



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE COMMUNITY SCHOOL OF TECHNOLOGY

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

PRINCIPAL: MS. SITA BASU

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SUPERINTENDENT: MS. MELODIE MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sita Basu	*Principal or Designee	
Meredith Rodriguez	*UFT Chapter Leader or Designee	
Acela Mejia	*PA/PTA President or Designated Co-President	
Lillian Ayala	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Angel Miranda	CBO Representative, if applicable	
Rachel Alicea	Member/ Parent	
Anabel Campos	Member/Parent	
Edna Johnson	Member/CSA	
Kelli McDaniel	Member/UFT	
Maria Herrera	Member/Parent	
Francisca Dominguez	Member/Parent	
	Member/	

** 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.

By June 2013, as a result of the strategies enumerated in this goal, there will be a minimum of a 1.5% increase in student performance as measured on the NYS 2013 ELA Assessment.

Comprehensive needs assessment

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

After conducting our needs assessment and reviewing the 2011-12 NYS ELA data for the school in the Progress Report, the SLT, as well as the administration and teachers, have found that increased performance on the NYS ELA is necessary thereby making this a priority goal for 2012-2013. Overall performance of students in ELA decreased by 1.4% compared to the previous year.

School Year	ELA Proficiency (Level 3 and Level 4)				
	Gen Ed	Special Ed	English Proficient	English Language Learner	All Students
2011 -2012					
Grade 3	30%	13%	29%	5%	27%
Grade 4	45%	4%	39%	0%	35%
Grade 5	39%	0%	31%	11%	27%
Overall	39%	4%	33%	5%	30%

Instructional strategies/activities

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

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

administer and evaluate TCRWP reading and writing assessments and use this information to differentiate instruction and provide targeted intervention for at-risk students. Our work this year will focus on effectively using data to drive instruction. Our teachers, coaches, and consultants have collaborated throughout the year using the Reading and Writing Continuums, introduction of the student facing checklists in classrooms, and differentiating instruction based on reading assessments. Additionally our work will include aligning literacy instruction to the Common Core Standards for ELA. This will be done internally as well as with assistance from TCRWP. Lastly the Principal and one Assistant Principal will attend individual monthly Leadership Workshops at TC.

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

- Two on-site staff developers from TC-one for grades K-2 and one for grades 3-5. The K-2 Staff Developer will be here for 10 days and the 3-5 Staff Developer will be here for 10 days. Each grade will have its own lab site, during which teachers will learn and apply new skills and strategies. Each lab site will be followed by a grade-specific debriefing and planning session so that teachers can take what they have learned back to their own classrooms.
- Teachers will attend a total of 35 calendar days, throughout the year at TC. All classroom teachers will be encouraged to attend one or more Calendar Days and prepare a presentation for their grade (also across the grades if relevant)
- Network point person will work specifically with our Special Education teachers to continue to help them modify the TC Reading and Writing Units, to better suit the students' needs
- Principal and one Assistant Principal will attend separate monthly Leadership groups at TC
- One teacher will participate in a Specialty group
- Two teachers will participate in Lead Teacher groups
- Our Literacy Coach will participate in a Coaching group at TC during the year
- Janet Steinberg, TC Data Consultant, will have 2 scheduled visits during the year to help disaggregate our literacy data
- Teachers will submit writing baseline levels, as measured by the TC Narrative Writing Continuum, to their grade supervisor, by October 2012
- Teachers will submit writing midline levels, as measured by the TC Narrative Writing Continuum, to their grade supervisor, by January 2013.
- Grade teams throughout the year will look at student writing to inform instruction and to monitor growth in writing
- By mid-June 2013 teachers will submit end line writing levels as measured by the TC Narrative Writing Continuum
- TCRWP Reading Assessments will be administered 4 times a year. The data will be entered on Assessment Pro. The data will be used to drive small group instruction, analyze grade wide trends, and plan for future units of study. It will also be used to target and track growth of AIS and bottom third students.
- Supervisor/data specialist will compare data to determine student growth
- Low performing/at-risk students in grades K-5 will receive AIS for literacy one period per day designed to support their needs both individually and in a small group setting. AIS providers will work daily with identified students providing a variety of intervention strategies including Guided Reading, small group instruction, and conferencing. Instruction will be based on student assessment data and students will be reassessed informally at 4-6 week intervals as well as daily through informal methods
- All of our students, grades 3-5, remain for Extended Time, 50 minutes two days per week-for small group instruction focusing on comprehension and testing strategies. Practice assessments are used to group students and identify instructional needs.
- Four times per year formal student assessment information- that includes running records to determine instructional and independent reading levels; spelling inventory, high frequency words, reading fluency rate, and literal and inferential comprehension questions, will be collected and electronically sent to Assessment Pro (TC Assessment Program). Extensive evaluative reports including charts and graphs will be generated for teachers and parents based on that information. In addition students will be assessed informally every 4-6 weeks using the TCRWP assessments for reading. The expectation is that each child will have steady progress to their next reading level within that time frame based on the Fountas and Pinnell leveling system and TCRWP benchmarks.
- All paraprofessionals will be trained and coached in small group reading instruction and will begin to conduct guided and strategy reading groups regularly in

classrooms they are assigned to.

- Teachers will be trained in I-Ready, a computer-based literacy program that targets skills in literacy based on the student skills as well as the Common Core Learning Standards. Students will take a baseline assessment to target learning needs and teachers will regularly visit the computer lab to receive computer-based individualized instruction in literacy based on these needs.
- Teachers will use Acuity assessment data to identify trends and needs of specific students to provide intervention in targeted areas. Teachers will also work in grade teams to dissect and discuss questioning and types of problems on the assessment, and implications for instruction.
- Teachers will administer ELA performance tasks throughout the year that are aligned to the Common Core Learning Standards, according to the City-wide Instructional Expectations. These assessments include: 1 initial and 1 post task focused on informational writing, and 1 initial and post task focused on content area literacy. Teachers will assess together and examine student work in grade team meetings. All data will be entered into school-wide excel spreadsheets to track student progress. They will use this data to discuss trends across the grade and implications for instruction in their classes.
- Literacy Coach will work with teachers to improve instruction in literacy as well as model reading lessons and strategies to improve reading and writing skills
- After school test-prep program will be offered three days a week, beginning in January, to provide intervention for low performing/ at-risk students and enrichment for students that are proficient in literacy.
- Some teachers will be involved in literacy-based professional learning communities, focused on the following topics: small group reading instruction, close reading strategies based on the Common Core Learning Standards, aligning language and foundational skills from the CCLS to student writing, and differentiated word work in early childhood grades.

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.
- Parental literacy support is provided through individualized reading progress letters generated by Teachers College Assessment Pro, which indicates their child's independent reading level and texts that would support them with the child's literacy at home.
- Letters are generated in the student's home language to ensure easy access to information for the parents. TC Assessment Pro, used by all teachers to track reading progress for students, automatically updates to ARIS, which allows families to monitor student progress throughout the year
- To encourage parent's participation, workshops on reading/math strategies, behavior modification programs, etc. for collaborative support towards student success are provided by the school
- Prior to the State tests parents of the 3rd to 5th grade parents are invited in for workshops to familiarize them with the test format and give them strategies they can use to help their child at home
- School Messenger is used to inform parents of all school based and community events, matters of importance, along with any school events they should be aware of. The School Messenger is generated in both Spanish and English and provides contact with parents through phone calls and email

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).

As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2012 to June 2013 as indicated below:

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

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

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

Staff member hired as a Data Coach

Staff member hired as a Literacy Coach based on needs assessment

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013 the overall performance for students in the NYS 2013 Math Assessment will increase by a minimum of 2.5%.

Comprehensive needs assessment

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

A review of NYS Math data from the 2011-2012 Progress Report showed only 48 % of all students, 27% of SWD's and 34% of ELL students were proficient in math. After conducting our needs assessment and reviewing the data for the school, the SLT, as well as the administration and teachers, have found that increased performance on the NYS Math is necessary thereby making this a priority goal for 2012-2013. Overall performance of students in Math increased by 2.5% as compared to the previous year, but the average student proficiency was only 2.98.

School Year	Math Proficiency (Level 3 and Level 4)				
	Gen Ed	Special Ed	English Proficient	English Language Learner	All Students
2011 -2012					
Grade 3	38%	27%	39%	18%	36%
Grade 4	72%	48%	68%	54%	66%.
Grade 5	53%	12%	42%	31%	40%
Overall	55%	27%	50%	34%	48%

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.
- Teachers will collaborate in Grade Teams with Math Coach and AUSSIE consultant to develop Modules of Study aligned with the CCLS. Each Module will include a Pre and Post Assessment that is used consistently through the grade to track student progress and identify instructional needs. Through the informed

use of data, teachers will make decisions regarding appropriate interventions, outreach, and/or referrals to a number of student support services including AIS, RTI, parent conferences, counseling, Social Worker intervention, Instructional Support Team (IST) and SBST referral

- All students in all grades including general education, special education, and ELLs, will participate in a supplementary on line math program, I-Ready. Students will take a baseline assessment to target learning needs and teachers will regularly visit the computer lab to receive computer-based individualized instruction in math based on these needs. Student progress will be monitored by the classroom teacher
- Teachers' weekly plans will include evidence of instructional strategies for differentiating instruction based on student assessment data, e.g., guided math, small group work, math center work, and identifying intervention/modification and enrichment strategies and activities.
- Teachers will conduct ongoing assessment to evaluate student needs. (Pre and post module assessments, Acuity and data gathered from the I-Ready program). Teachers will consistently use these assessments to evaluate student progress and student needs to guide further instruction. Teachers will also work in grade teams to dissect and discuss questioning and types of problems on the assessment, and implications for instruction, as well as participating in meetings throughout with the Data Specialist to discuss whole-class and individual data from assessments.
- All paraprofessionals will be trained and coached in small group math instruction and will begin to conduct guided math groups regularly in classrooms they are assigned to. This small group instruction will be based on the CCLS and in correlation with the classroom teacher's instructional plan
- After school test-prep program will be offered three days a week, beginning in January, to provide intervention for low performing/ at-risk students and enrichment for students that are proficient in math.
- Some teachers will be involved in math-based professional learning communities, focused on the following topics: data-driven math centers based on CCLS, strategies to enhance understanding of abstract mathematical concepts, problem-solving and raising the level of mathematical reasoning and thinking.
- Teachers will administer math performance tasks throughout the year that are aligned to the Common Core Learning Standards, according to the City-wide Instructional Expectations. All teachers in all grades will assess student learning with 1 initial task and 1 post task in the fall, and 1 initial and post task in the spring. These tasks will be focused around math modules that include emphasized standards for each grade, based on the CCLS shifts in mathematics. Teachers will assess together and examine student work in grade team meetings. All data will be entered into school-wide excel spreadsheets to track student progress. They will use this data to discuss trends across the grade and implications for instruction in their classes.
- All of our students, grades 3-5, remain for Extended Time, 50 minutes two days per week-for small group instruction focusing on comprehension and testing strategies. Practice assessments are used to group students and identify instructional needs.
- Teachers will receive ongoing professional development and practice with the use of online resources and activities aligned to CCLS to increase application of skills and ongoing mathematical practice according to the Common Core instructional shifts in mathematics.
- The math AUSSIE staff developer and math coach will work together to provide the following professional development and coaching for teachers: working with lead teachers in all grades with the use of visual models emphasized in the Common Core Standards; K-2 and 3-5 focus group focused on CCLS-based math strategies and best practices; work with self-contained classroom teachers to learn and administer the Early Childhood Assessment in Mathematics (ECAM) to provide individualized instruction and math centers based on needs of students with IEPs.

Strategies to increase parental involvement

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

- Parents will be invited to grade level Open Houses at the beginning of the school year. All parents will be given the DOE generated Academic Roadmap, which is a guide that shows them the expectations for their student at various grades. Parents in Grades 3-5 will be invited to attend extra workshops to help them further understand how they can help support their children and prepare them at home with the new CCLS based State Test.

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 X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

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

As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2012 to June 2013 as indicated below:
(TL Fair Student Funding; TL FSF Hold Harmless; Title I SWP; Title I ARRA SWP; TL Children First; TL DRA Stabilization; TL FSF Legacy Teacher Supplement NYSTEL Software NYSTEL Hardware)

Funds will be allocated to purchase the IReady program for all grades K-5.

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

Per session funds will be set aside for teacher groups to meet and review data to improve instruction

After school test prep will also be funded for grades 3-5.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, the whole school attendance rate will meet or exceed 93%.

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.

Based on the Needs Assessment Survey completed by the school, determination made by the SLT, school administration, school community and a review of the 2011-12 Annual Attendance Report (92.3%), it was decided to make this a priority goal for 2012-13.

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.
- September 2012, an attendance team will be identified that will be responsible for monitoring weekly attendance of all students.
- The team will identify all students who had less than 95% attendance last school year and send out letters to parents, informing them of importance of attendance and its effect on student achievement.
- Daily shout outs by the Principal during morning announcements, identifying classes that had 100% attendance the day before.
- Daily phone calls made to absent students by our "School Messenger" •Students will receive congratulatory certificates, if they achieve 100% attendance, on a monthly basis.
- Classroom charts are posted outside each classroom door to record 100% attendance progress each day.
- Parent recognition each month for each student that reaches 100% attendance.
- We will have Attendance assemblies every other month to celebrate students who are on track to making our attendance goal.
- Students with high attendance will be rewarded in February by attending a trip with the art teacher.
- NYCOM conducts a series of workshops with 5th graders, focused on adolescent health issues: (nutrition, dental care, human body, dangers of smoking and drugs, peer pressure) to improve health and therefore attendance
- Students and teachers will participate in positive behavioral intervention to create safe classroom environments and therefore attendance

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.

- Parents will be informed of this goal at the beginning of the school year during the initial PA meetings and through the SLT meetings.
- Daily phone calls made to absent students by our "School Messenger " system, this ensures that parents/guardians are aware if their child is absent
- Parent recognition each month for each student that reaches 100% attendance, the Parent Coordinator will reach out to parents of the students who have had 100% attendance for the month and send them a certificate as well
- Ongoing workshops for parents stressing the importance of attendance as the single most important predictor of future academic success for children

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 X Title I 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).
As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2012 to June 2013 as indicated below:

The attendance team will coordinate all fiscal and strategic activities for this goal, with the assistance of the Principal.

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.

By June 2013, a minimum of 85% of staff will have actively engaged in developing and implementing CCLS aligned math units for grades K-5.

Comprehensive needs assessment

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

After reviewing the Citywide Instructional Expectations, student performance in Mathematics and ELA on the State Assessments and conducting our Needs Assessment Survey, the SLT, administration and school community made this a priority goal for 2012-13.

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.
- Math Coach meets with AUSSIE Consultant in August to review K-5 Modules developed for Unit 1. These will be used as a template for further planning.
- Teachers study Math Common Core Learning Standards to understand what their students need to know as well as the prior grade standards.
- Teachers work with Math Coach, AUSSIE Consultant, and peers to become familiarized with resources that they can use to enhance student fluency, application, and conceptual understanding in mathematics.
- Teachers meet with Data Specialist to discuss grade-wide trends in math, and plan to embed instruction that focuses on these skills into instruction.
- Teachers meet with peers and coaches to develop further Modules, assessments, and tasks that are aligned to CCLS.
- Teachers meet individually and in focus groups with AUSSIE staff developer, to plan lessons and strategies to deepen student understanding of mathematical concepts and application of skills.
- Teachers use online resources and Georgia units to plan for hands-on tasks in which students will apply their understanding of math concepts.

In order to meet this goal the school now has a full time Math/Literacy Coach, a Data Coach and we also have hired AUSSIE to partner with us as our Math consultant.

Teachers can initiate meetings with consultants and coaches, along with being assigned by administration based on need.

By the end of the year all mathematics units of study, grades K-5, will be aligned to the Common Core Learning Standards.

Units will be developed with a strong emphasis on mastery, fluency, application and conceptual understanding.

Performance tasks in addition to formative and summative assessments will be developed, to assess understanding and student application of skills.

Agendas and Small Group Data sheets will show evidence of reflections on student learning and grade-wide trends as gathered from performance tasks and

assessments.

Agendas and action plans show evidence of all meetings with AUSSIE consultant and teacher groups

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.
- Parents will be informed of this goal at the beginning of the school year during the initial PA meetings and through the SLT meetings.
- Parents will be invited to a series of ongoing workshops on understanding the CCLS and how their implementation will impact their child's education
- Parents of students with disabilities and ESL students will meet separately with the PC to further discuss CCLS and its impact
- Teachers will meet with parents of students who are identified as PID, to give them CCLS based activities to improve student learning at home

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 X Title I 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).

As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2012 to June 2013 as indicated below:

Per session for teachers participate in planning sessions with math coach to align math units to CCLS

Consultancy fees

All other fiscal and human resources will be coordinated by the Math coach with the assistance of the Principal.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2013, 75% of teachers will use domain 3D (using assessment in instruction) from the Danielson Framework to assess their own effectiveness and set professional goals for improvement.

Comprehensive needs assessment

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

After reviewing the Citywide Instructional Expectations, the 2011-12 Progress Report that showed a lack of progress in our bottom third in math, the 2011-12 QR, which stated a need to improve in data informed processes and conducting our Needs Assessment, the SLT, administration and school community decided to make this a priority goal for 2012-13.

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.
- Administrators will work with teachers in grade team meetings to develop a normed understanding of Danielson's Framework, with a focus on domain 3D.
- Administrators will visit classrooms a minimum of 6 times throughout the year, providing timely, formative feedback.
- Administrators will meet periodically with teachers to analyze classroom data and set/monitor professional goals focusing on domain 3D.
- Teachers will develop formative and summative assessments in math and literacy with the help of coaches and consultants.
- Teachers and data coach will meet every 6-8 weeks during data dives, to collaboratively diagnose student learning, monitor progress, and discuss implications for instruction.
- Danielson-based feedback sheets will be available for teacher use.
- Working with the coach and data specialist to continuously monitor student learning, teachers will show evidence of small groups formed and differentiated instruction based on data from assessments.
- Data Driven Instruction Sheets" will be developed clearly to outline small groups, action plans and next steps to review dates for each class for K-5 goal setting forms.

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.

- Parents will be kept informed of the progress of this goal and action plan through the dissemination of information at School Leadership Team meetings, Parent Association meetings, and the Annual Title 1 meeting. Feedback from parents will be incorporated into our action plan as we consider it to be a

living document

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 X Title I 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).

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

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

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

ACADEMIC INTERVENTION SERVICES (AIS)

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	8	8	N/A	N/A	1		4	
1	17	17	N/A	N/A	3		3	
2	14	14	N/A	N/A	6		3	
3	15	15	N/A	N/A	3		2	
4	17	17			7		15	
5	18	18			5		15	
6								
7								
8								
9								
10								
11								
12								

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	- Data-based groups using shared or guided reading focused on reading skills and strategies -Leveled Literacy Intervention program used with some AIS students	Small group and one on one instruction	During school day
Mathematics	Data-based groups aligned with the CCLS based on skills that students have not yet mastered	Small group and one-to-one instruction	During the school day and after school during extended time and test prep after-school program
Science	N/A	N/A	
Social Studies	N/A	N/A	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	A variety of crisis management techniques to help students develop better coping mechanisms and make positive choices	Small group and one-to-one	During school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- **Less than 1% of our teachers are considered non HQT**
- **P.S. 59 is committed to hiring certified teachers through the conventional process of working with HR as well as through recommendations from other staff and Network. Principal will attend job fairs when and if required.**
- **P.S. 59 has a strong Mentor Program for new teachers. New teachers are paired with another classroom teacher as their mentor**
- **Ongoing supervision is provided by the AP's for all staff to ensure that they are meeting the Citywide Expectations**
- **At PS 59 all new teachers are provided in class support by our in-house coaches**
- **PS 59 has an extremely effective Special Education liaison, new teachers get training from her on SESIS access, behavior management issues and any other related topic , on an as needed basis**
- **New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, and the TCRWP data program (Assessment Pro)**
- **New teachers will meet regularly with the Principal to ensure they are on the correct trajectory to attain tenure and are meeting their professional obligations**
- **All staff meet regularly in Professional Learning Communities to further their own professional knowledge in areas that they select as areas of interest**
- **A yearlong Staff PD calendar is continuously reviewed and added to as the need arises**

**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.

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, as well as parent members of the School Leadership Team, were consulted on the

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

- Encourage parents to participate on The School Leadership Team (SLT) where 50% of memberships are parents. Parents voted onto the SLT are involved in developing and revising the documents pertaining to school improvement like the CEP, the Parent Involvement Policy, the annual school report card and the School Progress Report to discuss the schools strengths and weaknesses, etc. PS 59 advertises and invites parents to attend the SLT meetings, which are scheduled to best accommodate both parents and staff members. PS 59 provides parents with information as to how to become a member of the SLT where collaborative conversations concerning improving Title 1 programs and parental involvement policies are discussed. We encourage parents to participate in revising and implementing the Parent Involvement Policy and all relevant information regarding meeting times, activities, etc. are publicly advertised
- Update parents of Title 1 programs and parental involvement policies. Parents participate in revising and implementing the PS 59 Parent Involvement Policy and all relevant information regarding meeting times, activities, etc. are publicly advertised. The 2011-2012 Parent Involvement Policy was revised on September 21, 2012 and distributed to Title 1 Parents on October 1st, 2012
- Provide the parents with workshops based on the assessed needs of the parents of children who attend our school and work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains attendance of events and activities scheduled and conducted for the parents, on a monthly basis and submits a report to the central office. The Parent Coordinator, Administrators and educators work collaboratively to provide parents with information/training regarding expectations for students/promotional criteria, NYS standards, NYS testing, curriculum, etc. Simple reading materials will also be provided and displayed in English and Spanish, in locations in the school that are easily accessible to parents and where they can easily browse and collect them
- Parent Open House Orientations will be held during the first month of the school year for all grades. Parents will be provided with information regarding Citywide academic expectations for the grade their child is in, as well as the PS 59 Parent Handbook and specific information for parents of Special Education and ESL students where needed
- Parents will be invited to a series of ongoing workshops on understanding the CCLS and how their implementation will impact their child's education
- Offer parents ongoing workshops and trainings on topics of great interest and importance to them, often in collaboration with neighborhood agencies and organizations, e.g., How parents can best and most effectively support their student's success; Recommended questions to ask during parent teacher conferences; ARIS Computer Trainings; Smoking Cessation; Living with High Blood Pressure; Preventing Child Abuse and Neglect; Living with Asthma; and Maintaining good oral health. Nutrition workshops facilitated by Cornell University for healthy eating, learning leaders parent training that encourage parents to become active participants in the school environment. We will also provide an abundance of reading materials from the Parent Lending Library established with literature from The Parent Institute, Home & School Connection, St. Barnabas Partners in Health, Teachers College and other organizations that serve as effective educational resources. Parents remain active participants by completing the Learning Environment Surveys and also play an active role in the Quality Review process
- Supply information such as: newsletters, monthly calendars, announcements, reminders, invitations, flyers and other school and community information will be distributed to parents when appropriate keeping them abreast of current and upcoming events occurring in the school and throughout the community. The information will be provided in Spanish and English and be publicly displayed in locations easily accessible to parents. Communication using School Messenger reminding parents about upcoming events, authorized school closings and emergency situations.

- Make available information as to where parents can go to receive ELS and GED services, healthy living and nutrition education, expanding opportunities offered for personal growth as well as those that enable parents to be more effective in supporting their student's success. We provide parents with information/training regarding expectations for students/promotional criteria, NYS standards, NYS testing, curriculum, etc. Simple reading materials will also be provided and displayed in English and Spanish, in locations in the school that are easily accessible to parents and where they can easily browse and collect them

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

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

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:

- Providing annual meetings for Title 1 parents to inform them of the Title 1 program at PS 59 and their right to be involved. A flexible number of meetings at various times, and languages will be arranged taking into account parents' needs
- Actively involving parents in planning, reviewing and improving the Title 1 programs and parental involvement at PS 59. Parents will be provided with information on how to become members of the SLT; where collaborative conversations on improving Title 1 programs and parental involvement policies are discussed
- Involving parents in the revision of the PS 59 Parent School Compact yearly. The 2011-2012 Parent School Compact was revised on October 3rd, 2011 and distributed to Title 1 Parents on October 24, 2011
- Providing ongoing information in a timely manner regarding all programs that take place in the school
- Making available high quality curriculum and instruction to all students
- Presenting students with the educational materials and interventions essential to achieve success
- Offering opportunities for parent/teacher communication through:
 - A. parent/teacher conferences
 - B. frequent reports to parents on their children's progress
 - C. Reasonable access to staff
 - D. Opportunities to participate in and observe their child's class
- Granting parents opportunities to attend various workshops and trainings as well as school wide activities that promote family and student success. Some of the topics include but are not limited to; Obesity, Smoking Cessation, Mental Health, Preventing Child Abuse, Asthma, Continuing Education, ARIS Parent Link, Literacy Inc., etc.
- Encouraging parent's participation in professional development activities, i.e. workshops on reading/math strategies, behavior modification programs, etc for collaborative support towards student success

Support home-school relationships and improve communication by:

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

II. Parent/Guardian Responsibilities

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

To monitor our children's:

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

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

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

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 Corinne Rello-Anselmi	District 10	Borough Bronx	School Number 059
School Name The Community School of Technology			

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

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

D. School Demographics

Total number of students in school	576	Total Number of ELLs	109	ELLs as share of total student population (%)	18.92%
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Part II: ELL Identification Process

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

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

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

Part II Questions 1-6: ELL Identification Process

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

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

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	92		10	16		6	1		1	109
Total	92	0	10	16	0	6	1	0	1	109

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	21	6	6	18	26								100
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			2											2

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

Content Area Instruction

ESL Push In Program

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

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

ELL Sub Groups

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

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

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

LEP students who have not met the performance standard in writing

To help and strengthen the writing skills of third grade ELLs, Ms. Matos followed the TC model (research-based). She modeled every writing lesson by giving them an exemplar to follow. These lessons were modeled to the students every day. Ms. Matos would scaffold the

A. Programming and Scheduling Information

lessons in order to meet their needs (research-based). They were given extra time to revise and complete their stories during the teacher's prep and lunch. They would also work with a partner who was at a higher level. This was done so they would get ideas from other writers in their class. They used their independent books to identify the elements that were used by many of the authors they were familiar with. Students were instructed to utilize those same strategies and make them their own. We looked at strong beginnings and endings (research-based). We also studied and applied use of descriptive language and idioms. Ms. Matos modeled for the students on several occasions how to develop and organize a story into paragraphs. They were instructed how and why each paragraph should have a topic sentence. To improve the spelling of these students, Ms. Matos used a magnetic board with magnetic letters. She would select words from the read aloud book, which took place every day. They were given the task of identifying the letters that formed a given word. They also created their own family word study walls which improved the spelling skills in many of the students.

Every day for 45 minutes, Ms. Gonzalez followed the TC model (research-based) to assist 5th grade ELLs in becoming better independent writers. She differentiated the instruction to meet their needs. Students had extended time to complete assignments. Each lesson was modeled to give them a visual idea of how to complete the task. Students were taught to use graphic organizers to make connections and internalize their ideas. Ms. Gonzalez modeled how to use the information gathered on the graphic organizers to write paragraphs that supported the main idea. Students were paired with other students to share their writing pieces so that they can be exposed to other ways of writing. During revising, Ms. Gonzalez modeled how to ask themselves questions that will help provide more details, or eliminate information that didn't pertain to the topic. For editing, students were taught on how to use the classroom resources such as word walls, dictionaries, and thesaurus to assist them with spelling. Punctuation and capital skills were taught during the VOICES program (research-based) first period.

Ms. Elezaj followed the TC model to assist second grade ELLs to strengthen their writing skills everyday during the writing period. She modeled every writing lesson by using exemplars which they would utilize to develop and complete their writing. Ms. Elezaj scaffolded the writing lessons. She paired them up with stronger writers to assist them with their ideas. Ms. Elezaj would use thinking maps and graphic organizers to collect and organize the information gathered. Ms. Elezaj modeled how to put the information into paragraphs. Students then would begin to develop their paragraphs as well. She also used the 4 corners vocabulary chart to assist them with comprehension of descriptive language. Ms. Elezaj facilitated a personal word wall which students would have access at all times to help them with word choices.

Fourth grade ELLs received assistance to develop and strengthen their writing skills by Ms. O'Shaughnessy everyday using the Teachers College Model (research-based). Ms. O'Shaughnessy differentiated the instruction to meet their needs. Lessons were modeled and exemplars were used. Ms. O'Shaughnessy used graphic organizers, charts and examples of specific writing strategies to develop their ideas. The students were paired up with writing partners who worked with them in polishing their writing skills. They also used resources in the classroom to assist them such as dictionaries, glossaries and thesaurus.

There is one long term ELL who is placed in a 12:1:1 placement according to his IEP. ESL instruction is provided through content area subjects.

ELLs with Special Needs- These students receive push in, pull-out and self-contained ESL support from the ESL teachers. They are instructed in small groups. Technology is also used to support their needs. In class support is given to assist the teacher, i.e. best practices modeled and scaffold for the students. If in need of intervention, the Instruction Support Team along with every staff member involved will conduct meetings to have plans in place to support their academic achievement. The Instruction Support Team is a standing committee created to maximize a student's success in the classroom setting who may be experiencing consistent academic or behavioral difficulties. This committee consists of all staff members who work with the student. Once a student is recommended to the IST committee, a review of the student's specific needs begins and an action plan is created. These strategies will then be employed for a specific period of time. At the end of this time, a follow up meeting will be held to determine if the student has made progress. If needed, the team may recommend further strategies or interventions.

ESL students in CTT Class- These students receive small group ESL intervention from the ESL teacher on the grade.

Newcomers receive 45 minutes every morning with the ESL Coordinator to assist them in gaining academic skills through content instruction, thinking maps, graphic organizers, realia, visuals, cognates, TPR, listening exercises and technology.

A. Programming and Scheduling Information

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				
Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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

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?

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

Implications for the LAP and Instruction

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

- Age-appropriate and culturally-appropriate materials aligned to NYS standards in all areas of instruction in the three proficiency levels. Materials include into English grades K-5, getting ready for the NYSESLAT, Science textbooks and Social Studies textbooks, and Language Learning Supplemental Materials, Benchmark Education non-fiction materials, VOICES, TCRWP, Finish Line English Language Proficiency, and Sadlier Phonics.
- Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and the library.
- Newcomers use reading a-z.com which combines basic vocabulary development with phonics-based beginning reading instruction to create integrated learning through technology.
- Transitional students are assisted for one year. Students are placed in a Monolingual setting with ESL services on a weekly basis. Articulation among staff members, parent coordinator, school leadership and guidance counselor is ongoing throughout the year to support ELLs. The guidance counselor's objective is for all students to achieve. The guidance program offers ELL students various approaches to acquiring a sense of ease, being aware of potential language barriers yet encouraging them to achieving high standards. The guidance counselor presents ELL students a comprehensive guidance program designed as an integral part of the overall school curriculum and includes; Making and Keeping Friends, Respect Yourself and Others, Avoid and Prevent Bullying and Teasing, Identify Your Personal Strengths. Articulation is an integral part of the school program providing students and parents with information about new schools, offers parents and students support in completing applications, addresses questions and concerns as they arise and provides students with social support during the transition. Transitional students attend the After School program Expanded Learning Time, (ELTNYC) Content Areas: English Language Arts, Math, Science and Social Studies.
- Instructional practices are modified, augmented and differentiated, based on students' linguistic and academic needs, using strategies that ensure student success.
- Teachers continue to have high expectations for all students and take responsibility for their success.
- Students continue to have access to appropriate materials and software aligned to standards based on core curriculum.
- Classrooms are structured and organized to enhance achievement for students with differences in language proficiency.
- Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and library.
- Content area teachers will provide meaningful lessons that strengthen background information and promote the literacy of the student.

Students' level of literacy in the native language is taken into consideration by having materials in dual languages. Such materials include books, tapes and software. The use of the native language is delivered in the ESL program through the use of dictionaries, glossaries, websites, cognates, books in both languages from the library and translation as appropriate. Required services support and resources correspond to grade levels and are research-based.

Academic language development is planned during ESL and classroom teachers' articulation in Learning Team meetings or when the opportunity presents itself. When content area objectives are planned, language objectives coincide.

Students with Interrupted Formal Education, long term ELLs as well as "at risk" students are provided with a variety of services. Services include, TCRWP, Math partners, Academic Intervention Services, After School Program and the (ELTNYC) Extended Learning Time New York City Program. The Literacy program includes the reading and writing workshop which also provide support for these students by differentiating instruction. The reading and writing workshops differentiate instruction through guided reading/ writing, conferencing, large and small group instruction. In addition, the VOICES Literacy Program which teaches character development through literacy also specifically includes an ELL component materials and strategies. The Mathematics Workshop all students Prek-5 are taught with the Everyday Math program that also includes instructional strategies to support ELLs and differentiates instruction through small group work and individual conferences. All students including ELLs participate in all programs available at the school. The ELTNYC is funded by TASC- The After School Corporation and 21st Century. The goals of the program are to develop programs in response to the changing needs of the Latino communities which will serve as incubators for innovative services and will enhance the ability of Latino families to nurture children and advocate on their own behalf; and assess, promote and create public policies so that society's institutions can address the needs of the Latino community in a multicultural and multilingual environment. The ELTNYC program at P.S. 59 provides activities that are designed to enhance and strengthen the academic goals of the school. Special activities are designed for the students according to their interests and needs. The program offers its participants homework help, arts and craft, dance, science, technology, cooking, literacy, math and sports activities.

There will be no new programs for the upcoming year and no programs will be discontinued.

Yes, required services and resources correspond to ELL's ages and grade level .

During orientations at the beginning of the school year with parents of newly enrolled ELLs, pertinent information is shared along with a tour of the school premises to make them feel welcomed. All concerns are addressed.

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)?

SPaste 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.

All ELL personnel along with other teachers participate in the Teachers' College Professional Development for ELLs which is ongoing throughout the year. Teachers will bring back documentation and keep it in a binder for everyone to have access. Specific ELLs Professional Development would be assigned to teachers who have ELLs in their setting as well as non-teachers of ELLs. The information acquired would then be shared during the Learning Team meetings and records would be kept in a binder in the main office as proof of attendance. ELLs personnel also attends Office of English Language Learners' conferences throughout the year along with other teachers interested on the topics. Network Professional Development is also conducted to meet the needs of personnel on a monthly basis. The following professional development have taken place so far: Network Meeting /Compliance Issues and Reports (10-5-11), Common Core Standards for English Language Learners (11-08-11) Make Phonics Instruction Stick : Using Best Practices and Differentiated Instruction to Help all Students Become Strong Word-Solvers (10-3-11). Skill Development in Nonfiction Reading and Information Writing Units: Teaching Kids the Skills They Need to Tackle and Produce Complex Information Texts (10-26-11) and The Role of Reading, Writing, Language in Acquiring Knowledge and Engaging in Inquiry in Science (11-2-11) and ARIS Training for Data (Math) on 12-2-11 by The Coach Office of Achievement Resources.

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?

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	9	2	1	8	8								42
Intermediate(I)		8	3	3	5	4								23
Advanced (A)	10	5	5	3	6	15								44
Total	24	22	10	7	19	27	0	0	0	0	0	0	0	109

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	2	6	2	7	1			21
8									0
NYSAA Bilingual Spe Ed							2		2

New York State Regents Exam

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.

The assessment tool P.S.59 uses to assess the early literacy skills of our ELLs is the Teachers College Running Records Assessments Levels A-Z. This assessment is through Fiction Narratives. This tool assesses Reader's Accuracy Rate (decoding) which needs to be 96% in order to be at the specific level. It assesses Letter Identification and Sounds, High Frequency Word List (4 wrong out 25 to be on the level), Fluency and Comprehension. Our ELLs tend not to do well on this assessment at the beginning. However, they show progress as time goes by. The ELLs managed to increase their reading by one level. We also use informal assessments and unit assessments as well to drive instruction. On the Kindergarten LAB-R, students tend to score intermediate and advanced levels. However, upon taking the NYSESLAT, the score decrease one level. The majority of first graders make progress or achieve proficient levels at the end of first grade. Upper grades showed improvement by advancing a level or two. In the Overall NYSESLAT Proficiency Results, 42 students scored at the beginning level, 23 at the intermediate level and 44 at the advanced level. In the NYSESLAT Modality Analysis for Listening and Speaking 6 students scored at the intermediate, 21 scored at the advanced level and 51 students scored at the proficient level. In Reading /Writing modality, 14 students scored at the beginning level , 22 students scored at the intermediate level and and 30 students scored at the advanced level. Twenty-one students scored at the proficient level. The NYS ELA Results for ELLs in grade 3 are as follows: 2 ELLs scored at level 1, 9 at level 2, and 5 at level 3. In the fourth grade, 5 scored at level 1, 12 at level 2 and 2 students at level 3. In fifth grade, 7 ELLs scored at level 1 (newcomers), 9 at level 2 and 2 at level 3. The two NYSAA Bilingual Special Education students scored level 4. The NYS Math results for ELLs in grade 3 are as follow: (English) 9 in level 2, 1 NL in level 2, (English) 8 in level 3. The fourth grade Math Results for ELLs are as follows: (English) 4 in level 1, 2 NL in level 1, (English) 4 in level 2, 1 NL in level 2, (English) 7 in level 3, 1 NL in level 3, and (English) 1 in level 4. The NYS Science 4th grade results for ELLs are as follows: 3 (English) in level 1, 2 NL in level 1, 6 (English) in level 2, 2 NL in level 2, 7 (English) in level 3, and 1 NL in level 3. The two NYSAA Bilingual Special Education students scored level 4.

The patterns in the students' results in the four modalities across the proficiency levels and grades are as follows: the students are scoring higher in listening and speaking and there has been progress in the reading and writing on the NYSESLAT. The students are developing their competence in Basic Interpersonal Communication Skills at a rapid pace. Using the city and state assessment data, it indicates that their Cognitive Academic Language Proficiency is not yet at level; however, there has been tremendous progress in this area. This data is distributed, reviewed, and utilized to plan and articulate during our Learning Team meetings by grade along with administrators, teachers and coordinator.

Patterns in students' results in the four modalities were cross grade and proficiency levels, the students' scores from highest to lowest were ranked as follows: speaking, listening, reading and writing. The listening and speaking pattern indicates that there are no ELLs at the beginning level, 6 are at the intermediate level, 21 at the advanced level and 42 at the proficient level. The reading and writing pattern indicate that there are 4 ELLs at the beginning level, 22 are at the intermediate level, 30 at the advanced level and 1 at the proficient level. The proficiency levels by grade indicate that kindergarten and fifth grade managed to achieve advanced levels more so than 2, 3, and fourth. First grade, however, manage to score at proficient levels every year. The proficiency levels across grades indicate that 42 ELLs are functioning at the beginner's level and 44 ELLs at the advanced level. Leaving 23 ELLs functioning at the intermediate level. The patterns across the NYSESLAT modalities - reading/writing and listening/speaking will be utilized to develop a rigorous reading and writing component to attend to the needs of the English Language Learners by cooperation and effort of teachers and the coordinator.

Our school uses many assessment tools to assess early literacy skills of ELLs. These tools are TCRWP, Rigby, ELL Assessment, LABR (English and Spanish), NYSESLAT, and Informal Assessments by Teachers, (pre and post unit assesments).

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X059 **School Name:** The Community School of Technology

Cluster: 1 **Network:** HOT 104

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Total: 573

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 059	DBN: 10x059
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35
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: 2
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS 59 will offer an after school program for English Language Learners beginning January 7, 2013. A certified ESL teacher along with a Bilingual teacher will facilitate the program. The language of instruction will be English with native language support as appropriate. The NYSESLAT and the ELA was analyzed for the ELLs and it was determined the focus need to be on literacy. The purpose of the program is to increase and enhance the literacy and content area skills of English Language Learners. Using ESL Methodology, the students will strengthen their skills in the four language strands: listening, speaking, reading and writing, thereby accelerating their overall academic achievement. The program will begin on January 7 and end May 07, 2013, on Mondays and Tuesdays from 3:10 p.m.- 4:40 p.m. for a total of 34 sessions. Thirty students across the grades, K-5 will participate.

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

Part C: Professional Development

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

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

Begin description here:

Our ESL Coordinator as well as other ESL/Bilingual teachers participate in many professional development opportunities including: Teachers College, network conferences and the Office of English Language Learners in an ongoing basis. The ESL Coordinator and Ms. Matos participated in the Bilingual/ESL Teacher Leadership Academy through Bank Street College.

All participants in professional development are required to turnkey the information obtained. The professional development attended by staff members this year is the following: English Language Learners Professional Development Network 104 October 17, 2012 at 8:00 to 12:00p.m. Language Development/ Acquisition and the Role of Vocabulary Instruction. Also professional development offered by the Office of English Language Learners on October 10, 2012 from 8:30 - 3:00p.m. entitled

Part C: Professional Development

Reading and Writing Non-fiction: Instructional Implications for English Language Learners (keynote speaker Mr. John Stead)

Part D: Parental Engagement Activities

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

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

Begin description here:

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

P.S. 59 conducted a survey with parents of ELLs as well with the parents of the rest of the population to identify areas of interest. According to the results of the surveys of parents of ELLs, we will be conducting the following workshops to meet their needs and interests.

Developing Effective/Successful study skills- November 28, 2012 from 8:00a.m. to 9:00 a.m.

Using Technological Based Resources- December 19, 2012 from 8:00a.m. to 9:00 a.m.

Comprehension Strategies and how to use them with their Children during mid- February 2013.

How to prepare your child for the State Tests at the end of February.

How to develop Writing Skills- March 5, 2013 from 8:00 a.m. to 9:00 a.m.

Part E: Budget

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

Allocation Amount: \$

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