



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PS59, BEEKMAN HILL INTERNATIONAL SCHOOL

DBN: 02M059

PRINCIPAL: ADELE SCHROETER

EMAIL: [ASCHROE@SCHOOLS.NYC.GOV](mailto:ASCHROE@SCHOOLS.NYC.GOV)

SUPERINTENDENT: MARIANO GUZMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Adele Schroeter	*Principal or Designee	
Elisabeth Stephens	*UFT Chapter Leader or Designee	
Elizabeth Barton	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative ( <i>optional for elementary and middle schools</i> )	
NA	CBO Representative, if applicable	
Pamela Horowitz	Member/Teacher	
Johanna Koenig	Member/Speech Teacher	
Jane Youn	Member/Teacher	
Colleen Maresca	Member/Guidance Counselor	
John Keller	Member/Parent	
John Fisher	Member/Parent	
Debra Millman	Member/Parent	
Deb Model	Member/Parent	
Mitch Epner	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

- With the goal of accelerating growth among students in the lower third of our population, we will increase our focus on their outcomes and intensify intervention efforts that target these students, particularly in the area of ELA performance.
- In order to measure the effectiveness of these efforts, returning students in testing grades (grade 4 and 5) identified in PS59's lowest third will make progress that exceeds the citywide median. As a group, they will average an adjusted growth percentile of 58 in English Language Arts.

### **Comprehensive needs assessment**

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

In reviewing our results on the 2011-2012 statewide English language arts exam, we noted that students in our lower third demonstrated a rate of progress slightly lower than that of other cohorts. Their rate of growth needs to be accelerated in order to support those students in meeting even higher CCLS grade level expectations. In general, students below grade level must progress at an accelerated rate so that the gap between their performance and that of their typically developing peers does not become larger and more difficult to bridge.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- *Activate intervention team (SETSS teacher, Reading Recovery teacher, ICT coach, literacy coach) early in September with the goal of more thoroughly assessing students identified at risk in June, 2012.*
  - *Design and evaluate intervention supports targeted toward identified needs.(i.e., Assessment Pro text levels, student reading logs, Pre- and post-unit performance tasks)*
  - *Implement in-book literacy assessment in grades 3 through 5 in order to more accurately determine areas of relative strength and weakness in the development of students' reading comprehension.*
  - *Host parent forum/s with the goal of keeping parents informed regarding changes in assessment tools and how they better align with CCLS expectations and newly revised NYS assessments.*
  - *Design ongoing differentiated professional development for teachers focused on capacity of carefully guided talk to enhance comprehension as discussed in our summer professional text, Talk about Understanding by Ellin Keene.*
  - *Plan and carry out teacher leader facilitated after school inquiry groups on topics that include accountable talk and its potential to enhance comprehension and overall student outcomes.*
  - *Coordinate the work of staff developers and consultants so that it more specifically reflects a focus on the targeted population.*
  - *Plan and implement thoughtfully designed before and after school small group support targeted at improving the performance of all students, with a particular focus on students in the lowest third, on NYS assessments.*
  - *Revamp upper grade science program so students have enhanced experiences in the content areas, build world knowledge and nonfiction*

reading skills.

**Evidence:**

- Assessment team results shared with classroom teachers.
- Text level progress, including results from in-book reading assessment, reported via the Assessment Pro web site.
- Assessment Pro data incorporated into goal-setting meetings with classroom teachers and intervention staff.
- Classroom observations focused on developing comprehension of targeted students.
- Interim and predictive assessments

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

- Monthly Family Friday mornings in which families are invited into classrooms to engage in literacy-based instructional activities alongside of their children;
- Morning curriculum meetings designed to keep parents well-informed as to our instructional initiatives, particularly in light of the increased demands of the Common Core Learning Standards regarding nonfiction reading and writing;
- Our SLT's focus on enhanced communication has resulted in a new and improved school web site where we make available instructional resources, PowerPoint materials from curriculum meetings, calendars of schoolwide events and general information;
- Families are invited to Family Literacy days at Teachers College, as part of our partnership with the Reading and Writing Project, to build their understanding of our approach to literacy instruction and to support their efforts to be effective partners;
- Teachers and other staff strive to maintain a high level of communication with families regarding their efforts with students through e-chalk web pages, regular email messages and classroom or grade level newsletters;
- Continue to implement updated progress reports for all students that include detailed reporting on student progress toward grade level benchmarks;
- Continue to implement supplemental progress reports for students receiving mandated services focused on their progress toward IEP goals and modified promotion criteria.

**Budget and resources 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.

  X   Tax Levy           Title I      X   Title IIA      X   Title III           Grants           Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

- *We have partnered with Wellness in the Schools to hire a recess coach tasked with enhancing physical activity during all recess periods;*
- *We have partnered with Wellness in the Schools and the Office of School Food to improve school lunch and nutrition overall;*
- *We have partnered with the New York Historical Society to enhance social studies instruction;*
- *We have expanded our arts partnerships, with the support of our PTA, our local City Council person, and community partnerships to include theater, dance, music and studio art opportunities during and after school to ensure all students feel engaged and successful in school;*
- *Our SETSS/IEP teacher as well as our Reading Recovery teacher coordinate small group intervention using a variation of Leveled literacy Instruction for at risk upper grade students;*
- *Close to 40% of our students enjoy the support of a mentoring relationship through Mentoring USA, Learning Leaders or Everybody Wins. Our library teacher dedicates close to 10% of her weekly schedule to supervising Bloomingdale's Mentoring USA partnership with 4<sup>th</sup> graders.*
- *PS59 has devoted significant resources to providing expanded guidance support that substantially exceeds our mandated commitment with the goal of having the flexibility to provide broad-based proactive intervention/prevention services to students, staff and families.*
- *PS59's teaching staff is currently 100% highly qualified. Administration and support staff, in conjunction with our professional development partners, are dedicated to building a rigorous culture of professional development that is differentiated based on needs, experience and interests. Guided by the professional development committee, with the support of administration and a fulltime literacy coach, teachers study in grade level collaborative teams and after school study groups.*
- *Administrators meet with individuals to set professional long- and short-term goals and objectives to strive toward, along with action plans to support them.*
- *New initiatives include: a partnership with Bide-a-Wee in which a trained therapy dog meets once a week with individual students deemed at risk; a teacher-led track team that runs for two seasons, meeting twice a week after school; early bird motivational book clubs designed to increase student interest and confidence in reading meet three mornings a week; early bird science clubs meet three mornings a week, designed to increase student interest and engagement in the sciences; mentoring time is built into the science teacher's schedule to allow all upper grade teachers to benefit from side by side teaching with an expert colleague with a particular focus on an inquiry approach and accountable talk in the content areas.*

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

- Improve teacher effectiveness by engaging in regular cycles of informal observations framed with the Danielson framework as a common lens in order to build a schoolwide shared understanding of instructional excellence.
- PS59 administrators will conduct multiple instances of informal and formal feedback and observations for tenured classroom teachers and for untenured classroom teachers resulting in written and verbal feedback using school-wide and teacher-selected components from the Danielson Teacher Effectiveness Framework to provide targeted and meaningful feedback.

### **Comprehensive needs assessment**

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

New York City is currently negotiating with NYS regarding a new systemwide framework for teacher evaluation. Our entire school community is dedicated to the belief that a highly trained professional is a critical factor in student success. Ongoing feedback from administrators, coaches, consultants and colleagues is essential in promoting professional growth.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- *Study previous and newly targeted components of the Danielson Framework in order to select schoolwide and individual components on which to focus*
  - *Develop an understanding among school leaders, coaches and faculty of low-inference observational data*
  - *In individual meetings with classroom teachers identify selected components of the Danielson framework for personal goals*
  - *Engage teachers in self-assessment according to framework characteristics in order to establish a baseline for professional growth*
  - *School leaders design quarterly schedules for teacher observation and feedback using Danielson framework*
  - *School leaders will use low inference observations as a springboard for specific suggestions for improvement*
  - *Recommendations and suggestions will be shared with mentors, coaches and consultants supporting those teachers*

### **Evidence:**

- *Written and verbal feedback to teachers characterized by low-inference observations*
- *Subsequent observations based on targeted areas indicated by Danielson Framework*
- *Documentation of self-assessments on the part of teachers as related to selected components of the Danielson Framework*
- *Goal-setting documentation of individual meetings*

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

- *Monthly Family Friday mornings in which families are invited into classrooms to engage in literacy-based instructional activities alongside of their children;*
- *Morning curriculum meetings designed to keep parents well-informed as to our instructional initiatives, particularly in light of the increased demands of the Common Core Learning Standards regarding nonfiction reading and writing;*
- *Our SLT's focus on enhanced communication has resulted in a new and improved school web site where we make available instructional resources, PowerPoint materials from curriculum meetings, calendars of schoolwide events and general information;*
- *Families are invited to Family Literacy days at Teachers College, as part of our partnership with the Reading and Writing Project, to build their understanding of our approach to literacy instruction and to support their efforts to be effective partners;*
- *Teachers and other staff strive to maintain a high level of communication with families regarding their efforts with students through e-chalk web pages, regular email messages and classroom or grade level newsletters;*
- *Continue to implement updated progress reports for all students that include detailed reporting on student progress toward grade level benchmarks;*
- *Continue to implement supplemental progress reports for students receiving mandated services focused on their progress toward IEP goals and modified promotion criteria.*

**Budget and resources 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 I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Multiple initiatives support the enhancement of teacher effectiveness. Among them are:

- Assignment of the literacy coach;
- Additional mentoring hours built into the schedules of the literacy coach and the upper grade science teacher;
- Mentoring hours for all new teachers provided by carefully selected expert colleagues;
- Ongoing professional development including cross-grade after school study groups for classroom teachers focused on schoolwide initiatives;
- 24 days of professional development provided by literacy consultants from the Teachers College Reading and Writing Project (TCRWP) including one-on-one coaching days with individualized feedback;
- 3-5 days of calendar day literacy professional development per year provided by the TCRWP;
- 24 days of professional development in mathematics provided by AUSSIES consultant including one-on-one coaching days with individualized feedback,

demonstration teaching, and planning Common Core aligned planning of instructional units;

- 12 days of professional development provided by Goldmansour and Rutherford targeted at enhancing teachers' ability to differentiate instruction for all students and to support student with identified special needs.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

- In order to continue to strengthen academic rigor and challenge students cognitively, PS 59 students will have more opportunities to engage in comprehensive units of study, fully aligned to the Common Core Learning Standards.
- By June of 2013 all students will experience at least two Common Core-aligned units in literacy and two in mathematics.

#### **Comprehensive needs assessment**

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

NYS has adopted the CCLS in literacy and mathematics, highlighting the need to update teaching and learning to better align with those expectations. Teachers and administrators, in concert with our professional development partners, have devoted many hours of professional study to designing units of instruction aligned with the higher expectations of the new standards.

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

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- *Classroom teachers will continue to develop and implement CCLS-aligned units of study across curriculum areas.*
  - *These units in literacy and math will be framed by culminating performance tasks in winter and spring.*
  - *Grade-level teams will engage in collaborative assessment of student work products created in response to performance tasks.*
  - *Professional development and support will be provided by Teachers College Reading and Writing Project literacy consultants, AUSSIE math consultant, school administrators, and school-based literacy coach.*
  - *Identified teachers in grades 2 (two teachers) and 5 (two teachers) will participate in the DOE's Local Measures project with the goal of developing CCLS aligned rubrics as reliable scoring measures of teacher effectiveness and lead that work on their grade level teams.*
  - *Teacher Teams will continue to meet to score and evaluate these tasks and examine student work products.*

#### **Evidence**

- *Student work products (i.e., performance tasks and their results)*
- *2<sup>nd</sup> and 5<sup>th</sup> grade literacy performance tasks scored according to updated TCWRP rubrics*
- *Growing student awareness and independence in self-assessment as reflected by their evaluation of their own performance using student-facing rubrics aligned with those developed for teachers.*

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources 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.

X  Tax Levy      Title I     X  Title IIA     X  Title III      Grants      Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Multiple initiatives support the alignment of units of study with the CCLS. Among them are:

- Assignment of the literacy coach;
- Ongoing professional development including cross-grade after school study groups for classroom teachers focused on schoolwide initiatives;
- 24 days of professional development provided by literacy consultants from the Teachers College Reading and Writing Project (TCRWP) including one-on-one coaching days with individualized feedback;
- 3-5 days of calendar day literacy professional development per year provided by the TCRWP;
- Absence coverage to allow teachers to participate in professional development activities during the school day, including work with literacy and math consultants, and attendance at calendar days;
- 24 days of professional development in mathematics provided by AUSSIES consultant including one-on-one coaching days with individualized feedback, demonstration teaching, and planning Common Core aligned planning of instructional units;
- OTPS funds are allocated toward the purchase of related instructional materials;
- 12 days of professional development provided by Goldmansour and Rutherford targeted at enhancing teachers' ability to differentiate instruction for all students and to support student with identified special needs.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

- Increase parent awareness of CCLS initiatives and their implications for student performance and instruction.
- A minimum of three meetings will be held for parents across grade levels to inform them of CCLS initiatives, including changes in assessments (both NYS and formative classroom assessments) and units of study.

### **Comprehensive needs assessment**

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

- The PS59 parent community is exceptionally active and engaged, with a desire to be knowledgeable and effective partners on behalf of their children. Our Quality Review confirms anecdotal feedback from families that, in spite of multiple meetings, an active PTA and SLT, updated progress reports, and print communication, families are seeking additional information regarding CCLS. In addition, with NYS assessments changing yet again, concerned families are eager to learn about the challenges their children will face and how they are being prepared.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Early morning grade-level literacy and math meetings will be held to ensure families are knowledgeable about CCLS changes and updated assessments.
  - Teachers will use CCLS aligned rubrics and performance task results to guide Parent-Teacher Conference conversations, Meet the Teacher Curriculum Night presentations.
  - Progress reports, a major tool for communicating with families regarding student progress, will be again revised to bring them more closely into alignment with CCLS.
  - Meetings specifically designed to inform families of upper grade students regarding the rigorous demands of this year's NYS ELA and math assessments will be held in March.

### **Evidence**

- Flyers and agendas for parent meetings;
- Emailed messages via our Parent Coordinator to all families regarding curriculum and assessment updates;
- Updated report cards.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- See above.

**Budget and resources 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 I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

#### **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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**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	<ul style="list-style-type: none"> <li>• Leveled Literacy Instruction (LLI) during the school day as well as in early bird with IEP/SETTSS teacher;</li> <li>• Reading Recovery for first graders during the school day;</li> <li>• Small group literacy support for first and second graders during the school day and in early bird provided by the Reading Recovery teacher;</li> <li>• Additional support weekly provided by volunteers and mentors via Mentoring USA, Everybody Wins, Learning Leaders, America Reads, and TC literacy interns.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group and one-on-one</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy support in early bird extended day with classroom teachers;</li> <li>• Literacy support provided during the school day with IEP teacher, literacy coach, and Reading Recovery teacher</li> <li>• Literacy support provided for all students after school</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Support in achieving fluency and improving problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• As needed in small groups or one on one.</li> <li>• Small group with classroom teacher.</li> <li>• Small group with SETSS</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day, after school and in early bird with the IEP/SETSS teacher, classroom teachers.</li> </ul>

		<p>teacher.</p> <ul style="list-style-type: none"> <li>• Indirect service via math consultant advisement for classroom teacher</li> </ul>	
Science	<ul style="list-style-type: none"> <li>• Shared reading of nonfiction texts in science across grades</li> <li>• Science club enrichment work</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction literacy support in small groups and whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction literacy support in early bird extended day and small group and whole class work during the school day.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Shared reading of nonfiction texts in social studies across grades</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction literacy support in small groups and whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction literacy support in early bird extended day and small group and whole class work during the school day.</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Family outreach</li> <li>• Peer mediation training</li> <li>• Social Circle with all first graders</li> <li>• At risk counseling groups before and during school.</li> <li>• Participation in twice weekly PPT meetings.</li> <li>• Participation in twice weekly ICT Team Meetings.</li> <li>• Classroom observations</li> <li>• FBA and BIP development</li> <li>• Banana Splits support groups for students experiencing divorce and separation.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group, one-on one and whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Before and during the regular school day.</li> </ul>

### 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.

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>520</b>	Total Number of ELLs	<b>47</b>	ELLs as share of total student population (%)	<b>9.04%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	0	0												0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

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

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

7) Through collaboration with the team of teachers and specialists working with each child, a combination of special programs (such as the above-mentioned Reading Recovery program) and in-class interventions is developed to best support each of our ELL-SWDs toward each

## A. Programming and Scheduling Information

student's goals.

### 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	none			
Social Studies:	English			
Math:	English			
Science:	English			

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

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

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

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## 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?

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

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

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

11) No programs will be discontinued.

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

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

programs for ELLs in grades 3-5.

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

15) Required services and supports correspond to the ages, grade levels and ELL levels of our ELL students. Content matches their grade level but correspond to their reading levels.

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

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

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	1	2	3	1	1								8
Intermediate(I)	0	7	3	1	0	2								13
Advanced (A)	4	2	5	3	7	4								25
Total	4	10	10	7	8	7	0	0	0	0	0	0	0	46

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

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

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

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

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

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

**Native Language Tests**

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

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

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

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

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

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

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

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

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

6) To evaluate our program for ELLs, we look at several assessments, first and foremost the NYSESLAT. NYSESLAT results show how we are meeting the Annual Measurable Achievement objectives (AMAOs). According to the May 2011 NYSESLAT results, we met and surpassed AMAO 1- the percentage of students making a 43+ point gain from the previous test, students scoring Intermediate or Advanced when taking the NYSESLAT for the first time, or students moving up one proficiency level. The target for 2011 is 63.2% and PS 59 had 89% of students meeting this objective. We also met and surpassed AMAO 2- the percentage of students scoring as Proficient in English. The target is 12.4% and PS 59 had 22% of our students reaching Proficiency. In addition to showing progress on the AMAOs, the NYSESLAT results give us a clear idea of the breakdown in modality for each student, indicating areas of strength and needs.

We also rely on assessments such as Teachers College Running Records, teacher -designed reading and writing assignments that are aligned with the CCCS to evaluate the success of our program for ELLs. We look at movement in reading levels, as well as comprehension and success in other content areas.

Finally, we consider the participation of parents to be very important, and consider parental involvement in trips, school events and other activities to be evidence that our ELLs are integrating effectively into our school community. It is this combination of academic achievement and social integration that lets us know how our program is advancing.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Beekman Hill International

**School DBN:** 02M059

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/26/11
	Assistant Principal		10/26/11
	Parent Coordinator		10/26/11
	ESL Teacher		10/26/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01

**School Name: Beekman Hill International**

**School DBN: 02M059**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Coach		10/26/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 02M059

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

**Cluster:** \_\_\_\_\_

**Network:** Children's First

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <a href="#">PS 59 Beekman Hill Internat'l</a>	DBN: <a href="#">02M059</a>
Cluster Leader: <a href="#">Charles Amundsen</a>	Network Leader: <a href="#">Dan Feigelson</a>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <a href="#">47</a>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input 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: 2
# of certified ESL/Bilingual teachers: <a href="#">1</a>
# of content area teachers: 2

## 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: Title III funding will be used to support several initiatives as described below:

- Continued collaboration with Teachers College at Columbia University in providing high quality professional development in literacy instruction for ELLs with the goal of building teacher expertise (\$3,000/approximately 5% of our professional service contract);

- Expanding our highly successful assisted reading program with the purchase of additional downloaded audible books, and companion trade books specifically for emergent readers to listen to and read along with, making it possible for our newer ELLs to engage in book club and reading partner discussions with more fluent peers.

- Strengthening connections between classroom content and the external world for students.

Many ELLs do not have the schema needed to effectively process a lot of the new information they acquire in school. We will work with Saturday and afterschool programs such as the Urban Park Rangers to provide hands-on inquiry experiences that clarify vocabulary and processes about which they learn in class. ELLs will benefit from the small-group structure of the program, as well as the sessions before and after which synthesize the new information. New ELLs will also benefit from getting to know and understand the community to which they have moved. Doing so increases not only the ability of ELLs to talk and write about the world around them, but also increases motivation and engagement in general.

- Our standardized assessment results, including NYSESLAT, indicate that upper grade students have been lagging in developing proficiency in writing. Our strongest academic supports have traditionally been offered in grades K-2; students entering PS59 after second grade, particularly those requiring additional supports such as our ELLs, are thus at a disadvantage. As part of an effort to remedy this, early bird and after-school literacy programs will be provided for students in grades 3-5 who face high stakes NYS assessments in April and May. Approximately \$7000 of our Title III funds will be dedicated to per session for the general education teachers working in collaboration with the ESL teacher providing instruction in this program. Students will meet in small grade level cohorts three times a week for 4 weeks prior to the literacy and math assessments. All of our upper grade ELLs will participate.

## Part C: Professional Development

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

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

Begin description here: A schoolwide focus on literacy and language acquisition of students who hear at home a language in addition to English has been prevalent throughout the last four years. Internally collected data on student progress through reading levels at all grades suggest that ELL and non-ELL

### Part C: Professional Development

students who are exposed to a language other than English at home may be at risk of failing to develop the academic registers of English needed for higher-level school success. Study groups are offered to staff members to enable them to support LEP/ELLs and all students in reaching NYS performance and content standards. A schoolwide focus on engaging and supporting at risk students and developing higher-order reading comprehension for all students – even among students who may lack the English language vocabulary to express their deeper thinking – is the focus of all classroom and ESL teachers' participation in study groups. Additional topics for professional study include assessment-driven instruction in writing, differentiating instruction for ELLs and all students, shared reading in the upper grades, and scaffolding language acquisition in the primary grades. The book *Why Do English Language Learners Struggle With Reading?* edited by John J. Hoover and Leonard M. Baca will be used as a guiding professional text to support and enhance conversations. These sessions will be held throughout the year during grade and faculty meetings, and during staff development sessions before, during and after school.

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

### Part D: Parental Engagement Activities

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

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

Begin description here: At PS 59 we understand the importance of building home-school connections, and strive to do this in a number of ways. We seek to help parents to understand their children's educational goals and in-school practices so parents can work towards highest student achievement. Parents of ELLs participate in the many events held by the Parents Association throughout the year, including Meet the Teacher Night, weekly morning coffee talks, Disco Night, Picture Day, International

**Part D: Parental Engagement Activities**

Night, the Spring Fling dance, Ice Cream party for Valentine's Day, and our annual auction. Through information sessions such as those held for parents of 5th graders about the middle school process, and grade level literacy and math morning workshops for parents, PS 59 makes sure parents are informed about their children's educational experience. Parents are notified by email, via posters, phone calls, and via our website, which has a link to Google translate so that parents can translate the information therein. Translation needs are taken into consideration during all of our communication with parents, and we utilize the DOE Translation Office, along with our strong network of parents and multilingual staff at PS59, toward this effort. In addition to conferences, parents of ELLs also attend Family Fridays in order to stay up-to-date about happenings in the classroom, and ideas for activities they can do at home.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	7,000	180 hours of per session for ESL and General Ed teachers to support ELL Students in our after school and Saturday programs.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	3,000	5% of contract (five half-days) with Teachers College Reading and Writing Project and Goldmansour Consulting to support curriculum development, teacher expertise in literacy and differentiation for ELLs and other students in need of additional support. Also community programs, such as the Urban Park Rangers, which solidify content for students.
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	1,200	Downloaded audible books and matching trade books for emergent readers; Rigby On Our Way to English Leveled Readers
Educational Software (Object Code 199)		

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>	<b><u>11,200</u></b>	