



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PS 59 WILLIAM FLOYD

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

PRINCIPAL: DAWN BEST

EMAIL: DBEST2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALICJA WINNICKI

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

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

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

The school leadership should provide professional development for teachers in analyzing data from multiple sources to effectively identify student needs and create instructional plans based on the data. The professional development should be focused on the analysis of classroom, grade level and school-wide data. School leaders should monitor the implementation of practices developed during professional development through regular observations of teacher team meetings and classroom visits, pg.2.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
_____ 2.2 School leader’s vision _____ 2.4 School leader’s use of resources
_____ 2.3 Systems and structures for school development X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013 school leadership will implement a functional system to conduct targeted and frequent observations to track progress of teacher practices and effectiveness of planning, based on December benchmarks, student data, feedback and professional development opportunities, thus holding administrators and staff accountable for continuous improvement.*

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:
 - Provide consultant support for teachers of students in general education classrooms and teachers of students with special needs.,
 - Provide lunch and learn and team meeting activities to support teachers in interpreting data collected through varied assessments and performance tasks.
 - This work will be supported by AUSSIE consultants, Literacy Support Systems and Network 612 and administration will facilitate this work. Administrators, teachers and consultants will look at student data in November, January, March and June to monitor progress.
 - Professional development will begin in September, 2012 and continue through to June 2013 . Consultants will work with teachers and administration twice a month until June 2013. Support will be provided during the school day for instructional support and planning as well as after school for curriculum and instructional plan development.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Priority Focus

Service and program coordination

- Title I and Title Priority Focus OTPS funding will be used for Curriculum and Professional Development, per session for teachers, supervisors and paraprofessionals, per diem coverage for out of school professional development and Supplies. Tax Levy, used for teacher and administrative salaries.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

PD should be provided on the use of rubrics. Teachers should regularly use rubrics to evaluate student work. Schools leaders should monitor and provide feedback to teachers on their use of rubrics by conducting walkthroughs to observe posted student work, pg.3.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

X _____ 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, deepen teacher practice to ensure a culture of learning in all classrooms and heighten the level of expectation around student work, through the use of rubrics, as evidence by adequate student growth from December benchmarks.

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) Teachers will be provided professional development on rubric development and the conversion of program created rubrics to student friendly rubrics. Support will be provided to teachers through regular observations, and a review of student learning through their work and teacher evaluation of that work.
 - b) Teachers, AUSSIE consultants, Literacy Support System consultants, Network 612, and administration will facilitate this work
 - c) identified CCLS will serve as a framework for rubric development and/or revision into student friendly language. Teachers, support providers and administration will work to develop task-based rubrics and monitor student progress in tandem with CCLS and rubric effectiveness.
 - d) Beginning in September 2012 teachers will begin work on rubrics based on student performance and curriculum tasks. Monthly review of rubrics, student work and teacher observations until June 2013. In February and June rubric work will be evaluated to determine the level of student progress made through rubric use.
 - e) Teachers will receive professional development on the new citywide initiative, the new teacher evaluation system, and the new core curriculum on Saturdays.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I Priority Focus

Service and program coordination

Title I and Title Priority Focus OTPS funding will be used for Curriculum and Professional Development, per session for teachers, supervisors and paraprofessionals, per diem coverage for out of school professional development and Supplies. Tax Levy, used for teacher and administrative salaries and per session.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Socio-emotional supports for some students are evident; however, there is limited evidence of a coordinated approach to develop programs or strategies that support at-risk students based on a school-wide needs assessment, pg.4.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- **By June 2013 create a partnership based on needs assessment data to support students' socio-emotional needs, which shows evidence of a 5% reduction in recess incidents over those indicated in the 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) Determine from a school-wide needs assessment what services are necessary to support all students, specifically students with disabilities identified as ED; identifying a community-based organization to support student needs as identified,
 - b) community-based organization, teachers, administration will facilitate this work.
 - c) a review of incidents, student engagement and student feedback will be used to evaluate the effectiveness of the partnership and the strategies used to enhance the socio-emotional supports. Teachers will also be given an opportunity to provide feedback on partnership effectiveness,
 - d) In September 2012 we will engage a community-based organization and will monitor the benefits to our students monthly until June 2013.
 - e) Targeted rounds of administrative lead observations to monitor and measure student socio-emotional growth.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

Title I OTPS funding will be used for Educational Consultants, Supplies. Tax Levy, used for supplies .

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- *The SLT, in collaboration with the Parent Association and the Parent Coordinator should develop strategies that support the current CEP goal of increasing parent involvement. The school leadership team should engage all constituencies in the development and regularly monitor the progress towards achieving this goal, pg.5.*

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

_____ 6.2 Welcoming environment

_____ 6.4 Partnerships and responsibility

X 6.3 Reciprocal communication

_____ 6.5. Use of data and families

Annual Goal #5

- By June 2013, develop in collaboration with SLT, PTA and the Parent Coordinator, broader avenues for parent access to school-home partnerships and also broaden two-way communication to facilitate better parental involvement as evidenced by a 5% increase in parent attendance in March 2013 parent conferences over November 2012.

Strategies to increase parental involvement and engagement

- See our Title I Parental Involvement Plan for more details. The PIP template is provided beginning on page 17 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) The school will provide workshops for parents on a variety of topics including; test readiness, CCLS, Math, helping Special needs students meet standards, and Special Education reform. In addition parents will be provided support with parent literacy classes, cooking, resume writing, and financial planning classes. Newsletters and other communication methods will continue to be used to provide feedback to parents on their children's progress.
 - b) Teachers, community-based organizations, AUSSIE consultants, Network 612, and administrators will facilitate this work.
 - c) Teachers will survey parents during conversations and conferences to determine additional sources of parent support and outreach.
 - d) Beginning in September of 2012, parents will be engaged in various activities designed to involve them in their child's school community. Monthly events will afford this opportunity so that by June 2013 the school will see a measurable increase in parental involvement.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Title I and Title I Priority Focus OTPS parental involvement funding will be used, per session for teachers, supervisors, and Supplies. Tax Levy, used for teacher and administrative salaries.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Close reading of text, shared reading, interactive writing and guided reading	Small group One – on – one tutoring as indicated by student need.	During the school day Extended day After school Saturday
Mathematics	Use of math exemplars Number Sense Word problems Geometry	Small group One – on – One tutoring as indicated by student need.	During the school day Extended day After school Saturday
Science	Observation skills Hypothesis Conclusion and writing in the content area	Small group	During the Day Saturday
Social Studies	Document based questions Writing in the content areas	Small group	During the Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Life skills, conflict resolution, coping strategies, violence prevention	Small group One – on – One tutoring	During the day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Teaching candidates from Brooklyn College are actively recruited to fill positions due to their preparation for teaching students within our demographics. In addition, these teachers have content knowledge and data evaluation preparedness that puts them firmly on the path of highly qualified teacher status. In order to facilitate effective selection a panel of staff establish interview questions designed to meet the needs of the school and determine if the teaching candidate is a highly qualified teacher.

Professional development, and buddy teachers provide support for newly hired and existing teachers to ensure that they are effectively supported. Ongoing rounds of observations and feedback aligned with the Charlotte Danielson Framework is implemented in order to assist teachers and administrators in the process of collaboratively setting professional goals for continued pedagogical growth.

Collegial walkthroughs, observations and feedback is encouraged and nurtured to sharpen the lens of teachers and to encourage teamwork and reflection. Teacher data is reviewed and results form the basis of administrative-teacher dialogue in order to ensure that teachers are placed in assignments where they can best foster greater student achievement and continue their own professional growth.

Providing support with accountability to outcomes provides a sturdy foundation of a program designed to develop, retain, and nurture highly qualified teachers at our school.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;



Where Tomorrow's Leaders Learn

Dawn Best, Principal

**Alison Alexander, Assistant Principal
Janine Dobie Reinhardt, Assistant Principal**

Parent-School Compact

P.S. 59 William Floyd School will:

- Ensure that each student will be provided with **high-quality curriculum, and** effective and engaging instruction across content areas. Students will be provided an opportunity to work in an environment conducive to learning and meeting standards.
- **hold parent-teacher conferences bi-annually during which this Compact will be discussed as it relates to the individual child's achievement.**
 - provide parents with frequent reports on their children's progress. Student report cards will be distributed 3 times a year and promotion in doubt letters will be sent home a minimum of twice a year.
 - **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during preparation periods, and twice a year for open school week.**
 - **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, School Leadership Teams, and at monthly PTA meetings:**
 - **We the Parents of PS 59 William Floyd School will:**
 - We, as parents, will support our children's learning in the following ways:
 - supporting my child's learning by making education a priority in our home by:
 - making sure my child is present and on time and prepared everyday for school;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time and making sure it is completed
 - monitoring the amount of television my children watch;
 - participating in school activities on a regular basis;
 - staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;

We the students of P.S.59 will:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning-pens, pencils, books, etc.*
 - *listen and follow directions;*
 - *participate in class discussions and activities;*
 - *be honest and respect the rights of others;*
 - *follow the school's/class' rules of conduct;*
 - *follow the school's dress code;*
 - *ask for help when we don't understand;*
 - *do our homework every day and ask for help when we need to;*
 - *study for test and assignments;*
 - *read at least 30 minutes every day outside of school time;*
 - *read at home with our parents;*
 - *get adequate rest every night;*
 - *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

Signatures



Where Tomorrow's Leaders Learn

Dawn Best, Principal

Alison Alexander, Assistant Principal
Janine Dobie Reinhardt, Assistant Principal

Padre-Escuela Compacto

P.S. 59 William Floyd School va a:

- Asegurar que cada estudiante sea proveído con **un curriculum de alta calidad**, y instrucción efectiva e intensa através de muchas áreas de contenido. Los estudiantes serán proveídos con oportunidades de trabajar en un ámbito conductor al aprender y cumplir los estándares.
- **Convocar conferencias de padres/maestros bianualmente durante las cuales este Compacto se discutirá como relaciona al logro de cada estudiante.**
- Proveer a los padres con reportes frecuentes sobre el progreso de sus hijos. Los boletines de los estudiantes se distribuirán 3 veces al año y cartas de “promoción en duda” se mandarán a casa un mínimo de dos veces al año.
 - **Proveer a los padres acceso razonable a la planilla. Específicamente, los maestros estarán disponibles para consultas con padres durante períodos de preparación, y dos veces al año para la semana de “escuela abierta.”**
- **Proveer a los padres oportunidades para ser voluntarios y participar en la clase de su hijo/a, y observar las actividades dentro de la clase, Equipos de Liderazgo Escolar, y reuniones mensuales de PTA**
 - **Nosotros los Padres de PS 59 William Floyd School vamos a:**
 - Nosotros, como padres, apoyaremos el aprender de nuestros hijos en las maneras siguientes:
 - Apoyar al aprender de mi hijo/a por priorizar la educación en nuestro hogar por:
 - Asegurar que mi hijo/a esté presente y llegue a tiempo preparado cada día
 - Hablar con mi hijo/a sobre sus actividades cada día.
 - Hacer un horario par alas tareas y asegurando que sean completadas.
 - Monitorizar la cantidad de televisión que mira mi hijo/a.
 - Participar en actividades escolares en una basis regular.
- Quedarnos al día sobre la educación de mi hijo/a y comunicar con la escuela por leer toda correspondencia de parte de la escuela o el distrito recibida por mi hijo/a o por correo y responder como sea apropiado.

Nosotros los estudiantes de PS 59 vamos a:

- *venir a escuela listos para hacer lo mejor y ser lo mejor;*
- *venir a escuela con todas las herramientas necesarias para aprender: bolígrafos, lápices, libros, etc.*
 - *Escuchar y seguir direcciones.*
 - *Participar en discusiones y actividades*
 - *Ser honrados y respetar los derechos de los demás.*
 - *Seguir las regulaciones de conducto.*
 - *Adherir al código del uniforme.*
 - *hacer nuestras tareas y pedir ayuda cuando las hacemos*
 - *estudiar para exámenes y tareas.*
 - *leer por lo menos por 30 minutos fuera de la escuela.*
 - *Leer en la casa con nuestros padres.*
 - *Descansar adecuadamente cada noche.*
 - *utilizar la biblioteca para obtener información y encontrar libros que disfrutamos de leer.*
- *Entregar a nuestros padres/tutores todas noticias e información que recibimos en la escuela cada día*

Firmas

Escolar

Fecha

Padre

Fecha

Estudiante

Fecha



Dawn Best, Principal

Alison Alexander, Assistant Principal
Janine Dobie Reinhardt, Assistant Principal

Where Tomorrow's Leaders Learn

PS 59 PARENT INVOLVEMENT POLICY

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive
-

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

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

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



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PS 59 POLÍTICA DE PARTICIPACIÓN DE LOS PADRES

La investigación educativa muestra una correlación positiva entre la participación efectiva de los padres y el rendimiento estudiantil. El objetivo general de esta política es el desarrollo de un programa de participación de los padres que asegure la participación efectiva de los padres y la comunidad en nuestra escuela. Por lo tanto, nuestra escuela, de conformidad con la Sección 1118 del Título I, Parte A de la ley No Child Left Behind (NCLB), es responsable de la creación e implementación de una política de participación de los padres para fortalecer la relación y el apoyo de logros de los estudiantes entre la escuela y las familias. La política de nuestra escuela está diseñada para mantener a los padres informados mediante la participación activa en la planificación y toma de decisiones en apoyo de la educación de sus hijos. Los padres son animados a participar activamente en el Equipo de Liderazgo Escolar, Asociación de Padres y Comité de Padres Título I como voluntarios capacitados y miembros de la bienvenida a nuestra comunidad escolar. Nuestra escuela apoya a los padres y familias de estudiantes del Título I a través de:

- proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar su nivel de rendimiento, por ejemplo, la alfabetización, las matemáticas y el uso de la tecnología;
- proporcionar a los padres la información y la formación necesarias para convertirse efectivamente en la planificación y toma de decisiones en apoyo de la educación de sus hijos;
- Fomentar una atención y eficaz hogar y la escuela para que los padres puedan efectivamente apoyar y supervisar el progreso de su hijo;
- proporcionar asistencia a los padres en la comprensión de las normas municipales, estatales y federales y evaluaciones;
- Compartir información sobre la escuela y los programas para padres, reuniones conexas y otras actividades en un formato y en los idiomas que los padres puedan entender;
- ofrecer oportunidades de desarrollo profesional para el personal de la escuela con la ayuda de los padres para mejorar la divulgación, comunicación y habilidades de competencia cultural para construir fuertes lazos entre los padres y otros miembros de la comunidad escolar;

Nuestra escuela Política de Participación de Padres fue diseñado en base a una cuidadosa evaluación de las necesidades de todos los padres / tutores, incluyendo a los padres / tutores de los estudiantes que están aprendiendo inglés y estudiantes con discapacidades. Nuestra comunidad escolar llevará a cabo una evaluación anual del contenido y efectividad de esta política de participación de los padres con los padres del Título I para mejorar la calidad académica de nuestra escuela. Los resultados de la evaluación a través de las encuestas escolares y formas de retroalimentación se utiliza para diseñar estrategias para satisfacer más eficazmente las necesidades de los padres y mejorar la escuela del Título I del programa. Esta información será mantenida por la escuela.

En el desarrollo del Título I Política de Participación de los padres, los padres de Título I participan estudiantes, padres de la Asociación de Padres de la escuela (o de padres y maestros Association), así como miembros principales del Equipo de Liderazgo Escolar, fueron consultados en el título del proyecto de I Parent Política de Participación y pidió a encuestar a sus miembros para la entrada adicional. Aumentar y mejorar la participación de los padres y la calidad de la escuela, nuestra escuela:

- la participación activa de los padres y participar en la planificación, revisión y evaluación de la eficacia del Título I de la escuela programar como se indica en la integral
- Plan para la Educación, incluida la aplicación de la política de la escuela Título I Participación de los padres y la escuela y los padres;
- involucrar a los padres en las discusiones y decisiones sobre el Título I requiere la retirada de tierras, fondos que se asignan directamente a las escuelas para promover la participación de los padres, incluyendo la alfabetización familiar y la crianza de los hijos;
- asegurarse de que el Título I fondos asignados para la participación de padres se utilizan para llevar a cabo actividades y estrategias que se describen en la Política de Participación de los Padres y el Acuerdo entre la escuela y los padres;
- apoyo a nivel escolar comités que incluyen a los padres que sean miembros del Equipo de Liderazgo Escolar, la Asociación de Padres (o Asociación de Padres y Maestros) y el Título I del Comité de Padres. Esto incluye la prestación de apoyo técnico y el desarrollo profesional continuo, especialmente en el desarrollo de habilidades de liderazgo;
- mantener un coordinador de padres (o un miembro del personal dedicado) para servir como enlace entre la escuela y las familias. El coordinador de padres o un miembro del personal dedicado a proporcionar talleres para padres sobre la base de las necesidades evaluadas de los padres de niños que asisten a nuestra escuela y trabajar para asegurar que nuestro ambiente escolar acogedor y atractivo para todos los padres. El coordinador de padres también mantendrá un registro de los eventos y actividades programadas para los padres cada mes y presentar un informe a la oficina central.;
- Llevar a cabo talleres para padres con temas que pueden incluir: habilidades de crianza de los hijos, la comprensión de la responsabilidad educativa a nivel de grado y plan de estudios de evaluación de las expectativas, servicios de alfabetización, el acceso a la comunidad y apoyo y capacitación en tecnología para desarrollar la capacidad de los padres para ayudar a sus hijos en el hogar;
- proporcionar oportunidades a los padres para ayudarles a entender el sistema de rendición de cuentas, por ejemplo, NCLB / sistema estatal de rendición de cuentas, los niveles de competencia académica, tarjeta de informe escolar anual, informe de progreso, Informe de Revisión de Calidad, Informe de Aprendizaje Encuesta de Medio Ambiente;
- acoger el título requerido Anual I Reunión de Padres en o antes del 01 de diciembre de cada año escolar a los padres de niños que participan en el programa Título I sobre el Título I de la escuela financiada programa (s), su derecho a participar en el programa y el requisitos de participación de los padres en el Título I, Parte A, Sección aplicables las secciones 1118 y otro bajo la ley No Child Left Behind Act;
- programar reuniones adicionales padres, reuniones trimestrales, por ejemplo, con horarios flexibles, tales como reuniones por la mañana o por la noche, para compartir información sobre el programa educativo de la escuela y otras iniciativas de la Canciller y permiten a los padres a proporcionar sugerencias;
- traducir todos los documentos de la escuela críticos y proporcionar servicios de interpretación durante las reuniones y eventos, según sea necesario;
- realizar un Anual del Título I de Padres Feria / Evento en el que todos los padres están invitados a asistir a las presentaciones formales y talleres que abordan su habilidad académica del estudiante necesita y lo que los padres pueden hacer para ayudar;

Nuestra escuela seguirá impulsando a nivel escolar participación de los padres a través de:

- la celebración de un I anual de Padres de Título Curriculum Conferencia;
- organización de eventos educativos de la familia / actividades durante las conferencias de padres y maestros y en todo el año escolar;
- fomentar la participación significativa de los padres en los Equipos de Liderazgo Escolar, la Asociación de Padres

(o Asociación de Padres y Maestros) y el Comité de Padres del Título I;

- apoyar la celebración de eventos o Día de la Familia;
- el establecimiento de un Centro de Recursos para Padres / Área o préstamo de biblioteca, materiales de instrucción para los padres;
- Eventos de alojamiento para apoyar, hombres que afirman el liderazgo en la educación de sus hijos. los padres / tutores, abuelos y padres adoptivos;
- animar a más padres de familia voluntarios capacitados de la escuela;
- proporcionar por escrito y verbal informes que periódicamente se dan para mantener a los padres informados del progreso de sus hijos;
- el desarrollo y distribución de un boletín de la escuela o publicación web diseñada para mantener informados a los padres sobre las actividades escolares y el progreso de los estudiantes;
- Proporcionar los planificadores de la escuela / carpetas para la comunicación regular por escrito entre / profesor y la casa en un formato, y en la medida de lo posible en los idiomas que los padres puedan entender.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	17
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

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

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0													

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	22	0	0	12	0	2	1	0	0	35
Total	22	0	0	12	0	2	1	0	0	35

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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	6	3	9	3	6	6	0	0	0	0	0	0	0	33
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

pictures next to the words; to complete the cloze paragraph about the concept. The newcomer may use a bilingual dictionary, pictorial, cognates chart to further support him/her to understand the task. Also, multiple samples and clear expectations will be given. A step by step lesson with vocabulary, tips and grammatical structure for writing will further support the newcomers. Constructive feedback and direct scaffolding instruction of oral language will help the newcomer to progress to a proficient language level. Practices that develop oral language in a constructive manner not in a punitive way, will help students to perform to their expectations. So giving them adequate time to perform and scaffolding at each grade level will improve their capability for learning the language. The newcomers will practice readings and related writings to non-fiction text and fictional text. They will use graphic organizers such as : concept maps, KWL, Venn diagrams, vocabulary word meaning graphic organizer to help them understand their readings and how to organize their writing. The instructional procedures mentioned and the access to a writing rubric, writing checklist, language rubric, multiple samples and instructional feedback will help them prepare for the ELA, the following year.

5c. The plan for ELLs that are receiving service for 4-6 years consist of their participation in lessons that entail knowledge, comprehension, application, analysis, synthesis and evaluation. An example for the strategy of knowledge would be a question stem such as: Find the meaning of . . . ? The potential activity and product can be: Make a chart showing Comprehension may be practiced by using different question stems, such as: Can you provide an example of what you mean. . . ? The potential activity and product will be to: prepare a flow chart to illustrate the sequence of events. The application question stem may be: Can you apply the method used to some experience of your own? Analysis may be incorporated into instructional lessons, example question Can you explain what must have happened when. . . ? A potential activity can be make a flowchart to show the critical stage. Synthesis: Can you design a . . . to . . . ? The potential activity and product could be to invent a machine to do a specific task. Evaluation may be introduced with a stem question , such as : Are you a... person ? The potential activity and product may be : invent a machine to do a specific task. Evaluation may be applied by using the sample stem question: Is there a better solution to . . . ? The potential activities and products activity would be to create a booklet about 5 rules you see as important. Convince others to see the importance of your rules. Also, more instructional time for academic vocabulary will be applied because this will help them to master the language. They will practice self-editing skills because the goal is for the ELL to be a self-editor of his/her own work in order to be a proficient writer. They must develop good learning strategies to better understand the core subjects. The teachers must work closely together to give appropriate support to instruction. Academic language is a challenge for ELLs but not impossible to obtain when appropriate instruction is given in the classroom. The content words must be taught in the content classroom. The language objective will be part of the lesson and direct instruction with scaffolds will further support this group of students. The subject-verb agreement, summation, passage summarizing orally to a partner, retelling and modeling by the teacher and hearing her/him using the academic language helps the students to hear English spoken in a proper manner.

5d. The plan for our long term ELLs consist of academic language practices. Students will practice dictations, oral cloze or written cloze as we dictate, retelling, summarization and intensive feedback by the instructor to help them have more practice in perfecting English. Self-editing skills, expected feedback, language objectives, teaching writing in association to content will help them when learning the core curriculum. The instruction of oral language, reading comprehension, writing and vocabulary must be taught daily. Providing instruction of oral language with direct scaffolding will support the ELLs in their academic listening skills. They are capable of learning the academic language, all teachers must model the language for them to hear the appropriate words. It can be done as direct instruction, for example name the mathematical terms aloud and read the summarization aloud. It's important that they hear the academic vocabulary and pronunciation of words. An important part of the learning process is that students reflect on and talk about their activity. They will inquire about concepts taught and explain their understanding about the concepts.

6. The instructional strategies and grade level materials that teachers of ELL-SWDs use to provide access to academic content and English language development are: 2nd grade and 5th grade appropriate material that is modified to their academic learning capability which changes as the student shows progress in the content areas, this includes math workbooks, a leveled library, writing strategies [mechanics and punctuation practices] that include writing about personal experiences, spelling practices, word wall and copying when appropriate. They may also practice letter writing with rice or noodles. They use manipulatives to help them in mathematics: counting, numeric value, addition and subtraction. They practice using sight words in writing sentences and helping them build paragraphs. The 5th grade student works with a para-professional to get individual support in mathematics, reading and writing. The student also reads non-fiction and fictional books on Raz-Kids.com and completes the related practices which include: comprehension practices, phonological practices and classification practices. The student also talks about the activity that he/she completed and asks questions about anything that is not understood. The other strategies that are used to support the ELL-SWD is to point to words in reading selections and in their writing when they read aloud. The students also complete cloze exercises that are related to their readings [ESL class] and sometimes practice

A. Programming and Scheduling Information

unscrambling words in a sentence that has been cut up to match the completed sentence written on sentence strip, this helps with subject-verb order. The students are also developing their English language skills by using the language through writing, reading, listening and oral practice. This language objective is embedded in the lesson.

7. The school uses curricular, instructional and schedule flexibility to meet the diverse needs of ELL-SWD with the least restrictive environment. The ELL-SWD is included in all curricular aspects by participating in chess instruction, music and or art instruction, when funding permits. The student participates in physical education class, fun day activities and trips. All the teachers that instruct the student meet to discuss and make the best possible schedule to provide services to the student. That is how schedule flexibility is obtained. Also, a well thought out plan for the student's schedule helps with providing the different services that the student requires. The student has varying educational needs and when the student understands his/her schedule they learn how to prepare for what is coming next. Naturally, teachers are willing to make changes when things come up that require change.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

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

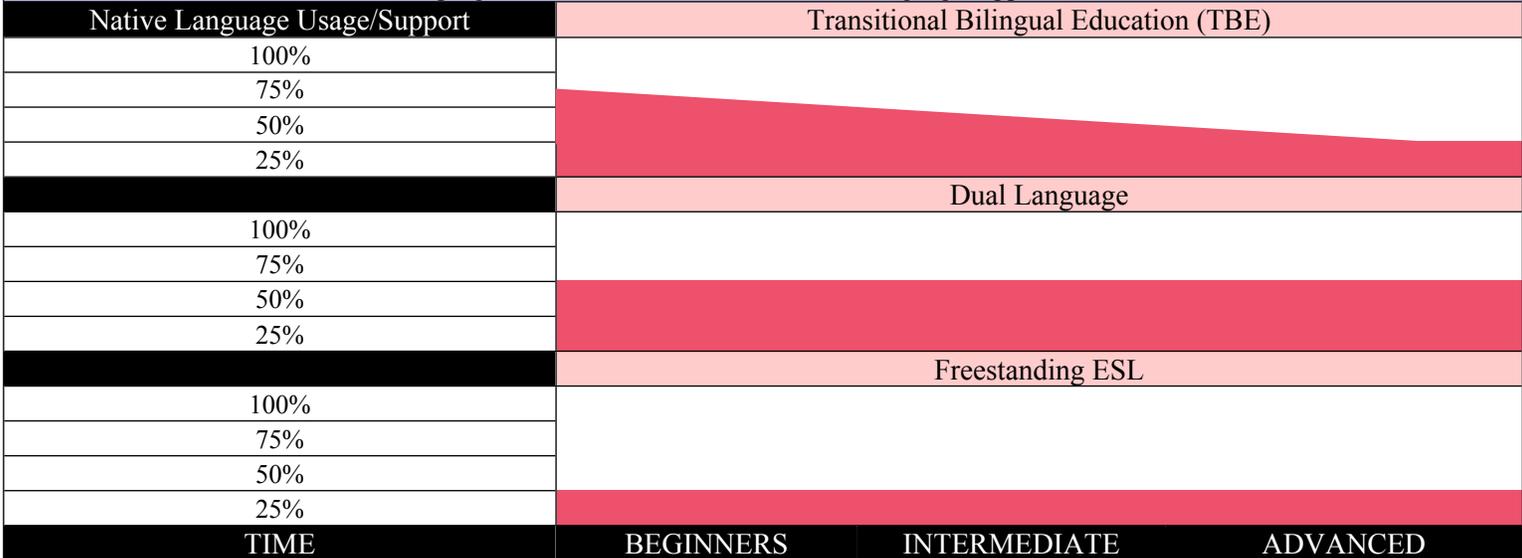
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. To help our ELLs in the math content area we are concentrating on the following: clear understanding of ELLs data to present high quality instruction, implementation of differentiated instruction to help individual students obtain concise meaning from instruction, instruction that prompts students to use their thinking skills and new strategies to improve their mathematical solution methods, support from the Reading Coach and demonstrations of progressive reading lessons. Off-site resources for teachers, mathematical workshops provided by BETAC, DOE, 360pd.com and Colorincolorad.com. We will use a math rubric and writing rubric created by the students and teachers to promote comprehension about expected task accomplishments. To encourage confidence in the ELLs that helps them to realize that math is about learning to think and to work with different methods that obtain solutions, rather than being right or wrong. The Scientific Method and written observations along with conversations about different science categories are implemented in the core subject of Science. Also, the students participate in creating different projects to show their understanding of various science concepts, such as: the growth of mold, planetary study, earth study or biological study. The students participate in a science fair where their projects are viewed by the school and parents. They explain their understanding of the project that they created.
9. The plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is : more scaffolding for challenging academic vocabulary, example: Word Bank with definitions, students interpretation of word meaning, discourse of word, use the academic vocabulary words more in their daily lives. An After-School Program and a Saturday Program with direct explicit instruction for academic vocabulary may be put in place.
10. The new programs or improvements that may be considered for the upcoming school year are: individual academic plans written for ELLs that are reaching proficiency. The Inquiry Team is working on supporting the ELLs through extra core subject instruction. Also, more instruction in language acquisition in content area where students require more support. The teachers will use the data on ARIS, Children's Progress, NYSESLAT scores and classroom test to help them construct differentiated instruction.
11. Presently, the programs and services for ELLs continue in P.S. 59 with available and allocated funding.
12. To continue to support the ELLs and their parents in our school community we plan to offer an after school program that offers instruction in ELA practices and Mathematics practices to better prepare the students for the exams. There is also a program currently available for out of school time for ages 4-11 in our school. It is an after school program through the Children's Choice Family Services, provided Monday-Friday from 3-6 pm. The parent workshops that are available are conducted by the parent coordinator, her name is Ms. Torres. The workshops are offered in the parents' native language and are informative. The parents also receive help in translating different forms that relate to school. The topics vary. They hear expression in reading, articulation and it is always an engaging act to hear a story during Literacy Night. It is one of the best ways to enjoy literature. They also have refreshments.
13. The ESL program uses several sources to help the ELLs acquire English and to support them in preparing for the NY State assessments, these include: Raz-Kids.com [a computer-based reading program], a leveled library, Rigby Greetings! From America's Many Cultures (books on tape, big books). Also websites that help to support the ELLs in learning English and practicing different skills in core subjects, such as: mathplayground.com and starfall.com which are computer-based programs that can also be accessed at home.
14. Native language support is delivered in ESL through the use of cognates, English-Spanish translation [orally], bilingual dictionaries, math bilingual glossary and bilingual books.
15. Yes, the required services support the ELLs' ages and grade levels. The resources correspond with their ages and grade levels.
16. Presently, newly enrolled ELLs may tour the school and discuss their expectations and the school's expectations.
17. The school has an ESL program and sometimes Spanish is used to support the ELLs in comprehension.



C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam

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

Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Presently, the Fountas and Pinnell assessment tool shows that the ELLs are not all on their reading grade level. There is a gradual progress to the next reading level. The insight that the data provides about the ELLs is that they require more direct explicit instruction in vocabulary meaning, decoding and phonics. This information can help inform the school's instructional plan by helping us to create beneficial schedules that include a block of time just for teaching vocabulary.
2. The data patterns across proficiency levels on the LAB-R , NYSESLAT and grades reveal an increase in English language acquisition except for the students that may require academic intervention.
3. The LAB-R results indicate 5 advance level students and only one intermediate level student. This data shows that the students in kindergarten are capable of increasing their academic vocabulary, writing and reading skills, listening skills and speaking skills. It also shows that they have acquired enough English to express themselves about different concepts, once taught. There is one student that will require more explicit instruction using scaffolds to support her in acquiring English. The data reveals one student in the first grade moved up to the advance level, which indicates that the scaffolds and instructional time used to support vocabulary, oral language, writing and reading helped the student to increase English comprehension. It also reveals that continued scaffolding for this student will help her become proficient in English. There are two beginners in the first grade. One of the students has taken the NYSESLAT and the data shows that the student's writing and reading skills are insufficient. The other student is a newcomer who scored low on the LAB-R. The competency is weak. The NYSESLAT data for the three third graders shows that they scored at the intermediate level , the reading and writing modalities require more scaffolding and instructional time in vocabulary understanding, writing mechanics, sentence structure and punctuation. One of the students also shows a lower listening score than last year. This student will benefit from more listening practices on the recorder and on the computer. The fourth grade data on the NYSESLAT shows that the 2 beginners require more speaking practices, and naturally explicit direct instruction in the other modalities. There are two fourth graders that scored at the advance level which is an indication that they are ready for more practices in activities that require learning academic vocabulary, writing summaries, using graphic organizers such as, concept maps to support them in achieving proficiency. These students must practice daily writing in order to improve. There are two newcomers who were administered the LAB-R, they scored low naturally and will benefit from explicit English instruction with the appropriate scaffolds and extra support. There are four students that scored on the advance level, one student scored on the intermediate level and there is one newcomer who scored on the beginner level. Patterns across the NYSESLAT modalities will affect instructional decisions by helping the teachers use the appropriate scaffolds and strategies to support the ELLs in their weak areas. Also, it will aid the teachers in improving instruction and using what they have learned in professional development to help the ELLs achieve proficiency.
- 4a. The patterns across the proficiencies and grades show that the ELLs are making some progress. They ELLs that are not newcomers score better in the listening and speaking modalities. They score lower in the modalities of reading and writing. The newcomers score lowest on the speaking modality with a little understanding in reading and writing.
- 4b. The school is using the Periodic Assessment to help us better create instruction for improvement in reading and writing.
- 4c. The Periodic Assessment has shown us that the ELLs require more instruction in academic vocabulary and more scaffolding in reading and writing through the content areas.
6. I evaluate the success of the ESL program by observing all the ELLs while they are in class, learning about different concepts. When I see that they are expressing themselves in English and they feel comfortable in class I see success. I also see success when I see that they are using academic vocabulary in speaking, writing and reading. I evaluate the success of the ESL program when I see more grade level strong

proficiency in academic language in the four modalities. The vocabulary knowledge is essential for success.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Requirement under Chancellor's Regulations – for all schools

DBN: 14 **School Name:** The William Floyd School

Cluster: 6 **Network:** 612

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>William Flyod School</u>	DBN: <u>14 K05</u>
Cluster Leader:	Network Leader: <u>Margarite Nell</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: To address the ELL's progress in the content areas and increase English language proficiency, an after school program will begin in November. The program will ensure that the ELLs have the proper support in fulfilling the Common Core Standards. The program will help to accomodate the ELLs in learning English in connection with conceptual learning. Furthermore, it will be an enriching experience that opens their views on socialization and different cultures. Mathematic skills, English Language Arts skills, and practices in achieving social and academic language proficiency will be the program's goals. Additionally, the student's will develop their test taking skills for the NYSESLAT by the intergration of language and concepts. They will engage in critical thinking skills by practicing strategies in predicting, understanding, main idea,note taking, sentence structure, mechanics, mathematic concepts, listening activities ,speaking practices and discussions. The student's subgroups and grade levels will be: 4 advance level third graders, 2 intermediate level third graders, 2 advance level fourth graders, 1 intermediate level fourth grader, 2 beginner level fourth graders, 5 advance level fifth graders, 1 intermediate level fifth grader and 1 beginner level fifth grader. The scheduled days will be:Monday- Thursday. The duration will be from 3:00-5:00 . The ELLs After School Program will begin on November 5, 2012 until March 7, 2013. The language of instruction will be English. The number and types of certified teachers are 7 . The teachers are certified in classroom teaching and one is certified both in classroom teaching and ESL. The materials that PS 59 plans to purchase for the program is: Real Talk 1 and 2 [authentic English in Context workbooks], Raise the Issues [listening and critical thinking skills practices], Common Core Standard correlated practice books from Continental Publishers in Math, Basic English : grammar usage and word study skills. The books are designed to support ELLs in word analysis, phonics, syllabication, affixes, root words, contractions, synonyms, antonyms, homophones and dictionary use. The vocabulary activities promote suitable writing genres and help them to acquire proper, sophisticated English. In September of 2012 PS 59 will also be launching a Dual Language program where ELL students will work to meet the goal of literacy in their native and second languages. The Dual Language program will work to ensure that students can meet all Core Curriculum State Standards (CCSS) and become college and career ready in both English and Spanish. It is a program that is supported by an extensive library in both English and Spanish. The literature is selected to support lesson alignment to the CCSS. In addition students are supported in Math with materials in dual languages as well as social studies and science. The instruction along with the materials used in these core subjects are also designed to align to the CCSS as well.

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

Part C: Professional Development

Begin description here: The rationale for Professional Development is for all teachers to plan for English language acquisition and standard based academic learning for all our ELLs. Similarly, teachers will advance in incorporating and sharing best practices in supporting our ELLs to prepare for State test. Conference sessions will be planned for Ms. Church Ford, Ms. Dyson, Ms. Huggins and Ms. Washington. The planned schedule is Friday, January 4, 2013, Friday, January 18th, Friday, February 1st, Friday, February 15th, Friday, March 1st, Friday, March 15th and Friday, March 29th. The sessions will be for one hour after school [3:00-4:00] and the last session will be an extra half hour to satisfy the States mandated hours. The topics to be covered will be: Using appropriate strategies and scaffolds for ELLs that are on different language proficiency levels. Knowledge about our ELLs background [cultural, academics, social]. Practices to implement in the 4 modalities: Speaking, Listening, Reading and Writing along with establishing a heightening classroom that benefits ELLs in communication at all levels. The teachers will also expand their knowledge in promoting parent involvement which will have a positive impact on students' attendance. Presently, the name of the provider is Leonor Alicia Mannucci. While the teacher for the Dual Language program is certified in Dual Language instruction, professional development is an integral part of ensuring student academic success. The Dual Language teacher will participate in professional development to support the differentiation of instruction to ensure student progress. All professional development activities will occur at no cost to Title III.

Part D: Parental Engagement Activities

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

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

Begin description here: The rationale for the parents engagement is that communication is key in having an excellent school and community environment. A welcoming school is well remembered and parents do return to a school that includes them. The schedule and duration for parent engagement is a monthly invitation to school activities that includes the extended family. The Parent Coordinator schedules different workshops on topics such as: Living with Asthma. She is bilingual [Spanish and English]. Her name is Nilsa Torres. Moreover, parents will be invited to attend monthly meetings. The meetings are planned to begin in November on the 16th. The next dates are: December 14th, January 11th, February 8th, March 8th, April 5th, May 3rd and June 14th. The meetings will be for one hour after school from 3:00-4:00. To promote parent involvement the topics that we plan to cover are: home educational involvement [students learn cultural values and they socialize with the parents in a kind, educated manner.] We will also discuss parent's knowledge of our school, their work or daily schedules, supporting their child on learning social and academic English, and the valuable contribution that they make to our school. This helps them to realize that language is not a barrier for participation in communicating with your family and school. The meetings will be conducted in a linguistically appropriate and welcoming manner. Presently, the provider will be Leonor Alicia Mannucci. The parents will be notified by a bilingual letter and will be reminded by phone calls. The Dual Language program will provide avenues into language acquisition which will include using visual arts and visual references to build language skills. As part of the professional development and support an Educational Consultant, Ana Soto will work with the teachers, students and parents to integrate arts and language development.

Part D: Parental Engagement Activities

All parental involvement activities will be provided at no cost to Title III.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)	<u>0</u>	
Travel	<u>0</u>	
Other	<u>0</u>	
TOTAL		