **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**
- **Less than 1% of our teachers are considered non HQT**
- **P.S. 59 is committed to hiring certified teachers through the conventional process as well as through recommendations from other staff, Network Principals and will even attend job fairs when and if required**
- **P.S. 59 has a strong Mentor Program for new teachers. New teachers are paired with another classroom teacher as their mentor when needed**
- **Ongoing staff development is provided by the AP's and other key staff members**
- **PS 59 has an extremely effective Special Education liaison, new teachers get training from her on SESIS access, behavior management issues and any other related topic , on an as needed basis**
- **New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, and the TCRWP data program (Assessment Pro)**
- **New teachers will meet regularly with the Principal to ensure they are on the correct trajectory to attain tenure and are meeting their professional obligations**

#### **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.

- **The school has established a UPK program that focuses on improving oral language skills and emergent literacy skills of the students (including our ELL and SWD subgroups) that will ensure a successful transition to the lower elementary school grades. We have a dedicated SuperStart Plus pre k program designed for our CTT Bilingual population**
- **Cultural experiences for all students which enrich their literacy and civic understanding will be organized by the Arts Coordinator in the building. All students are involved in regular visits to museums, shows, Town Hall provides in school dance workshops, Ballet Tech involves selected students to dance with them**
- **The Extended Learning Time program (through the Committee for Hispanic Children and Families) provides afterschool, activities for students (including the ELL and SWD subgroups) as well as the community as a whole**

**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.

**As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2011 to June 2012 as indicated below:**

**Staffing: Site Coordinator -Committee for Hispanic Children and Families, Activity Leaders, PS 59 staff members.**

**Funding: 21<sup>st</sup> Century Funding \$298,000**

**20% Matching school funding \$48,000 TL Fair Student Funding, Title I SWP**

**City Council Grant \$50,000**

**ANNUAL GOAL #5 AND ACTION PLAN**

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

**Annual Goal #5**

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

**By June 2012 staff during their grade meetings and during PLC sessions, will develop a shared understanding of instructional excellence by studying Danielson's *Framework for Teaching*; creating a rubric to be used by administrators and teachers to provide frequent and clear feedback on expectations for teacher practice.**

**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.

**After reviewing the Citywide Instructional Expectations and the NYC School Survey 2010-2011 Report (*NYC School Survey Results: 77% of staff agreed that school leaders give them regular feedback about their teaching*), the SLT made this a priority goal for the 2011-2012 school year.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **The Administrators will perform a series of at least 6 mini observations for each teacher using selected components of the Danielson rubric, to provide feedback on teacher effectiveness by June 2012**
- **A rubric will be developed by administrators and teachers that will be used for the mini observations, to help standardize expectations around teacher practice and effectiveness, by November 2011**
- **Teachers will use the selected components of the Danielson framework to create a minimum of 3 professional goals for themselves for the 2011-2012 school year. Teachers will meet with their grade leaders to begin to develop these goals**
- **Grade teams will meet to share their goals and begin to develop a common understanding around the Danielson Framework**
- **Administrators will set up and follow a schedule of mini observations and feedback using the Danielson rubric, the expectation is that feedback will be given within 24 hours to the teacher**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Parents will be kept informed of the progress of this goal and action plan through the dissemination of information at School Leadership Team meetings, Parent Association meetings, and the Annual Title 1 meeting. Feedback from parents will be incorporated into our action plan as we consider it to be a living document**

### **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.
- **Less than 1% of our teachers are considered non HQT**
- **P.S. 59 is committed to hiring certified teachers through the conventional process as well as through recommendations from other staff, Network Principals and will even attend job fairs when and if required**
- **P.S. 59 has a strong Mentor Program for new teachers. New teachers are paired with another classroom teacher as their mentor when needed**
- **Ongoing staff development is provided by the AP's and other key staff members.**
- **PS 59 has an extremely effective Special Education liaison, new teachers get training from her on SESIS access, behavior management issues and**

any other related topic , on an as needed basis

- **New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, and the TCRWP data program (Assessment Pro)**
- **New teachers will meet regularly with the Principal to ensure they are on the correct trajectory to attain tenure and are meeting their professional obligations**

#### **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.
- **The school has established a UPK program that focuses on improving oral language skills and emergent literacy skills of the students (including our ELL and SWD subgroups) that will ensure a successful transition to the lower elementary school grades. We have a dedicated SuperStart Plus pre k program designed for our CTT Bilingual population**
- **Cultural experiences for all students which enrich their literacy and civic understanding will be organized by the Arts Coordinator in the building. All students are involved in regular visits to museums, shows, Town Hall provides in school dance workshops, Ballet Tech involves selected students to dance with them**
- **The Extended Learning Time program (through the Committee for Hispanic Children and Families) provides afterschool, activities for students (including the ELL and SWD subgroups) as well as the community as a whole**

#### **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.

**As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2011 to June 2012 as indicated below:**

- **Teacher per session**
- **Supervisor per session**
- **Instructional and consumable materials to be used during the school day**

**(TL Fair Student Funding; TL FSF Hold Harmless; Title I SWP; Title I ARRA SWP; TL Children First; TL DRA Stabilization; TL FSF Legacy Teacher Supplement)**

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>	1		5	
<b>1</b>	6		<b>N/A</b>	<b>N/A</b>	7		1	
<b>2</b>	40	40	<b>N/A</b>	<b>N/A</b>	7		3	
<b>3</b>	47	67	<b>N/A</b>	<b>N/A</b>	14		3	
<b>4</b>	73	89			31		8	
<b>5</b>	74	100					11	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	<p><b>Students receive AIS services in a variety of ways at PS 59.</b></p> <ul style="list-style-type: none"> <li>• <b>With AIS provider working in small groups during the school day. Guided Reading approach is used by the provider 3-4 times a week for 45 minutes</b></li> <li>• <b>Other students receive AIS services during extended day. Student groups are created based on ELA assessments. Students receive a variety of instruction, including word study, vocabulary development and strategy instruction 3 times a week for 50 minutes</b></li> <li>• <b>A small group of students are serviced at risk by the SETSS provider 5 days a week for 45 minutes using a guided reading approach</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <b>All general education and CTT students in grades 3-5 are provided with strategic math instruction, in small groups during a 2 period math block each day. Teachers use EDM to plan, implement instruction and assess students</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• <b>SETSS, AIS and science specialists provide small group instruction to support at risk students' needs through differentiated instruction to support students to meet grade specific performance indicator goals in Science</b></li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• <b>SETSS, AIS and classroom teachers provide small group instruction to support at risk students' needs through differentiated instruction to support students to meet grade specific performance indicator goals in Social Studies</b></li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>• <b>Guidance Counselor meets students in small groups, during the school day. Uses a variety of crisis management techniques, to help students develop better coping mechanisms and make positive choices</b></li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>• <b>The school Psychologist intervenes with students on an individual basis who are identified by the Instructional Support Team and/or AIS team as not meeting academic grade standards due to emotional, behavioral and/or emotional concerns. The school psychologist observes the student in the classroom as well as at recess or during prep period. This information is brought back to the referral source and a plan is designed in conjunction with the classroom teacher and parent to help support the student's academic progress. At times, the school Psychologist will meet with students individually, with parental consent to address social skills, character development, conflict resolution, study skills, bereavement and self awareness concerns that have been identified by the classroom teacher, parent, self</b></li> </ul>

	<b>referral or school staff member</b>
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>• <b>Social worker works in small groups, during the school day. Provides parent and family outreach as needed and uses a variety of crisis management techniques, to help students develop better coping mechanisms and make positive choices</b></li> </ul>
<b>At-risk Health-related Services</b>	<b>N/A</b>

**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.

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**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
- 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:

- Encourage parents to participate on The School Leadership Team (SLT) where 50% of memberships are parents. Parents voted onto the SLT are involved in developing and revising the documents pertaining to school improvement like the CEP, the Parent Involvement Policy, the annual school report card and the School Progress Report to discuss the schools strengths and weaknesses, etc. PS 59 advertises and invites parents to attend the SLT meetings, which are scheduled to best accommodate both parents and staff members. PS 59 provides parents with information as to how to become a member of the SLT where collaborative conversations concerning improving Title 1 programs and parental involvement policies are discussed. We encourage parents to participate in revising and implementing the Parent Involvement Policy and all relevant information regarding meeting times, activities, etc. are publicly advertised
- Update parents of Title 1 programs and parental involvement policies. Parents participate in revising and implementing the PS 59 Parent Involvement Policy and all relevant information regarding meeting times, activities, etc. are publicly advertised. The 2010-2011 Parent Involvement Policy was revised on September 29, 2011 and distributed to Title 1 Parents on October 1, 2011
- Provide the parents with workshops based on the assessed needs of the parents of children who attend our school and work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains attendance of events and activities scheduled and conducted for the parents, on a monthly basis and submits a report to the central office. The Parent Coordinator, Administrators and educators work collaboratively to provide parents with information/training regarding expectations for students/promotional criteria, NYS standards, NYS testing, curriculum, etc. Simple reading materials will also be provided and displayed in English and Spanish, in locations in the school that are easily accessible to parents and where they can easily browse and collect them
- Offer parents ongoing workshops and trainings on topics of great interest and importance to them, often in collaboration with neighborhood agencies and organizations, e.g., How parents can best and most effectively support their student's success; Recommended questions to ask during parent teacher conferences; ARIS Computer Trainings; Smoking Cessation; Living with High Blood Pressure; Preventing Child Abuse and Neglect; Living with Asthma; and Maintaining good oral health. We will also provide an abundance of reading materials from the Parent Lending Library established with literature from The Parent Institute, Home & School Connection, St. Barnabas Partners in Health, Teachers College and other organizations that serve as effective educational resources. Parents remain active participants by completing the Learning Environment Surveys and also play an active role in the Quality Review process
- Supply information such as: newsletters, monthly calendars, announcements, reminders, invitations, flyers and other school and community information will be distributed to parents when appropriate keeping them abreast of current and upcoming events occurring in the school and throughout the community. The information will be provided in Spanish and English and be publicly displayed in locations easily accessible to parents
- Make available information as to where parents can go to receive ELS and GED services, healthy living and nutrition education, expanding opportunities offered for personal growth as well as those that enable parents to be more effective in supporting their student's success. We provide parents with information/training regarding expectations for students/promotional criteria, NYS standards, NYS testing, curriculum, etc. Simple reading materials will also be provided and displayed in English and Spanish, in locations in the school that are easily accessible to parents and where they can easily browse and collect them

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

- Providing annual meetings for Title 1 parents to inform them of the Title 1 program at PS 59. A flexible number of meetings at various times, and languages will be arranged taking into account parents' needs. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- Engaging parents in planning, reviewing and improving the Title 1 programs and parental involvement at PS 59. Parents will be provided with information on how to become members of the SLT, where collaborative conversations on improving Title 1 programs and parental involvement policies are discussed
- Supporting or hosting Family Day events
- To encourage parent's participation in professional development activities, i.e. workshops on reading/math strategies, behavior modification programs, etc for collaborative support towards student success
- The school conducts 2 book fairs annually which coincide with Parent Teacher Conferences. Parents are encouraged to buy books for their children as a reward for doing well or as an incentive to do better. Our idea is to encourage literacy in the home
- Parents visit the local library with the students during the school day and during Extended Learning Time
- Prior to the State tests parents of the 3<sup>rd</sup> to 5<sup>th</sup> grade parents are invited in for workshops to familiarize them with the test format and give them strategies they can use to help their child at home
- Parental literacy support is provided through individualized reading progress letters generated by Teachers College Assessment Pro, which indicates their child's independent reading level and appropriate texts that would support them with their child's literacy at home. Letters are generated in the student's home language
- School Messenger is used to inform parents of all school based and community events, matters of importance, along with any school events they should be aware of. The School Messenger is generated in both Spanish and English and provides contact with parents through phone calls and email
- TC Assessment Pro, used by all teachers to track reading progress for students, automatically updates to ARIS, which allows families to monitor student progress throughout the year

### ***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:*

- Providing annual meetings for Title 1 parents to inform them of the Title 1 program at PS 59 and their right to be involved. A flexible number of meetings at various times, and languages will be arranged taking into account parents' needs
- Actively involving parents in planning, reviewing and improving the Title 1 programs and parental involvement at PS 59. Parents will be provided with information on how to become members of

the SLT; where collaborative conversations on improving Title 1 programs and parental involvement policies are discussed

- Involving parents in the revision of the PS 59 Parent School Compact yearly. The 2011-2012 Parent School Compact was revised on October 3<sup>rd</sup>, 2011 and distributed to Title 1 Parents on October 24, 2011
- Providing ongoing information in a timely manner regarding all programs that take place in the school
- Making available high quality curriculum and instruction to all students
- Presenting students with the educational materials and interventions essential to achieve success
- Offering opportunities for parent/teacher communication through:
  - A. parent/teacher conferences
  - B. frequent reports to parents on their children's progress
  - C. Reasonable access to staff
  - D. Opportunities to participate in and observe their child's class
- Granting parents opportunities to attend various workshops and trainings as well as school wide activities that promote family and student success. Some of the topics include but are not limited to; Obesity, Smoking Cessation, Mental Health, Preventing Child Abuse, Asthma, Continuing Education, ARIS Parent Link, Literacy Inc., etc.
- Encouraging parent's participation in professional development activities, i.e. workshops on reading/math strategies, behavior modification programs, etc for collaborative support towards student success

*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 1<sup>st</sup> 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

## **II. Parent/Guardian Responsibilities**

- To become involved in developing, implementing, evaluating and revising the parent/school involvement policy
- To use or request assistance that the school or district may offer on child rearing practices and teaching/learning strategies
- To provide ongoing shared support with the school community geared toward improving students academic achievement
- To read together with their children daily and to encourage activities that promotes literacy.

To monitor our children's:

- Attendance at school to achieve the Chancellors promotional policy of maintaining a 90% attendance class work and homework rate
- Correspondence from the teacher or school
- Television watching and video game activity

To share responsibility, as partners with the teachers, and other school staff in improving student achievement by attending school functions and events related to academic support.

To actively participate in the PS 59 Parents Association and other school related activities, encouraging other parents to be supportive of the school community and offering input to the Parents Association and school representatives about trainings or assistance of interest in order to be more effective in assisting their children in the educational process.

**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 <b>Corinne Rello-Anselmi</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>059</b>
School Name <b>The Community School of Technology</b>			

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

Principal <b>Ms. Sita Basu</b>	Assistant Principal <b>Ms. Fiona Tierney</b>
Coach <b>Kelli McDaniel</b>	Coach
ESL Teacher <b>Carmen J. Montemoino</b>	Guidance Counselor
Teacher/Subject Area <b>Teresa O'Shaughnessy</b>	Parent <b>Acela Mejia</b>
Teacher/Subject Area <b>Ruth Levantis</b>	Parent Coordinator <b>Liza Lugo</b>
Related Service Provider <b>Helen Arroyo</b>	Other
Network Leader <b>Bob Cohen</b>	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	<b>2</b>	Number of certified bilingual teachers	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>5</b>	Number of special education teachers with bilingual extensions	<b>3</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>576</b>	Total Number of ELLs	<b>109</b>	ELLs as share of total student population (%)	<b>18.92%</b>
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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. 

There are 109 English Language Learners at PS 59. The level of proficiency and placement of our students is determined using the Home Language Survey, oral interview, initial assessment, the LAB-R and/ or the NYSESLAT. There are 24 kindergarteners 14scoring at the beginning level, and 0 at the intermediate level and 10 at the advanced level . There are 22 first graders; 9scoring at the beginning level and 8at the Intermediate level and 5 at the advanced level. There are 10 second graders; 2scoring at the beginning level, 3 scoring at the intermediate level and 5 at the advanced level. There are 7 third graders; 1 scoring at the beginning level, 3 scoring at the intermediate level, 3 scoring at the advanced level. There are 18 fourth graders; 7scoring at the beginning level, 5 at the intermediate level and 6 scoring at the advanced level. There are 26 fifth graders; 7 scoring at the beginning level, 4 at the intermediate level and 15 at the advanced level. There are 18 students throughout the grades that scored at the proficient level.

#### Part II Questions 1-6: ELL Identification Process

We have procedures in place to ensure that the parents understand the Home Language Survey (HLIS) during the initial identification of those students that may possibly be ELLs. The testing, placing and orientations for these students need to take place within the first 10 days of the school year. During registration and the initial Intake Process the ESL Coordinator assists parents of possible ELLs in the main office. The Home Language Survey is given to parents in their home language to be completed. At this point an oral interview is conducted in English and their native language. Translation Services are available through the Department of Education in the event that a family member speaks a language other than English or Spanish. Eligibility for testing is determined based on the answers to the Home Language Survey, oral interview and initial assessment. The student is given the LAB-R in English and the Spanish LAB if it applies. The test is hand-scored immediately. Entitlement Letters (Lab-R) or Non- Entitlement Letters (Lab-R) are given to the parents of students who need services according to the cut-off scores in their native language. To ensure that all ELLs receive the NYSESLAT annually, the ESL Coordinator along with the Testing Coordinator maintain ongoing communication about all ELLs ATS reports available pertaining to ELLs. The ESL Coordinator researches the following reports continuously: The RLER (LAB-R eligibility/ NYSESLAT eligibility), Exam History Reports, P.O.B. ( Place of Birth/ Home Language), RNMR ( NYSESLAT Combined Modality), I.E.P.s and information in the Cumulative Records. In collaboration, the ESL, Testing and Parent Coordinators along with the Attendance Office work in assuring that all four components of the NYSESLAT are administered to the entire ELL Population. The structures that are in place at our school to ensure that parents understand all three program choices are as follows: Parents are given an Orientation within the first 10 days of school. They will view a video describing in detail the three program choices. The facilitator along with the Parent Coordinator explain the information pertaining to the programs verbally and answer questions. Parent Guides are also distributed in their language with a detailed explanation provided by the Department of Education. If a TBE/DL program becomes available, parents that have chosen such programs will be contacted by letters, phone calls or outreach by school personnel. Once the Orientation Letters are given to parents, they will attend an orientation to view a video, receive a parent guide and the Program Selection Form in their language. Parents will complete The Program Selection Form and choose a program. The ESL Coordinator will collect the Program Selection Form and analyze them to determine and honor the parents needs according to the outcome. She will address parents' questions and concerns at all times. Parents will be notified that the school will make every effort to honor the program

selected for their child. A Placement Letter will be given to the parents in their home language. The school will ensure that parents attend the orientations and return The Program Selection Forms within the first 10 days of school by using all types of communication and strategies such as written, phone calls, using the assistance of the family worker for outreach, the Parent Coordinator, informal meetings with parents at dismissal, etc. Parents will be informed of the research findings of the effectiveness of the programs available. If parents do not complete The Program Selection Forms and do not choose a program, they will be informed of the fact that the next step will be the default program for ELLs which is the Transitional Bilingual Program as per CR part 154. The child must participate, at a minimum, in a Freestanding English as a Second Language. The originals of The Home Language Survey and The Program Selection Forms along with the attendance are placed in the students' cumulative records. Copies of the Home Language Survey, The Program Selection Forms, attendance, Entitlement Letters (Lab-R), Non-Entitlement Letters (Lab-R), and Placement Letters in their language will be kept in the main office and in a Binder. As soon as the NYSESLAT results are available, Continuation Letters and Non-Entitlement Letters (NYSESLAT) in their home language will be sent to parents informing them of the results. Copies of the Continuation Letters and Non-Entitlement Letters (NYSESLAT) will be kept in the main office and in a Binder. Teachers will analyze the NYSESLAT data to inform instruction and group students.

After reviewing the Parent Survey and The Program Selection Forms for the past few years, the trend in the program choices parents have selected is English as a Second Language as 1st choice, Dual language as 2nd choice and Transitional Bilingual as 3rd choice. For the past three years parents have chosen English as a Second Language as their first choice. P.s. 59's lower grades k-2 have been quite successful at attaining advanced and proficiency levels the majority of times at the end of first grade. The school monitors the trends in parent choices on an ongoing basis and utilizes its evidence to tend to the parents' desires and needs as well. Information gathered is used to plan for future programming.

Yes, the program models offered at the school are aligned with the parents request.

## 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained	1			1	1	1								4
Push-In	1	1	1											3
<b>Total</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>7</b>						

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	82	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	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	92		10	16		6	1		1	109
<b>Total</b>	<b>92</b>	<b>0</b>	<b>10</b>	<b>16</b>	<b>0</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>109</b>

Number of ELLs in a TBE program who are in alternate placement: 2

**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
<b>TOTAL</b>	<b>0</b>													

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	23	21	6	6	18	26								100
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			2											2

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	2	1	1	1								7
<b>TOTAL</b>	<b>24</b>	<b>22</b>	<b>10</b>	<b>7</b>	<b>19</b>	<b>27</b>	<b>0</b>	<b>109</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

PS 59 also known as The Community School of Technology, is an elementary school located in District 10. PS 59 has approximately 576 students of whom 109 are English Language Learners. The school provides them with a firstgrade push-in ESL program and pull-out for kindergarten and second grade. ESL mandated students in grades kindergarten at the Annex, third, fourth and fifth grade are clustered in one class on each grade with a classroom teacher who teach ESL. Students in special education requiring mandated ESL services receive services in one of the classrooms participating in the program or by the ESL teacher according to the grade. The instructional components include: English as a Second Language, Literacy Block and Content Area in the General Education Program. The ESL program incorporates many academically rigorous learning strategies, including content area instruction to support ELLs. It supports ELL students in their development in four key areas of English instruction: reading, writing, speaking and listening. It assures that programs that serve ELLs are staffed with high quality teachers, has a strong focus and is aligned with NYS Common Core standards in ELA and ESL. Beginning and Intermediate students are provided with two periods of ESL service per day/ 360 minutes weekly and advanced students are provided with one period a day/ 180 minutes on a weekly basis and ELA instruction for 180 minutes as well. Transitional services are provided for one year to students transferring from an ESL program into an English mainstream program. These proficient students are placed in the classes with ELL students for two years to support and monitor their academic progress. Testing accomodations are granted

## A. Programming and Scheduling Information

to proficient ELLs for two years after testing out. The two bilingual special education students in alternate placement receive instruction by the ESL teacher who utilizes cognates, glossaries, dictionaries and bilingual books from the school library to aid the students with comprehension of the materials and instruction.

### Content Area Instruction

### ESL Push In Program

In the ESL Push In program students in grade 1 receive all instruction in English. Teachers who support the ELL students utilize many learning strategies and ESL Methodologies to assist students in acquiring academic success. Language and content objectives are set for the lessons. Goals for the Proficiency Levels( Beginner 1,2,3, Intermediate 1,2,3, Advanced 1,2, and proficient ) are set as well. The teachers utilize scaffolding, prior knowledge, graphic organizers, thinking maps, visuals, concept maps, glossaries, cognates, vocabulary strategies such as the 4 corners ( definition, use word in a sentence, synonym/antonym and an illustration) to help students comprehend the content area subjects (Science/Social Studies). We want to ensure that the ELLs are receiving the same quality content as non-ELLs. The same curriculum as the rest of the school is utilized but enhanced with additional aids and strategies to obtain comprehension and meet the needs of the ELL students. These are summarizing, note taking , cooperative learning and providing feedback. Students are grouped heterogeneously with mixed proficiency levels. AIS is also provided for ELL students who have been identified "at risk". These students also have the opportunity to participate in the English Language Program available after school.

In the ESL pull-out program students in kindergarten in the main building and second grade receive the rigorous instruction in English utilizing the same strategies and ESL methodologies by the ESL teacher used in the Push In program according to their needs.

### ELL Sub Groups

SIFE-Currently, we have no SIFE students. However, if we would receive a SIFE student, we would utilize technology, the ELL Program (Title III), small group instruction in classroom, extended day service to meet the needs of such students.

1-3 years- Students in this category are mainly in the kindergarten grade. Therefore, we make sure they all receive ESL allocation. We also monitor progress to ensure they are advancing on the NYSESLAT each year. We also utilize readinga-z.com and starfall website, ELL Program(Title III), Empire State NYSESLAT, Benchmark Education non-fiction material and PBSKids website.

4-6 years- These students have an Extension of Services plan if they have not passed the NYSESLAT. For those students who have not made progress, an intervention plan is developed through the Instruction Support Team meetings. These students are serviced and monitored by teacher on the grade and everyone who service them.To help the third grade ELLs in reading, Ms. Matos used the RAZ-Kids program (research-based) every morning for a period of 45 minutes. They were matched to their independent level and Ms. Matos was able to track their progress through the teacher report. The RAZ-Kids program is a reading program by which the students are able to read and listen to stories via internet. Our school had access to this program for the entire school year. If these students ended up with a low score, Ms. Matos would sit next to the students and have them reread the story and questions with her assistance and guidance. They also worked in small groups. Each student was placed in small guided reading groups where they would work with Ms. Matos at their guided reading level four times a week. Students were also assigned to the listening center every week. At the listening center they would listen to stories in different genres(research-based). When they were done, they would discuss the story with the teacher and peers. In order to develop their stamina, students were given time to read independently. During the mini lessons they were instructed to use and apply many different reading strategies. They were also given the opportunity to read the same book with a partner. They were given time to discuss what was taking place in their stories.

## 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

lessons in order to meet their needs (research-based). They were given extra time to revise and complete their stories during the teacher's prep and lunch. They would also work with a partner who was at a higher level. This was done so they would get ideas from other writers.

## B. Programming and Scheduling Information--Continued

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

Targeted Interventions program for ELLs in ELA takes place during the week. This intervention is conducted through small group and differentiated instruction. Teacher scaffolds ELA materials through the use of visuals, thinking maps, graphic organizers and the Teachers College strategies for ELLs. Vocabulary recognition, decoding and sentence structure are also strategies used. Native Language is used through cognates, dictionaries and translation when applicable. Interventions for ELLs in Math take place through small group and differentiated instruction. Students have manipulatives to aid them with comprehension of the material. Everyday Math strategies for ELLs are also integrated. Graphic Organizers are used where appropriate. Native Language is used through translation, cognates and the use of website [www.scholastic.com/activities/adventure.Maggies' Earth Adventure/ spanish](http://www.scholastic.com/activities/adventure.Maggies'EarthAdventure/spanish) (math, reading, science and grammar). Targeted Interventions for ELLs in Social Studies are conducted through small group and differentiated instruction using the textbooks. Information is scaffolded. Thinking maps, graphic organizers, visuals, maps, glossaries and dictionaries are used. Students are also part of hands-on-activities and projects. The Native Language is accessible through the use of cognates, Spanish/English dictionaries and translation where applicable. Targeted interventions for ELLs in Science are through small group and differentiated instruction. Former ELLs receive all test accommodations for two years after achieving proficiency. They are provided with special location and extended time. Students listen to the listening selection three times as mandated for ELLs. They have access to glossaries, dictionaries and translation version as appropriate. The ELA data for ELLs indicate that 2 students in 3<sup>rd</sup> grade scored at level 1, 9 scored at level 2, and 5 scored at level 3. 5 ELLs in 4<sup>th</sup> grade scored at level 1, 12 at level 2, and 2 at level 3. Seven ELLs in 5<sup>th</sup> grade scored at level 1, 9 at level 2, and 2 at level 3. Two NYSAA Bilingual Special Ed. scored at level 4. The majority of the ELLs scored at level 2 (30), 14 at level 1 and 9 at level 3. The Math data indicate that ELLs did relatively better. Third grade had no level 1. Ten third grade ELLs scored at level 2 and 8 at level 3. Six Fourth grade ELLs scored at level 1, 5 at level 2, 8 at level 3 and 1 level 4. Six 5<sup>th</sup> grade ELLs scored at level 1, 5 at level 2, and 5 at level 3. The Science data for 4<sup>th</sup> grade ELLs indicate that 5 scored at level 1, 8 scored at level 2, and 8 at level 3. The Two NYSSA Bilingual Sp. Ed. ELLs scored at level 4.

### Implications for the LAP and Instruction

- All teachers and administrators need to have access to data and information and use it proactively and continuously to plan for instruction and intervention.
  - Content area teachers need to be trained to support ELL students' language acquisition and academic language through Professional Development.
  - English as a Second Language teachers need to be familiarized with the content area curriculum and target skills.
  - ESL and classroom teachers need to articulate on a daily basis to maximize English language acquisition for ELLs.
- English as a Second Language
- Instruction is aligned to NYCDOE and NYS core curriculum in Balanced Literacy along with the Common Core Standards.
  - English Language instruction is provided through the content areas using scaffolding strategies to ensure both language and content acquisition.
  - ESL instruction is aligned to standards and develops all four language skills: Listening, Speaking, Reading and Writing.
  - Teachers maintain high expectations from all students and take responsibility for their success.
  - Lesson planning reflects teachers' short and long term objectives for language and content development.
  - Classroom are structured and organized to enhance achievement for students with different abilities.
  - Age-appropriate and culturally-appropriate materials aligned to NYS standards in all areas of instruction in the three proficiency

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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

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### Implications for the LAP and Instruction

- All teachers and administrators need to have access to data and information and use it proactively and continuously to plan for instruction and intervention.
  - Content area teachers need to be trained to support ELL students' language acquisition and academic language through Professional Development.
  - English as a Second Language teachers need to be familiarized with the content area curriculum and target skills.
  - ESL and classroom teachers need to articulate on a daily basis to maximize English language acquisition for ELLs.
- English as a Second Language
- Instruction is aligned to NYCDOE and NYS core curriculum in Balanced Literacy along with the Common Core Standards.
  - English Language instruction is provided through the content areas using scaffolding strategies to ensure both language and content acquisition.
  - ESL instruction is aligned to standards and develops all four language skills: Listening, Speaking, Reading and Writing.
  - Teachers maintain high expectations from all students and take responsibility for their success.
  - Lesson planning reflects teachers' short and long term objectives for language and content development.
  - Classroom are structured and organized to enhance achievement for students with different abilities.
  - Age-appropriate and culturally-appropriate materials aligned to NYS standards in all areas of instruction in the three proficiency levels. Materials include into English grades K-5, getting ready for the NYSESLAT, Science textbooks and Social Studies textbooks, and Language Learning Supplemental Materials, Benchmark Education non-fiction materials, VOICES, TCRWP, Finish Line English

## 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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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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## Courses Taught in Languages Other than English

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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### 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%	
	Dual Language

## B. Programming and Scheduling Information--Continued

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Meetings throughout the year take place with parents to attend to students and parents needs, including parents of ELLs. Parents are also given bilingual resources such as dual language books to support literacy at home and becoming more involved in their child's education. We have a lending library for parents that include ESL materials for adults and other helpful resources. All types of outreach and communication strategies are used (written, phone calls, informal meetings with parents at dismissal, etc.) to ensure parents have completed all proper paperwork, are involved in the educational plan for their child, and have all their questions answered. The school partners with various agencies and organizations in the community such as St. Barnabas Hospital Partners in Health who conduct various health related workshops. The Committee for Hispanic Children who provide family resources and workshops. Parent Institute who provide reading resources in various languages. The Learning Leaders who provide the opportunity for parents to become volunteers through education related workshops on-site and off-site in their home language. We also have the collaboration of The Translation and Interpret Unit Services through The Department of Education. The needs of parents are evaluated through a series of avenues in their language such as Parent Surveys, phone calls, Parent/ Teacher Conferences, at the end of workshops, Title 1 Parent Involvement Survey and ongoing orientations. The parental activities address the needs of the parents through various literacy resources, attending to the concerns of the community, illnesses, empowering parents to get involved and help their children and become involved within their community. The Parent Coordinator responsibilities are to increase parent involvement in the school by working closely with school, parent, and community organizations. She serves as facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues. The Parent Coordinator conducts outreach to engage parents in their children's education. She convenes and attends regular parent meetings and events around topics of key concerns to parents. The Parent Coordinator also works with the parent association when asked to provide assistance in establishing by-laws and conducting their affairs in accordance with Chancellor's Regulations A-660. She serves as a school liaison to central OFIA and its staff. The Parent Coordinator maintains ongoing contact with community organizations that are involved with providing services to support the school's educational program. She also organizes open school night and other events to increase parental and community involvement, and create a welcoming school environment to parents.

## 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)	14	9	2	1	8	8								42
Intermediate(I)		8	3	3	5	4								23
Advanced (A)	10	5	5	3	6	15								44
Total	24	22	10	7	19	27	0	0	0	0	0	0	0	109

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>													
	<b>I</b>		4		1		1							
	<b>A</b>		6	2	1	5	7							
	<b>P</b>		9	6	5	9	13							
READING/ WRITING	<b>B</b>		6	1		3	4							
	<b>I</b>		8	2	3	5	4							
	<b>A</b>		5	5	2	6	12							
	<b>P</b>				1									

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	9	5		16
4	5	12	2		19
5	7	9	2		18
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				2	2

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			9	1	8				18
4	4	2	4	1	7	1	1		20
5	2	4	3	2	5				16
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	3	2	6	2	7	1			21
8									0
NYSAA Bilingual Spe Ed							2		2

**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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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.

The assessment tool P.S.59 uses to assess the early literacy skills of our ELLs is the Teachers College Running Records Assessments Levels A-Z. This assessment is through Fiction Narratives. This tool assesses Reader's Accuracy Rate (decoding) which needs to be 96% in order to be considered proficient. In addition, identification of Sound High Frequency Words List (40 words) (25% of the total)

## 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

<b>School Name: <u>059</u></b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sita Basu	Principal		1/1/01
Fiona Tierney	Assistant Principal		1/1/01
Liza Lugo	Parent Coordinator		1/1/01
Carmen Montemoino	ESL Teacher		1/1/01
Acela Mejia	Parent		1/1/01
Teresa O'Shaughnhassy	Teacher/Subject Area		1/1/01
Ruth Levantis	Teacher/Subject Area		1/1/01
Kelli McDaniel	Coach		1/1/01
	Coach		1/1/01
Helen Arroyo	Guidance Counselor		1/1/01
Bob Cohen	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:** 10X059      **School Name:** The Community School of Technology

**Cluster:** 1      **Network:** HOT 104

**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**

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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.

We assess our school's written translation and oral interpretation needs through a collection of information at the time of enrollment, language surveys, and/or observation. This information is recorded on the Home Language Survey, and is also available on ATS. Using the appropriate written translations and providing for the appropriate oral translators from among our staff we have been able to provide our parents with appropriate and timely information in a language they can understand.

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

Until now the only two languages we have needed to translate or interpret for have been Spanish and English. We have one Chinese family and two African/French families. These families are able to receive and understand communications, etc. in English.

All written material must go out in English and Spanish. Translations are either already available or we have several staff members who will do the translations including the Parent Coordinator, ESL/Bilingual Coordinator, Site Coordinator of our after school program ELT, and several teachers, also our Pupil Accounting Secretary, and various other staff members.

Parents are informed of our policies through written communication as well as through information disseminated at parent meetings, gatherings, events, etc. We also have a monthly Parent Newsletter, that ensures all information gets to the parents in a timely fashion. Newsletter is produced in English and Spanish.

Based on our needs assessment at PS 59, we have the following requirements for translation and oral interpretation needs.

English-349  
Spanish - 216  
Mandinka- 3  
Arabic- 2  
Twi- 1  
Chinese- 1  
Bengali- 1

Total: 573

## **Part B: Strategies and Activities**

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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.

We assess our school's written translation and oral interpretation needs through a collection of information at the time of enrollment, language surveys, and/or observation. Parents are interviewed by the ESL Coordinator and her team members at the beginning of the school year and asked to complete the HLIS. At other times in the year, as and when a child is registered into the school, office staff are also trained to ask parent to complete the HLIS. Information is also obtained from ATS. Using the appropriate written translations and providing for the appropriate oral translators from among our staff we have been able to provide our parents with appropriate and timely information in a language they can understand.

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.

Translators in English and Spanish will be available for all parent meetings, workshops, and conferences. Oral translators in Spanish, include the Parent Coordinator, ESL/Bilingual Coordinator, Site Coordinator of our after school program ELT, several teachers, our Pupil Accounting secretary, several paraprofessionals, school aides, and parent volunteers.

In languages other than Spanish, teachers are asked to schedule meetings, so we can either call in another community member that speaks the same language, ask the parent to bring in someone they are comfortable with who speaks their language and can assist us and is over the age of 18 years, arrange to call in for translation services to the DOE site, or arrange to have a translator come in for a minimum of 2 hours for the day of the meeting.

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>.

We will provide the DOE notice, on school letterhead, when any parent requests language assistance services. We will accommodate all parents to the best of our ability in this regard and if we need any external services we will contact DOE for further assistance.

When translations other than Spanish are required, an outside vendor, such as Legal Interpreting Services, Inc. will be contacted to provide interpretation services in the required language.

Parents Bill of Rights was printed in English, Spanish, Arabic, Bengali and Chinese and distributed to parents at meetings. All of them are posted in the school.

Signs informing parents of their right to have translation or interpretation services are printed in multiple languages and posted prominently in the school.

## 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: 059	DBN: 10x059
Cluster Leader: Corine Rello Anselmi	Network Leader: Bob Cohen
This school is (check one):    ✱conceptually consolidated (skip part E below) ●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): ●Before school      ✱After school      ●Saturday academy      ●Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): ✱K    ✱1    ✱2    ✱3    ✱4    ✱5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

### 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 will offer an after school program for English Language Learners beginning January 10, 2012. A certified ESL teacher along with a Bilingual teacher will facilitate the program. The language of instruction will be English with native language support as appropriate. The NYSESLAT and the ELA was analyzed for the ELLs and it was determined the focus need to be on literacy. The purpose of the program is to increase and enhance the literacy and content area skills of English Language Learners. Using ESL Methodology, the students will strengthen their skills in the four language strands: listening, speaking, reading and writing, thereby accelerating their overall academic achievement. The program will begin on January 10 and end May 29, 2012, on Mondays and Tuesdays from 3:10 p.m.- 4:40 p.m. for a total of 38 sessions. Thirty students across the grades, K-5 will participate.

Materials will include Empire State NYSELAT ESL/ELL, Finish Line for ELLs/English Proficiency Practice and "Reading A-Z and Starfall web based program. Instruction will be highly differentiated. Students will primarily work at his/her appropriate individual level but also in small homogeneous groups designed to optimally meet their needs.

### 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: Our ESL Coordinator as well as other ESL/Bilingual teachers participate in many professional development opportunities including: Teachers College, network conferences and the Office of English Language Learners in an ongoing basis. The ESL Coordinator and Ms. Matos participated in the Bilingual/ ESL Teacher Leadership Academy through Bank Street College. In addition, we used to participate in ongoing professional development through BETAC (Fordham University) and are waiting for the new organization to launch the new program. We attended the conference through The Office of English Language Learners "From Theory to Practice: ELLs and the Common Core Standards. All participants in professional development are required to turnkey the information obtained. The professional development attended by staff members this year is the following: English Language Learners Professional Development Network 104 October 5, 2012 at 8:00 to 12:00. From Theory to Practice: ELLs and the Common Core Standards Conference on November 8, 2011 at 8:00 a.m. to 3:00p.m. The professional development for Title III teachers and other staff members will be on Text Complexity and English Language Learners March 9, 2012.

**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:

\* P.S. 59 provide parents with translation and interpretation services as needed during conferences, meetings as well as when informing parents of availability of programs. We have bilingual personnel always available to assist on site. We also have The Translation Unit Services to assist us. P.S.59 also has available the Language Access Kit for Schools which is an important resource for accessing written translation and oral interpretation services for Limited English Proficient parents of New York City.

\* The St. Barnabas Hospital Partners in Health provide parents with health related workshops every month during school time.

St. Barnabas Hospital Workshops:

Stop Drinking Alcohol and Save Your Life and Your Family, September 12, 2012 at 8:45 a.m.

Ear, Nose and Throat Problems of Children, October 12, 2012 at 8:45 a.m.

St. Barnabas Dental Screening for Students, October 29, 2012 at 9:30 a.m.

C.O.P.D. Parent Workshop , November 23, 2012 at 8:45 a.m.

Contagious Diseases, December 14, 2012 at 9:30 a.m.

Dental Screening for Children, January 9, 2012 at 9:30 a.m.

St. Barnabas Hospital Highblood Pressure Workshop, February 16, 2012 at 8:45 a.m.

\* Parent Institute is a resource for family involvement, information and promoting student success. This school year 2011-2012 we used Home and School Connection Resources for educators providing parents with practical ideas that support student success, parent involvement and more effective parenting.

\* Home and School Connection Newsletters are sent home monthly to parents.

\* The Committee for Hispanic Children and families provides programs and services that are intended to improve children's lives helping them build a productive future.

\* The CHCF/ Expanded Learning Time offers students homework help and other academic programs that support Common Core Standards. The program takes place Mon. and Fri. 2:20-5:40 and Tues.,Wed. and Thurs. from 3:10-5:40. The program serves 190 students in general and special education.

The Committee for Hispanic Children and Families Workshops:

Asthma Workshop, November 14, 2012 at 4:00 p.m.

Parent Workshop Fresh Air Fund Summer Camp, January 10, 2012 at 5:00 p.m.

Family Bingo Night, January 27, 2012 at 5:30 to 7:00 p.m.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

**Part E: Budget**

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

Allocation Amount: \$

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