



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS 59 WILLIAM FLOYD
DBN (i.e. 01M001): 14K059
Principal: DAWN BEST
Principal Email: DBEST2@SCHOOLS.NYC.GOV
Superintendent: ALICJA WINNICKI
Network Leader: CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

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

Directions:

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

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

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
x	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 14K059

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	374	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	6	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	88.2%	% Attendance Rate			90.0%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	7.9%	% Students with Disabilities			15.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			49.4%
% Hispanic or Latino	48.2%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	2.0%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	10.18	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	6.5%	% Teaching Out of Certification			16.1%
% Teaching with Fewer Than 3 Years of Experience	12.9%	Average Teacher Absences			6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.7%	Mathematics Performance at levels 3 & 4			8.6%
Science Performance at levels 3 & 4 (4th Grade)	43.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
It was designed collaboratively to address the needs of our school community members. It assisted us in determining the need for a coherent, rigorous, and vertically aligned curriculum. Our teacher teams met to align our plans to the common core learning standards. This allowed us to address the learning deficiencies of the students they served. This also afforded the ability to present a tangible plan to our parent body in order to assist them in better understanding the instructional shifts and how the school would address them.			
Describe the areas for improvement in your school's 12-13 SCEP.			
There needed to be more measureable benchmarks to monitor progress. We also needed to address how we can align the school community to the school's vision. Also, to provide common language and set of expectations around data and how it can be used to improve student outcomes.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The instructional shifts provided new challenges to teachers already working to improve pedagogy. The pace of which provided little time for reflection and integration into long term practice. An additional barrier came as a result of teacher attrition which could not be effectively addressed due to the hiring freeze. As a result the increased class sizes presented a new challenge to teachers unaccustomed to larger student numbers.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The school was able to focus on improving teacher expertise and improving instruction and thereby achieved the goal of student growth.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Teachers will continue to grapple with challenging professional goals, higher accountability and more rigorous learning standards. Challenges will arise in maintaining a focus on collegial inquiry and team approaches to school improvement with teachers concerned about their accountability evaluated on a numeric scale.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Increase the proficiency of our lowest third with particular attention focused on our ELLs, Special Education, and Economically Disadvantaged students. Our target is to increase our students in levels 3 by 5 percent in ELA and Math			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will meet with staff during grade meetings, "lunch and learns", inquiry periods and common preps. In addition there will be periodic newsletters and emails sent to staff. Letters, meetings, and family nights will be used to communicate with parents.			
Describe your theory of action at the core of your school's SCEP.			
Increased proficiency in utilizing data to evaluate, reform, and implement effective instruction is the primary focus. As a result teachers will as a school community use student outcomes to determine how curriculum is adjusted or modified to improve student learning and pedagogy. Frequent cycles of data monitoring and classroom observations will serve as tools to monitor the effectiveness of this approach.			
Describe the strategy for executing your theory of action in your school's SCEP.			
A strategy is to provide ongoing professional development in data usage to improve teacher skills. In addition, professional development will be differentiated to ensure that teachers have the tools to adjust instruction based on the information the data reveals.			
List the key elements and other unique characteristics of your school's SCEP.			
Using a formula of assessment, evaluation and prescription of practice to ensure that elements of the plan are used effectively and modified when necessary. Another unique element of our SCEP is the addition of pedagogical training on the Socratic method. This method was adopted in response to data showing indicating student difficulty in the area of comprehension. This method provides an engaging and core curriculum aligned strategy to address this problem.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			

Our school is able to oversee the improvement plan due to a model of shared leadership where all staff members are held accountable to learning community outcomes through practices of shared evaluation and feedback. During the inquiry team meetings, teachers present lessons, strategies, and student work to identify best practices and methodology for the purpose of collegial feedback and reflection.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
The school leadership should provide professional development for teachers in analyzing data from multiple sources to effectively identify student needs and create instructional plans based on the data. The professional development should be focused on the analysis of classroom, grade level and school wide data. School leaders should monitor the implementation of practice developed during professional development through regular observation of teacher team meetings and classroom visits.			
Review Type:	QR	Year:	11-12
		Page Number:	5
		HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

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

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of the school's teachers will have completed 20 hours of professional development on using data to plan, modify and evaluate lessons and instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups <ol style="list-style-type: none"> 1. Provide consultant support for teachers of all student populations (General Education, Special Education and ELLs). 2. Provide lunch and learn, and team meeting activities to support teachers in interpreting data collected through varied assessments and performance tasks. 3. This work will be supported by AUSSIE consultants, Administration, Literacy Support Systems, and Network 612, 4. Professional development will begin in September 2013 and continue through to June 2014. Consultants will work with teachers and administration twice a month until June 2014. Support will be provided during the school day for instructional support and planning as well as after school for curriculum and instructional plan development. ▪ Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. Teachers, Administration, Consultants, Network 612 staff ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ol style="list-style-type: none"> 6. Teachers ▪ Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> 1. Beginning in September 2013 , completion June 2014 ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ol style="list-style-type: none"> 1. Articles, professional text, videos, and modeling will be used to support teachers. Additional support will be provided by affording teachers the time to meet, evaluate data, and exchanging best practices.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.															
X	PF Set Aside		X	Tax Levy		X	Title IA		Title IIA			Title III			Grants
List any additional fund sources your school is using to support the instructional goal below.															
Focus Funding															
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.															
	PF AIS			PF CTE			PF College & Career Readiness	X	PF Common Core						
	PF ELT			PF Inquiry Teams		X	PF NYS Standards and Assessments		PF Parent Engagement						
	PF Positive Behavioral Management Programs						PF RTI		PF Supporting Great Teachers & Leaders						

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Enhance instructional practices across the school so that in all classrooms students are engaged in higher order thinking multiple entry points and appropriately challenging tasks and discussions.			
Review Type:	QR	Year:	12-13
Page Number:	5	HEDI Rating:	D

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	3.2 Enact curriculum		3.3 Units and lesson plans
X	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, 100% of all students in grades 3 through 5 students will be engaged in Socratic Method discourse in literacy and 100% of students will engage in reciprocal teaching in grades K through 2.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
1. Administrators will work collaboratively with Literacy Support Systems Consultants and teachers in grades 3 through 5 in developing Socratic discourse in literacy. Administration will collaborate with Editure Consultants and teachers to support developing reciprocal teaching in grades K - 2. Consultants and administration will model techniques and work with teachers to develop plans for effective lessons. Teachers will observe each other and critique process to facilitate improvement.	
B. Key personnel and other resources used to implement each strategy/activity	
1. Consultants, Teachers, Administrators, Paraprofessionals, Network 612 staff, articles, books and videos.	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. Improved student conversations, and comprehension skills as evidenced on monthly assessments (observations and skills tests).	
D. Timeline for implementation and completion including start and end dates	
1. Beginning in October 2013 through completion in June 2014.	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
1. Lab site viewing opportunities will be scheduled as well as common preparation periods.	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.													
X	PF Set Aside		X	Tax Levy		X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.													
Focus Funding													
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.													
	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core						
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement						
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders						

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).	
Improve the use of assessment practices across grade levels so that adjustments to instruction are timely and effectively meet all learning needs.	

Review Type: QR	Year: 12-13	Page Number: 6	HEDI Rating: D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June of 2014, will have developed a system of assessments with benchmarks and aligned to classroom and RTI initiatives to ensure that adjustments to instruction meet all students' needs in a timely fashion.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Teachers will be provided with professional development on the conversion of program created rubrics to student friendly rubrics.
- CCSS aligned assessments will be developed and utilized to determine the instructional adjustments must be made.

B. Key personnel and other resources used to implement each strategy/activity

- Teachers, administration, consultants, Network 612 staff, books, webinars, videos

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Classroom observations, review of student work, assessments, and other assessment data.

D. Timeline for implementation and completion including start and end dates

- Work will begin in September of 2013 and conclude in June of 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Per Session will be used for assessment development, scoring and assessment evaluation in addition to grade planning time, lunch and learns and inquiry time.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Focus Funding

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	X	PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

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

Review Type: IIT	Year: 10-11	Page Number: NA	HEDI Rating: D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the position "Dean of Students" will be established to oversee systems and partnerships to ensure that student support mechanisms function effectively as intended.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Determine from a school wide needs assessment what services are necessary to support all students, specifically students with disabilities and English Language Learners.
2. Continue work CBO's and develop new partnerships.
3. Collaborate with parents and school committees to address the socio-emotional needs of students.
4. Integrate the work of CBO's into seamless support structure for student improvement.

B. Key personnel and other resources used to implement each strategy/activity

1. Dean of students, Teachers, Administration, Network 612 staff, parents.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Reduced student disciplinary incidents, Greater CBO integration

D. Timeline for implementation and completion including start and end dates

1. Commencing in September 2013 and concluding June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Scheduled meetings with CBO's, parent meetings, Cabinet meetings with administration

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The SLT, in collaboration with the Parent Association and the Parent Coordinator, should develop strategies that supporting increasing parental involvement.

Review Type:	IIT	Year:	2013-14	Page Number:	N/A	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June of 2014, we will develop ,in collaboration with SLT members, PTA, and Network 612 methods to increase parental involvement at the March parent teacher conference by 5% over November 2014, and other parent events.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Workshops for parents as determined by parental preference survey.
2. Literacy and proficiency classes for parents to assist them in providing greater support to their child at home.
3. Provide training in how to better support students in their core curriculum work.
4. Support parent volunteers by procuring services from Learning Leaders

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, SLT members, school non-pedagogical staff, Learning Leaders, automated calling system, internet site featuring class webpages to post upcoming events and homework.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monitor attendance from parent events.

D. Timeline for implementation and completion including start and end dates

1. This initiative will begin in September 2013 and end in 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Workshops will be scheduled during morning and evening sessions to accommodate parent schedules. Automated calling system will be utilized to notify parents of upcoming events.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Focus Funding

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

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

**Title I Information Page (TIP)
For School Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

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

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

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- a. Align professional development topics to improve and increase teachers' knowledge of core curriculum state standards alignment across subjects the teachers teach.
enable teachers to become highly qualified if they are teaching in a federal core content area;
- b. Ensure that training is intensive, and ongoing while maintaining a classroom focus in order to have a positive and lasting impact on classroom instruction and teachers' performance in the classroom;
- c. Provide research-based professional development to improve student academic achievement.
- d. Increase and enhance the knowledge and teaching skills of teachers;
- f. Ensure delivery by individuals who have emonstrated qualifications and credentials in the focus area of the professional development;
- g. Support the success of all learners including children with special needs and limited English proficiency;
- h. Technology integration as professional development that prepares students for the 21st century and beyond.
- i. Use data and assessments to determine topics and as training to assist teachers in improve instruction; and

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Often it is found that a byproduct of living in temporary housing is that students are retained in a grade once or even two or more times. This can cause students to have a sense of hopelessness and defeat. To address this we combine the resources provided to support students in temporary housing and SWP with funds to support overage students to assist them with additional materials for academic and socio-emotional support to help them to achieve academic progress.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

It is important to assist students and families with the transition they and their child will make from preschool to Kindergarten and eventually grade school. To this end teachers develop plans to carry out a number of initiatives:

- Including talking with the children about their feelings about the change. Share their own feelings as well.
- Children should have many opportunities to talk about their fears and concerns. It is okay to say they will miss the students and that they are also proud they're growing up and moving on.
- Write and illustrate a class book about children's and teachers' feelings about going to kindergarten.
- Invite a kindergarten teacher to visit their program to explain what happens in kindergarten and answer questions. They prepare the children beforehand by introducing the K-W-L format (what we know, what we want to know, what we have learned).
- Make a list of the children's ideas about what kindergarten is like.
- Make a bulletin board about kindergarten using all the photographs and comments from the children.
- Visit the kindergarten class or classes several times throughout the year to make for a smoother transition. When preschool and kindergarten classes do joint activities, the preschoolers tend to feel more comfortable when moving on to kindergarten.
- Early childhood educators must also help families understand what kindergarten readiness really means. Children who are ready for kindergarten can take care of personal needs such as hand washing and going to the bathroom.
- They have the motor skills needed for activities requiring coordination and balance, such as bike riding, skipping, or participating in team sports.
- They have to develop the small muscle coordination needed to hold and write with a pencil or other tool.
- In addition, they must regulate their own behavior and express their feelings with words, and can learn math, reading, and other academic skills at the kindergarten level.
- Contact day care centers that feed our school and arrange for visits and orientations.

We encourage families to:

- Read to their child every day, discuss and ask questions about the story to build comprehension skills
- Provide crayons for drawing and scissors for cutting
- Do playful number activities such as counting, telling the number before and after a quantity, and telling how much you have when there is one more or one less than a quantity
- Offer markers, Legos, and other small manipulatives to support development of their child's grasp and fine motor coordination
- Give their child opportunities to make decisions and smart choices
- Institute early bedtimes and provide healthy meals
- Attend an open house in the fall (many schools have these)
- Attend orientation in the spring
- Visit the school and meet the kindergarten teacher
- Shop for school supplies (upper grade teachers provide a list)

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school has limited time and resources therefore consideration must be given to the efficiency of different approaches to assessment. Equal attention must be paid to implementation methods required to provide a full understanding of what is tested, along with the time needed to develop and implement the methods, and score results. Teacher skills and knowledge are equally important factors, as well as the level of support and resources. Teacher input provides essential understandings to ensure effective assessments. These assessments look at what students learned but of equal importance, what was effectively taught. To this end we look to teachers to provide:

- Knowledge of student learning targets and the nature of the assessments prior to instruction (e.g., knowing what will be tested, how it will be graded, scoring criteria, anchors, exemplars, and examples of performance).
- Student prerequisite knowledge and skills, including test-taking skills.
- Knowledge of students and factors that may influence assessment results.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Where Tomorrow's Leaders Learn

Parent-School Compact

P.S. 59 William Floyd School will:

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

We the students of P.S.59 will:

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

Signatures

School Official Date Parent Date Student Date



Where Tomorrow's Leaders Learn

Alison Alexander Assistant

Down Beat

Padre-Escuela Compacto

P.S. 59 William Floyd School va a:

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

Nosotros los estudiantes de PS 59 vamos a:

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

Firmas

Escolar	Fecha	Padre	Fecha
		Fecha	Estudiante
			Fecha



PS 59 PARENT INVOLVEMENT POLICY

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive
- Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

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



Where Tomorrow's Leaders Learn

Alison Alexander Assistant

Down Beat

PS 59 POLÍTICA DE PARTICIPACIÓN DE LOS PADRES

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

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

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

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

- la participación activa de los padres y participar en la planificación, revisión y evaluación de la eficacia del Título I de la escuela programar como se indica en la integral
- Plan para la Educación, incluida la aplicación de la política de la escuela Título I Participación de los padres y la escuela y los padres;
- involucrar a los padres en las discusiones y decisiones sobre el Título I requiere la retirada de tierras, fondos que se asignan directamente a las escuelas para promover la participación de los padres, incluyendo la alfabetización familiar y la crianza de los hijos;
- asegurarse de que el Título I fondos asignados para la participación de padres se utilizan para llevar a cabo actividades y estrategias que se describen en la Política de Participación de los Padres y el Acuerdo entre la escuela y los padres;
- apoyo a nivel escolar comités que incluyen a los padres que sean miembros del Equipo de Liderazgo Escolar, la Asociación de Padres (o

Asociación de Padres y Maestros) y el Título I del Comité de Padres. Esto incluye la prestación de apoyo técnico y el desarrollo profesional continuo, especialmente en el desarrollo de habilidades de liderazgo;

- mantener un coordinador de padres (o un miembro del personal dedicado) para servir como enlace entre la escuela y las familias. El coordinador de padres o un miembro del personal dedicado a proporcionar talleres para padres sobre la base de las necesidades evaluadas de los padres de niños que asisten a nuestra escuela y trabajar para asegurar que nuestro ambiente escolar acogedor y atractivo para todos los padres. El coordinador de padres también mantendrá un registro de los eventos y actividades programadas para los padres cada mes y presentar un informe a la oficina central.;
- Llevar a cabo talleres para padres con temas que pueden incluir: habilidades de crianza de los hijos, la comprensión de la responsabilidad educativa a nivel de grado y plan de estudios de evaluación de las expectativas, servicios de alfabetización, el acceso a la comunidad y apoyo y capacitación en tecnología para desarrollar la capacidad de los padres para ayudar a sus hijos en el hogar;
- proporcionar oportunidades a los padres para ayudarles a entender el sistema de rendición de cuentas, por ejemplo, NCLB / sistema estatal de rendición de cuentas, los niveles de competencia académica, tarjeta de informe escolar anual, informe de progreso, Informe de Revisión de Calidad, Informe de Aprendizaje Encuesta de Medio Ambiente;
- acoger el título requerido Anual I Reunión de Padres en o antes del 01 de diciembre de cada año escolar a los padres de niños que participan en el programa Título I sobre el Título I de la escuela financiada programa (s), su derecho a participar en el programa y el requisitos de participación de los padres en el Título I, Parte A, Sección aplicables las secciones 1118 y otro bajo la ley No Child Left Behind Act;
- programar reuniones adicionales padres, reuniones trimestrales, por ejemplo, con horarios flexibles, tales como reuniones por la mañana o por la noche, para compartir información sobre el programa educativo de la escuela y otras iniciativas de la Canciller y permiten a los padres a proporcionar sugerencias;
- traducir todos los documentos de la escuela críticos y proporcionar servicios de interpretación durante las reuniones y eventos, según sea necesario;
- realizar un Anual del Título I de Padres Feria / Evento en el que todos los padres están invitados a asistir a las presentaciones formales y talleres que abordan su habilidad académica del estudiante necesita y lo que los padres pueden hacer para ayudar;

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

- la celebración de un I anual de Padres de Título Curriculum Conferencia;
- organización de eventos educativos de la familia / actividades durante las conferencias de padres y maestros y en todo el año escolar;
- fomentar la participación significativa de los padres en los Equipos de Liderazgo Escolar, la Asociación de Padres (o Asociación de Padres y Maestros) y el Comité de Padres del Título I;
- apoyar la celebración de eventos o Día de la Familia;
- el establecimiento de un Centro de Recursos para Padres / Área o préstamo de biblioteca, materiales de instrucción para los padres;
- Eventos de alojamiento para apoyar, hombres que afirman el liderazgo en la educación de sus hijos. los padres / tutores, abuelos y padres adoptivos;
- animar a más padres de familia voluntarios capacitados de la escuela;
- proporcionar por escrito y verbal informes que periódicamente se dan para mantener a los padres informados del progreso de sus hijos;
- el desarrollo y distribución de un boletín de la escuela o publicación web diseñada para mantener informados a los padres sobre las actividades escolares y el progreso de los estudiantes;
- Proporcionar los planificadores de la escuela / carpetas para la comunicación regular por escrito entre / profesor y la casa en un formato, y en la medida de lo posible en los idiomas que los padres puedan entender.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 14	Borough Brooklyn	School Number 59
School Name William Floyd School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dawn Best	Assistant Principal Cherry-Ann Hislop
Coach type here	Coach type here
ESL Teacher Leonor A. Mannucci	Guidance Counselor Miriam Lamothe
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Nilsa Torres
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	338	Total number of ELLs	38	ELLs as share of total student population (%)	11.24%
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Part II: 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): English/Spanish

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Freestanding ESL														
Pull-out	0	1	1	1	1	1	0	0	0	0	0	0	0	5
Push-In	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Total	1	2	1	2	2	1	0	9						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	8	0	0	0	0	0	0	0	0	8
ESL	20	0	2	10	0	1	0	0	0	30
Total	28	0	2	10	0	1	0	0	0	38

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish	3	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	0	5	0	8	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
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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
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): 8 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 25 Asian: 0 Hispanic/Latino: 18
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	7	9	6	7	3	0	0	0	0	0	0	0	35
Chinese	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	8	9	7	7	4	0	0	0	0	0	0	0	38

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	3	4	1	0	3	0	0	0	0	0	0	0	0	11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	4	4	2	4	0	0	0	0	0	0	0	0	16
Advanced (A)	4	2	2	5	7	0	0	0	0	0	0	0	0	20
Total	9	10	7	7	14	0	0	0	0	0	0	0	0	47

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2	0	0	6
4	3	0	0	0	3
5	9	0	0	0	9
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	0	0	0	0	0	0	6
4	3	0	1	0	0	0	0	0	4
5	10	0	0	0	0	0	0	0	10
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	1	0	1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	2	0	0	0	0	0	4
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	1	0	1

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Presently, the Fountas and Pinnell assessment tool shows that the ELLs are not on their reading grade level. There is a gradual progress to the next reading level. The insight that the data provides about the ELLs is that they require more direct explicit instruction in vocabulary, phonics, and meaning. This information can help inform the school's instructional plan by helping us to establish beneficial vocabulary instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels on LAB-R, NYSESLAT and grades reveal an increase in English language acquisition. The students that require academic support because of learning challenges have not shown an increase in proficiency level. The LAB-R results indicate 2 beginners in Kindergarten and 1 advance. Also, one beginner in 1st and 2nd grade. The NYSESLAT proficiency levels indicate: 1 beginner in 1st grade and 1 intermediate. There are 2 beginners in 2nd grade, 4 intermediate, and 2 advance. There is 1 beginner in 3rd grade, 4 intermediate, and 2 advance. There is 2 intermediate in 4th grade and 5 advance. In 5th grade there is 1 advance, 1 intermediate, and 2 beginners. Patterns across the NYSESLAT modalities will affect instructional decisions by helping the teachers in improving oral language development, content-based learning in accordance with Common Core Learning Standards, concentration on specialized academic vocabulary, academic sentence structures ["due to the"], and formal academic English so that they are engaged in discussions that promote deeper thoughtful insight.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The RNMR is not available as of October 17, 2013.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?4a. The patterns across the proficiencies and grades show that the ELLs are making some progress. The ELLs that are not newcomers score better in the Listening and Speaking modalities. They score lower in the Reading and Writing modalities. The newcomers score lowest on the Speaking modality with a little comprehension in reading and writing. The student that took the Math and Science assessment in her native language scored below average she is a student with disabilities. This year the school did not use the ELL Periodic Assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
The data is used to help us plan better focused lessons that match instruction to each child's learning requirement. This helps us to understand where ELLs are having difficulties. It aids us in creating beneficial instructional lessons and to decrease referrals.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A student's second language development is considered in instructional decisions by continued communication between the ESL teacher and the classroom teacher. Classroom practices include Common Core learning standards, Listening, Speaking, Reading, Writing standards and purposeful academic activities. The ELA program has a section for ELLs that shows the classroom teachers how to address academic vocabulary. For example, in one unit the 4th graders were reading about a scientist that studied spiders. A picture of an "orb" with a comprehensible explanation was provided.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?7a. This year the school is using Estrellitas to assess the EPs in the second target language. The level of language proficiency has not yet been determined. The EPs do not take the State assessments they are in Kindergarten and First Grade. As of now a City Assessment has not been administered to the EPs in Kindergarten and First Grade.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

I evaluate the success of the ESL program by observing my students while they are in class learning about different concepts. When I see that they are expressing themselves in English and they feel comfortable in class, I see success. I also see success when they adapt academic vocabulary in speaking, writing, reading, and listening comprehension. Also, better test scores.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a parent or guardian enrolls a student in P.S. 59 a Home Language Identification Survey [HLIS] is completed. A translator is provided to parents that speak Spanish. The Department of Education's Translation and Interpretation Services Unit is used if a parent requires translation in another language. The ESL teacher is bilingual [English/Spanish]. She is in her 17th year of teaching ELLs. She interviews the parent and assist in filling out the HLIS. If a parent indicates on the HLIS 1 "other" in parts 1-4 and 2 "other" in parts 5-8, within 10 days of registration the student is administered the LAB-R. If the student scores below the proficient level on the LAB-R, the LAB is administered. The exams are hand-scored.
□□□□□
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.
The parents are invited to a Parent Orientation that provides an informative video, information on entitlement, program descriptions, mandated instruction time, language proficiency level of the student, and test descriptions [LAB-R, LAB, NYSESLAT]. The orientation is provided in the parent's first language. Questions are answered by the presenter which is the ESL teacher. Afterwards, a Parent Survey and Selection Form is completed and parents receive an informative brochure. If a parent cannot be present for the orientation, another date is provided and/or a telephone conference. These measures are achieved after the parent has received the student's entitlement letter. The entitlement letter and the Parent Orientation notification is sent within a week to 10 days after the student has been tested. The parent's choice is entered into ATS via ELPC.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The school ensures that entitlement letters are distributed by having the students sign that they have received the letter, and they will give it to their parents. The Parent Survey and Program Selection forms are returned at the end of the Parent Orientation, if they haven't been returned earlier. The original surveys are filed in the student's cumulative record. A school copy is made and filed in the ESL classroom. So far we have received all our forms, but if a form is not received the student is placed in an ESL program until we meet with the parent. Presently, we do not have sufficient students to open a TBE that is why we would provide ESL instruction to the student. The parent will consistently be called upon until he/she makes a choice.
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.
The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs include: a LAB-R score to determine if the student is an ELL, consultation in the parent's first language, a description of the 3 programs in NYC: TBE, Dual Language, ESL.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The steps to be taken to administer all sections of the NYSESLAT to all ELLs each year are: identification of ELLs, teacher training to administer the NYSESLAT, student attendance for each component taken, appropriately grouping of students within the bands of the test and number of students, IEP modifications [student may need to be tested in a smaller group], testing within

the testing window including absentee students, secure distribution and collection of test components, teacher signature and initial of total components received and returned, secure place to lock the test until completed and returned to the place that is listed in the NYSESLAT Administrator's Manual.

6. 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.) 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. 
- After reviewing the Parent Survey and Program Selection Forms for the past few years, parents have requested a Freestanding ESL Program for their children. We began a Kindergarten Dual Language Program last year and we have a new Kindergarten Dual Language Program this year. The numbers for the past 2 years and the present year are: 2011-2012- 5 parents choice ESL, 2012-2013 - 1 parent chose ESL for 2 of his children, 3 parents chose the Kindergarten Dual Language Program, 2013-2014 - 2 parents chose ESL, 1 parent chose the First Grade Dual Language Program and 2 parents choice the Kindergarten Dual Language Program. Presently, it seems like ESL is the program model for P.S. 59. As the Dual Language Program progresses to more grades it is possible that parents will choose Dual Language. The alignment between parent choice and program offerings is built by consulting them of the programs we provide.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 1a. The organizational models that we use are push-in and pull-out. The program model is heterogeneous.

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)?

The mandated hours for the beginners and intermediate students are 360 minutes per week of ESL instruction. The advanced level students receive 180 minutes of ESL instruction. The ELLs receive 180 minutes of ELA instruction per week. The 1st and 2nd grade beginners and intermediate students receive ESL twice on Monday, Thursday, Friday and once on Tuesday and Wednesday. The advance leveled 1st and 2nd graders receive it twice on Monday and once on Tuesday and Wednesday. The 3rd graders that are beginners and intermediates receive two periods on Monday one being push-in, one period on Tuesday, two periods on Wednesday and one period on Thursday and Friday. The advance level students receive one push in period on Monday, two periods on Tuesday and one period on Thursday. The other group of third graders that are beginners in intermediate in another class receive one period on Monday, two periods on Tuesday, two periods on Wednesday, and one period on Thursday and Friday. The 4th and 5th grade beginners and intermediate students receive one period on Monday, two periods on Tuesday, two periods on Wednesday, one period on Thursday and Friday. The fourth graders receive push-in on Tuesday, Thursday and Friday for a period.

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 foster language development and meet the demands of the Common Core Learning Standards.

The language used to deliver content area Common Core instruction is English. The methods used to make content comprehensible is translation dictionaries, graphic organizers, pictures/photographs, explicit discussions about academic vocabulary in text [more targeted and intensive], student reflections through specific content related questions, and student peer group discussions about specific pieces of academic text.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Presently, ELLs are evaluated in their native language using the LAB for Spanish speaking students at the beginning of the year. The majority of our ELLs speak English and do not write or read in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year the ELLs are tested in all four modalities by the pre and post test that they are given in class and in ESL class.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Presently, we do not have a SIFE subgroup. If SIFE students were enrolled in this school, we would provide academic intervention and encourage them to attend the Extended Day Program for 50 minutes every Monday and Tuesday. The student would participate on weekly targeted skill practices.

b. The plan for the newcomers is to have them better develop their thinking skills while acquiring English. This may be accomplished by using Bloom's Taxonomy, Habits of Mind and knowing more about their learning preference. They will practice readings and related writings to non-fiction text and fictional text. They will use graphic organizers, such as: concept maps, KWL, Venn Diagrams, academic vocabulary meaning graphic organizers to help them understand their readings, and how to organize their writing. The first language is seen as a benefit for the newcomers to enjoy a culturally diverse education.

c. The plan for the ELLs receiving service 4-6 years consist of their participation in lessons that entail knowledge, comprehension, application, synthesis and evaluation. An example for the strategy of knowledge would be a question stem,

such as: Find the meaning of ____? The outcome may be a chart that shows the multiple meaning of a word. Academic language is a challenge for our ELLs, but not impossible to obtain when appropriate instruction is given. There will also be a language objective in the lesson plan for ELLs.

d. Presently, we do not have long terms ELLs but if we did we would concentrate on strengthening academic vocabulary. Also, practices in descriptive speaking and directions. Former ELLs will get academic support through the use of advance graphic organizers, cognitive strategies (making connections, summarizing, rehearsals) , social affective strategies (questioning, cooperation, self talk).

7. 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?

The instructional strategies and grade-level materials that teachers of ELL-SWDs use to provide access to academic content and English language development are: 3rd grade and 5th grade appropriate material that is modified to their academic learning capability. This changes as the student shows progress in the content area. It includes math workbooks, reading response book, leveled library, math manipulatives, writing strategies [mechanics and punctuation practices], Johnny can Spell [phonic program], a variety of graphic organizers, and prompts.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school uses curricular, instructional and schedule flexibility to meet the diverse needs of ELL-SWD with the least restrictive environment. The ELL-SWD is included in all curricular aspects by participating in chess instruction, music and art instruction when funding permits. The student participated in physical education classes, Fun Day activities and trips.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

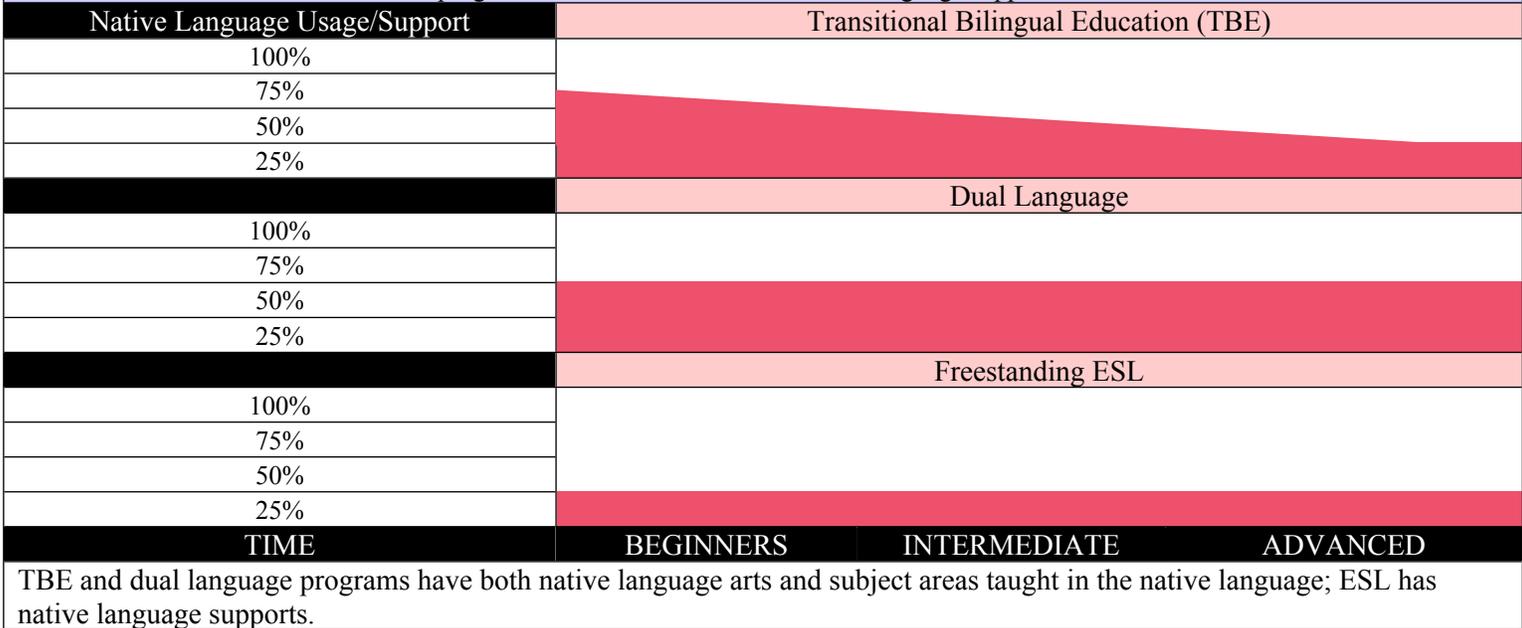
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



B. Programming and Scheduling Information--Continued

9. 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.
- To help our ELLs in the math content area we are concentrating on the following: clear understanding of ELLs data to present high quality instruction, implementation of differentiated instruction to help individual students obtain concise meaning from instruction, instruction that prompts students to use their thinking skills, and new strategies to improve their mathematical solution methods, new math program [Go Math]. ReadyGen is the new program that we have incorporated to help our ELLs in reading and writing aligned to the Common Core Standards. The instruction is conducted in English. The teachers may also use cognates and translation resources to support the ELLs. The ELLs that are in special education use pictures, manipulatives, concrete examples to support them in understanding different academic concepts. Technology is used by supportive websites in computer class and in the classroom.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the current program is adequate to the extent that it supports the ELLs with visuals, hearing how academic books are read, student discussions about academic readings, reinforcement in a quick write about what they read, what they learned, and a question they may have. Language is being heard, and spoken among the students about interesting academic concepts such as: skeletons, spiders, and scientists.
11. What new programs or improvements will be considered for the upcoming school year?
- The new programs or improvements that will be considered for the upcoming school year are: individual academic plans written for ELLs that are reaching proficiency. The teachers will use data for ARIS, NYSESLAT scores, pre and post skill area tests, to better help the ELLs with language acquisition through the academic disciplines.
12. What programs/services for ELLs will be discontinued and why?
- Presently, the programs and services for ELLs continue in P.S. 59 with available allocated funding.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- To continue to support the ELLs and their parents in our school community we plan to offer an after school program that offers ELA practices and Mathematic practices. This will support them to prepare for the state exams. The workshops provided by our parent coordinator, Ms. Torres will continue to offer informative sessions in their first language about a multitude of programs. This year the fifth grade ELLs were invited to go on a college tour, a good portion was sponsored by the pedagogical staff. This service was to make a long lasting impression on the students about the rewards of completing a higher level education.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials, including technology to support the ELLs include: leveled libraries, supporting websites manipulatives, books on tape, big books, Avenues and McGraw Hills Wonders readings.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language is supported in ESL by bilingual dictionaries and glossaries. A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The services support ELLs from ages 6-10 in grades 1-5 by supporting language acquisition and comprehension. The ELLs are engaged in Common Core instruction that is age and grade level appropriate in academic content areas. This includes AIS and SETTS programs.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- New ELLs may tour the school and discuss their expectations and the school's expectations.
18. What language electives are offered to ELLs?
- The language elective for K and 1 ELLs is English and Spanish. Presently, for grades 2-5 it's only English.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

- a. The target language is used 50% of the time in instruction .
- b. Presently, we have a K-1 program that is integrated the whole 5 school days, and the content areas are taught in the class.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for all ELL personnel at the school comes from the belief that all teachers are teachers of language. They all construct and deliver instruction that is appropriate for multi-cultural and multi-lingual students. In order to promote academic success, teachers will use different instructional materials to help ELLs. They participate in professional developments that support understanding in teaching ELLs. This year the professional development in language arts and math includes how to use ReadyGen [reading and writing] and Go Math with ELLs. The ESL teacher will provide webinars on ColoringColorado and articles based on research specifically for teaching ELLs. She will also provide graphic organizers created by Robert Marzano that help ELLs in understanding academic vocabulary.

2. The professional development that is offered to teachers of ELLs including the ESL and Dual Language teachers comes from Pearson ReadyGen [NYCDOE Citywide Curriculum PD Team], visiting the Common Core Library, school based professional development, Office of ELLs professional development, ColoringColorado.com and the Go Math professional development is offered through the Citywide Curriculum PD Team. Teachers also use the UFT newspaper to read about different professional developments that are offered. The Department of Education also offers professional development such as RTI.

3. The support that is provided to assist ELLs as they transition from elementary to middle school is the counselor presents a workshop on the steps to picking a school before graduation. She also helps them to fill out the application and if they want to visit the school, she gives them information about the school. A school description manual is also given to the students to view with their parents.

4. This year the ESL teacher will provide the ELL training by using webinars, research-based readings, and school-based professional development to fulfill the 7.5 hours of ELL training for classroom teachers, and 10 hours ELL training for special education teachers.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are invited to several school workshops through out the year by the Parent Coordinator. An ESL Common Core Informative Session was offered in October, and there will be another one in late November. In October a "Rites of Passage" workshop was offered. We also have the Lutheran Medical Center and the Department of Dental Medicine offering workshops for our parents. We have an outreach coordinator [Ms. Rosa] that Ms. Torres [Parent Coordinator] contacts for resources about free dental work [in process]. We offered a Food Workshop where Ms. Nelida Beckles came to do a presentation on the safe handling of food. Learning Leaders came in October to do a workshop that concentrated on math skills for helping parents to support their children. There is also a bullying informative letter that tells the parents about a pro-kindness presentation for their students given at school. The parents are also informed about the Brooklyn Public Library's ESL programs for Adults, the phone number and address is provided for further individual information.1
 2. The school partners with Learning Leaders which is a New York City volunteer program for over fifty years. The program trains volunteers to provide tutoring and other school-based support. They equip parents to support their children's educational development. In October a program manager [Kendra Strouf] came in to offer training in early Math Skills, provide resources, raffle books related to CCSS and to give the web address.
 3. We evaluate the needs of the parents by identifying their first language, and providing helpful information in that language. We have discussions with them when they participate in workshops, and they ask questions that concern them. We use these questions to provide supportive answers and resources. We also look at the Parent Survey that they have provided to better understand which programs they are interested in for their students.
 4. The parental activities presented address the parents needs by providing informative and helpful solutions to certain concerns. The parental activities also present new and valuable resources that they did not know existed. The activities also create communication among the parent, teacher, and other school personnel. The parents are able to speak in their first language about support for their children. Translation services are available by the Office of English Language Learners. We have 2 staff members in the main office whom speak Spanish.

E. 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.

Please accept that this form did not allow me to continue my documentation for 6d,6e ,7,8,19,19b,c,d,and e. [A.Programming and Scheduling Information] in the space provided. Therefore, it will be provided here: 6d. Describe your plan for long-term ELLs (completed 6 years) - Presently, our school does not have long-term ELLs. In the future, if we should have long-term ELLs our plan is to promote vocabulary knowledge which involves comprehension of receptive and expressive vocabulary, enhance syntax, morphological skills such as comprehending that a suffix "ly" can change a word from an action word to a word that describes an action, and a focus on relationship among words in all academic subjects.

6e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient) - our plan is to inquiry about areas that require development with the classroom teacher. Then to plan collaboratively to address these needs and to create practices that emphasis academic interaction with varied text [literature, mathematics].

7. 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? The instructional strategies and grade-level materials that teachers of ELL-SWDs use to provide access to academic content areas and to accelerate English language development are: appropriate grade-level graphic organizers that promote understanding of various comprehension skills, pictorial representations of content area topics, academic vocabulary practice of words that students will encounter by doing a pre-reading/discussion, peer questioning and answering about specific parts of the topic, manipulatives and demonstrations to help ELL-SWDs to see what the content entails. This year the ESL teacher is using the SOLOM [Student Oral Language Observation Matrix], which is a rating scale to help her see the growth of the ELL-SWDs command of oral language. Cognates, oral and/or written translations are available for the ELL-SWDs in order to aid them in comprehension.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment? Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by: including them in every school event, trips, elections of school government, outdoor activities [June-Fun Day barbecue and sports], musical performances, movie viewing and, Extended Day instructional lessons.

B. Programming and Scheduling Information-Continued : 19. For schools with dual language programs- 19b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately? The EPs and ELLs in Kindergarten and 1st. grade are integrated 100% , 5 instructional days per week. When they go to Social Studies class, they are integrated. 19c. How is language separated for instruction (time, subject, teacher,theme)? Language is separated for instruction by teaching in English on Mondays and Tuesdays, teaching in Spanish Wednesdays and Thursdays, dividing instruction 50/50 in English/Spanish on Friday. The students receive 225 minutes per week of Native Language Arts which is part of Monday, Tuesdays, and Fridays instructional lessons. The teachers are the dual language classroom teachers in one Kindergarten class and one 1st grade class. They teach the varied subjects and themes in this manner. 19d. What Dual Language model is used (side-by-side, self-contained, other). The Dual Language model used in Kindergarten and First Grade is self-contained. 19e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)? Emergent literacy is taught sequentially.

Finally, the data in this document is from October 30, 2013. The data based on "years of services" is from November 1, 2013 - Years of Services Report [RYOS].

Part VI: LAP Assurances

School Name: William Floyd School

School DBN: 14B59

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14B59 School Name: William Floyd

Cluster: 06 Network: 612

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our 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: are a review of the Home Language Identification Survey and the number of ELL parents or guardians in our school. We also may use the New Ethnic Code Report [RNEC] to help us formulate an idea of the total number of parents that may speak another language.

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

Presently, we have 36 parents that require written translation and oral interpretation. The translations required were found to be in Spanish and Mandarin [one]. The findings were reported to the school community by the ESL teacher and /or the pupil school secretary. The ESL teacher informs the classroom teacher of ELLs about the first language. We provide notices in Spanish/English for parents of non-ELLs also to ensure that if a parent prefers Spanish, they are provided with it.

Part B: Strategies and Activities

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

The written translation services the school will provide are letters concerning school events in the first language. Also, personal notes, report cards, and brochures. The procedures to ensure timely provision of translated documents are: gather the number of HLIS that state another language is the first language, and send all school related letters in both languages. Written services are provided in-house by school staff and or parent volunteers. The Language Translation and Interpretation Unit is called if we require another language to be translated.

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

The oral interpretation services the school will provide is by school staff members that speak Spanish. We presently have one student whose parents speak Mandarin. The Language Translation and Interpretation Unit will be used to interpret information to the parents.

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

The school will fulfill Section VII of Chancellor's Regulations A-663 by providing a copy of the Bill of Parent Rights and Responsibilities. This informs them about the translation and interpretation services available. Translated versions of the Bill of Parent Rights and Responsibilities are available and will be provided. Also, a sign of available interpretation services will be posted in a conspicuous place near the entrance of the school.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: PS 59 William Floyd	DBN: 14k059
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: 36
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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ELL students, when provided effective support, can often transfer knowledge from their native language instruction to their new language. For other ELL students, where there is an absence of schooling in their native language, students require a different kind of support in order to help them meet proficiency in English. Students must be assessed and separated into those categories in order to make support more efficient. ELL students in grades 3-5 with more than three years in the US and whose grades are below proficiency will be invited to after school direct instruction classes. Students with limited or no schooling prior to US instruction will be grouped into smaller cohorts. These classes will be held twice weekly for 2 hours beginning in December of 2013 and ending in May of 2014. The language of instruction will be English conducted by three certified teachers. Materials used will be ELA and Math intervention materials and NYSESLAT preparation materials.

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: Teachers need support in aligning the new instructional and curriculum shifts. The ESL and Bilingual teachers will receive training. Teachers will receive a minimum of 50 hours of professional development over the course of the school year. Support will be given through professional learning circles after school for 1 hour once every two weeks. During the day teachers will receive in class coaching and preparation period planning assistance 50 minutes to an hour in duration depending upon scheduling. Teachers will be trained on small group instruction, guided reading, Socratic discourse in reading and math, building number sense, and effective problem solving strategies using exemplars. This professional development will be provided by Literacy Support Systems.

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

Part D: Parental Engagement Activities

Begin description here: Parents are an important link to student success in school. To that end parents need to understand the new curriculum shifts and how they can support student progress at home. Often parents of ELL students don't feel included in the school community due to language barriers. The parental involvement component is integral to school parent partnerships especially for ELL families. Parental involvement will include 1 workshop each held for parents on how ELL students can meet the common core mandates in ELA and Math. The workshops will be of a two hour duration. One workshop will be held in December the other in February. The workshops will be conducted by the ESL/Bilingual teacher. Parents will be notified of these workshops by backpacked flyers and phone messaging announcements.

Part E: Budget

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

Allocation Amount: \$0

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

