



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS59 BEEKMAN HILL INTERNATIONAL SCHOOL

DBN (i.e. 01M001): 02M059

Principal: ADELE SCHROETER

Principal Email: ASCHROE@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: DANIEL FEIGELSON

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
Adele Schroeter	*Principal or Designee	
Elisabeth Stephens	*UFT Chapter Leader or Designee	
Meg Chamberlin	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
John Fisher	Member/ Parent	
Deb Millman	Member/ Parent	
Mitch Epner	Member/ Parent	
Madeleine Crowther	Member/ Parent	
Lynn Mesuk	Member/ Parent	
Johanna Koenig	Member/ Teacher	
Colleen Maresca	Member/ Teacher/Counselor	
Lindsay Brickel	Member/ Teacher	
Nekia Wise	Member/ Teacher	
Pamela Horowitz	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

With the goal of accelerating academic progress among students in the lower third of our population, we will increase our focus on their outcomes and intensify intervention efforts that target these students, particularly in the area of ELA performance.

As a result of these efforts, returning students in testing grades (grade 4 and 5) identified in PS59's lowest third will make progress that exceeds the citywide median. As a group, they will average an adjusted growth percentile of 58 in English Language Arts.

Comprehensive Needs Assessment

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

In reviewing our NYS assessment results on the 2012-2013 statewide English language arts exam, we noted that while students in our lower third demonstrated a higher rate of progress than our students overall, than the citywide average, and our peer schools' average, that rate must continue to be accelerated in order for those students to attain grade level benchmarks. In general, students below grade level must progress at a perpetually accelerated rate so that the gap between their performance and that of their typically developing peers does not become larger and more difficult to bridge. We aim to leverage academic conversations in the context of CLLS aligned instruction as a strategy to improve overall reading skill development.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Re-activate intervention SWAT team (SETSS teacher, Reading Recovery teacher, ICT coach, literacy coach) early in September with the goal of more thoroughly assessing students identified at risk in August, 2013.
2. Design and evaluate intervention supports targeted toward assessed identified needs.(i.e., Assessment Pro text levels, student reading logs, Pre- and post-unit performance tasks, spelling inventory, phonics/decoding and fluency assessments)
3. Continue to implement in-book literacy assessment in grades 2 through 5 in order to more accurately determine areas of relative strength and weakness in the development of students' reading comprehension.
4. Host grade level parent forum/s with the goal of keeping parents informed regarding changes in assessment tools and how they better align with CCLS expectations and newly revised NYS assessments.
5. Build on years of related prior professional study by designing ongoing differentiated professional development for teachers focused on the benefits of academic conversations in school as discussed in our summer professional text, Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings by Jeff Zwiers and Marie Crawford.
6. Plan and carry out teacher leader facilitated after school inquiry groups on topics that include academic talk and its potential to enhance comprehension and overall student outcomes, with Danielson Component 3B serving as a baseline.
7. Coordinate the work of staff developers and consultants so that it more specifically reflects a focus on the targeted population and moving slow progress readers.
8. Plan and implement thoughtfully designed before and after school small group support targeted at improving the performance of all students, with a particular focus on students in the lowest third, on NYS assessments.
9. Continue to revamp upper grade science program so students have enhanced experiences in the content areas, build world knowledge, vocabulary and nonfiction reading skills.
10. Continue PPT meetings to identify and strategize methods to support students who are below grade level while utilizing the RTI method.
11. Continue ICT Team meetings among co-teachers and support team to collaborate on creating specific goals for students targeted to obtain optimal results for the student.

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

1. SETSS teacher, Reading Recovery teacher, ICT coach, Literacy Coach.
2. Intervention supports targeted toward assessed identified needs.(i.e., Assessment Pro text levels, student reading logs, Pre- and post-unit performance tasks, spelling inventory, phonics/decoding and fluency assessments, Words Their Way materials)
3. Scholastic Independent Reading Assessment Kits in Fiction and Nonfiction. Replacement texts for fiction kits.
4. Fliers, refreshments, print resources, per session for planning for presenting staff.
5. Professional texts, per session for members of Professional Development Committee to coordinate and collaboratively plan study group work; per session for teachers who agree to lead study groups on related topics of expertise.
6. Per session for members of Professional Development Committee to coordinate and collaboratively plan study group work; per session for teachers who agree to lead study groups on related topics of expertise.
7. TC Consultants [Kate Roberts, 3-5 and Shanna Schwartz, K-2], AUSSIE Math Consultant [Ryan Dunn, K-5], ICT Consultant [Kristen Goldmansoru] .
8. In addition to ongoing Early Bird sessions, per session for before and after school small group work for one month prior to NYS assessments; related materials.
9. Science professional development support and nonfiction close reading texts for the lab.
10. Collaborate on intervention strategies with related service providers that support students in the lower third (i.e., speech and language and occupational therapy).

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

1. Documented growth toward grade level benchmarks, progress against rubric continua across reading and writing.
2. Assessment Pro text levels, student reading logs representing sufficient time spent reading, progression of text levels; pre- and post-unit on demand performance tasks, spelling inventory growth, phonics/decoding and fluency assessments progress as necessary
3. Attainment of grade level benchmarks as indicated in in-book literacy assessment in grades 2 through 5
4. Sign-in sheets, fliers, agendas, powerpoint presentations.
5. Informal observations reflecting effective use of information and strategies identified in professional study; effective or highly effective ratings in related areas on the Danielson Framework.
6. Agendas, notes, seminar presentations, collegial classroom visits and feedback, classroom transcripts.
7. Accelerated student progress in reading for targeted students as identified by Assessment Pro; informal and formal observations on teacher effectiveness in this area.
8. Accelerated student progress in reading for targeted students as identified by Assessment Pro; student participation in after and before school intervention programs; improved student performance on NYS assessments.
9. Informal observation data and feedback; student nonfiction text assessments; accelerated growth on NYS assessments.

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

1. September 9 through November 15; February 3 through February 14; Mid-May through mid-June.
2. September 9 through November 15 and ongoing.
3. September 9 and designated intervals in Assessment Pro.
4. Early through Mid-October for all grades and again in late January for upper grades.
5. Ongoing Monday after school study groups.
6. Ongoing September through May.
7. Ongoing and February through March.
8. Ongoing and upon release of nonfiction assessment.

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

1. Early bird, at risk sessions, push in and in-direct services; SETSS teacher, Reading Recovery teacher, ICT coach, Literacy Coach.
2. In class and early bird; Assessment Pro text levels, in book assessments, performance tasks, Words Their Way materials
3. In class and early bird; Scholastic Independent Reading Assessment Kits in Fiction and Nonfiction. Replacement texts for fiction kits.
4. Morning and evening meetings; fliers, refreshments, print resources, per session for planning for presenting staff.

5. Before school meetings, after school contractual meeting times, staff meetings; professional texts, per session for members of Professional Development Committee to coordinate and collaboratively plan study group work; per session for teachers who agree to lead study groups on related topics of expertise.
6. Before and after school staff meetings; per session for members of Professional Development Committee to coordinate and collaboratively plan study group work; per session for teachers who agree to lead study groups on related topics of expertise.
7. Twenty four visits from TC and Goldmansour consultants in addition to calendar days, leadership groups, summer institutes; professional texts
8. Ongoing Early Bird sessions, before and after school per session work with all students and especially those at risk.
9. Ongoing and early bird support; texts for lab collection

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

While PS59 is a non-Title I school, we strive continually to keep families engaged and informed regarding our instructional initiatives, recognizing the long term power of family involvement in children's success. The following initiatives and activities reflect these efforts:

- Well-attended monthly Family Friday mornings in which families are invited into classrooms to engage in instructional activities alongside of their children;
- Morning and evening curriculum meetings designed to keep parents well-informed as to our instructional initiatives, particularly in light of the increased demands of the Common Core Learning Standards regarding nonfiction reading and writing;
- Efforts at enhanced communication with families regarding instructional initiatives via e-chalk web pages, ed-modo, twitter accounts, blogs, regular email messages and traditional classroom or grade level newsletters;
- PowerPoint materials from curriculum meetings, calendars of schoolwide events and general information housed on school web site; resources made available to families via the library web site;
- Families are invited to Family Literacy days at Teachers College, as part of our partnership with the Reading and Writing Project, to build their understanding of our approach to literacy instruction and to support their efforts to be effective partners;
- Continue to implement updated progress reports for all students that include detailed reporting on student progress toward grade level benchmarks;
- Continue to implement supplemental progress reports for students receiving mandated services focused on their progress toward IEP goals and modified promotion criteria;
- Open School week opportunities to visit specialist classrooms;
- Additional time for parent-teacher conferences for grades 4 and 5 students receiving 1s and 2s on NYS assessments;
- Additional parent-teacher communication in order to coach families on utilizing tools and strategies used within the classroom to promote their use at home.
- Social events for families that support the development of community identity and inclusiveness.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

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

PS59 administrators will conduct regular informal and formal observations as dictated by teacher selections of Option 1 or 2 resulting in written and verbal feedback using all 22 components of the Danielson Teacher Effectiveness Framework to provide meaningful feedback across the year, entering all results in Advance prior to the June deadline.

Comprehensive Needs Assessment

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

The newly implemented New York State systemwide framework for teacher evaluation represents a dramatic change in the system and will require substantial time and effort to be implemented positively and effectively. Our entire school community is dedicated to the belief that a highly trained professional is a critical factor in student success. Ongoing feedback from administrators, coaches, consultants and colleagues is essential in promoting professional growth.

Instructional Strategies/Activities

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

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

1. Expand on previous work by studying the Danielson Framework in its entirety. While teachers will select individual components on which to focus, ratings will include all 22.
2. Develop an understanding among school leaders, coaches and faculty of low-inference observational data; school leaders will use low inference observations as a springboard for specific suggestions for improvement
3. School leaders design monthly schedules for teacher observation and feedback using Danielson framework

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

1. Principal, Assistant Principal, literacy coach, mentors.
2. Teacher leaders in PD Committee
3. Advance Intranet Resources

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

1. Study group content; calibration to teacher reflections on practice alongside the rubric
2. Study group practice and feedback regarding low-inference observational data; teacher responsiveness to key feedback
3. Status of observation, feedback and ratings.

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

1. Individual Planning conferences in September-October 2013.
2. Observations October 2013 through May 2014
3. Summative end of year conferences May through June.

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

1. Administrative planning; salaries
2. Possible F status support
3. Per session for PD Committee planning and after school study group leaders
4. Sub coverage for inter-visitation
5. 3-6 early dismissal days to allow for further study of framework, MoSL scoring, STARS implementation

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Rating of Teacher Effectiveness and the Danielson Framework will be discussed with SLT.

Budget and Resource Alignment

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

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

PTA funded grants and support.

Goal and Action Plan #3

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

Annual Goal #3

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

In order to continue to strengthen academic rigor and challenge students cognitively, PS 59 students will have increased opportunities to engage in comprehensive units of study, aligned more consistently to the Common Core Learning Standards.

- Our units of study in literacy are now CCLS aligned.
- By June of 2014 90-100% of our units of study in mathematics will be completely Common Core-aligned with pre- and post-assessments.

Comprehensive Needs Assessment

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

The ongoing implementation of the CCLS in literacy and mathematics highlights the need to update teaching and learning to ensure that we are fully aligned with those expectations. Teachers and administrators, in concert with our professional development partners, have devoted many hours of professional study to designing units of instruction aligned with the higher expectations and instructional shifts of the new standards. We will continue that work this year with a particular focus on our units of study in mathematics.

Instructional Strategies/Activities

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

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

1. Classroom teachers will continue to develop and implement CCLS-aligned units of study across curriculum areas.
2. Professional development and support will continue to be provided by Teachers College Reading and Writing Project literacy consultants, AUSSIE math consultant, school administrators, and school-based coach.
3. As part of the implementation of MoSLs, third grade students will complete performance assessments in mathematics as baselines; all staff members will score them collaboratively.
4. Teacher Teams will continue to meet to examine student work products alongside rubrics.

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

1. Classroom teachers, literacy coach; grade level planning
2. Consultants from TC and AUSSIES, administrators, literacy coach; sub coverage for calendar days/professional development
3. All staff; early dismissal time; per session
4. Classroom teachers; sub coverage to provide additional planning time

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

6. Aligned curriculum maps in Dropbox folders or in hard copy; grade planning agendas
7. Aligned curriculum maps in Dropbox folders or in hard copy; notes from consultant days; observational data
8. Documented growth (MoSL) from fall administration to interim formative assessments to summative NYS assessments in grade 3
9. Team Meeting agendas and documented progress toward grade level benchmarks re formative assessments

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

1. September through June planning
2. September through June planning
3. Three in fall semester; three in spring semester
4. January through June, every third week

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

1. Weekly grade level planning during common preps
2. Funding for consultants; three substitute teachers per day for minimum 48 days [24 for literacy; 24 for math] shared equally across grade levels in double period blocks running in three week cycles; substitute coverage for calendar days; OTPS funds allocated toward purchase of related instructional materials; 11 days of professional development provided by Goldmansour and Rutherford targeted at enhancing teachers' ability to differentiate instruction for all students and to support student with identified special needs.
3. Early dismissal times
4. Substitute coverage for additional preparation time

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

While PS59 is a non-Title I school, we strive continually to keep families engaged and informed regarding our instructional initiatives, recognizing the long term power of family involvement in children's success. The following initiatives and activities reflect these efforts:

- Well-attended monthly Family Friday mornings in which families are invited into classrooms to engage in instructional activities alongside of their children;
- Morning and evening curriculum meetings designed to keep parents well-informed as to our instructional initiatives, particularly in light of the increased demands of the Common Core Learning Standards regarding nonfiction reading and writing;
- Efforts at enhanced communication with families regarding instructional initiatives via e-chalk web pages, ed-modo, twitter accounts, blogs, regular email messages and traditional classroom or grade level newsletters;
- PowerPoint materials from curriculum meetings, calendars of schoolwide events and general information housed on school web site; resources made available to families via the library web site;
- Families are invited to Family Literacy days at Teachers College, as part of our partnership with the Reading and Writing Project, to build their understanding of our approach to literacy instruction and to support their efforts to be effective partners;
- Continue to implement updated progress reports for all students that include detailed reporting on student progress toward grade level benchmarks;
- Continue to implement supplemental progress reports for students receiving mandated services focused on their progress toward IEP goals and modified promotion criteria;
- Open School week opportunities to visit specialist classrooms;
- Additional time for parent-teacher conferences for grades 4 and 5 students receiving 1s and 2s on NYS assessments;
- Social events for families that support the development of community identity and inclusiveness.

Budget and Resource Alignment

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

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

Contract for Excellence; PTA grant funding

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
6.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 9. Strategies/activities that encompass the needs of identified subgroups**
1.
- 10. Key personnel and other resources used to implement each strategy/activity**
1.
- 11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
6.
- 12. Timeline for implementation and completion including start and end dates**
1.
- 13. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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	<ul style="list-style-type: none"> • Leveled Literacy Instruction (LLI) during the school day as well as in early bird with IEP/SETSS teacher; • Reading Recovery for first graders during the school day; • Small group literacy support for first and second graders during the school day and in early bird provided by the Reading Recovery teacher; • Additional support weekly provided by volunteers and mentors via Mentoring USA, Everybody Wins, Learning Leaders, America Reads, and TC literacy interns. • Indirect consultant services provided by ICT Teacher Leader and SETSS teacher. 	<ul style="list-style-type: none"> • Small group and one-on-one, pull out and push in 	<ul style="list-style-type: none"> • Literacy support in early bird extended day with classroom teachers; • Literacy support provided during the school day with IEP teacher, literacy coach, and Reading Recovery teacher • Literacy support provided for all students after school prior to NYS assessments
Mathematics	<ul style="list-style-type: none"> • Support in achieving fluency and improving problem-solving skills. 	<ul style="list-style-type: none"> • As needed in small groups or one on one. • Small group with classroom teacher. • Small group with SETSS teacher. • Indirect service via math consultant advisement for classroom teacher 	<ul style="list-style-type: none"> • During the school day, after school and in early bird with the IEP/SETSS teacher, classroom teachers
Science	<ul style="list-style-type: none"> • Shared reading of nonfiction texts in science across grades • Science club enrichment work • Co-teaching model with classroom teacher and science 	<ul style="list-style-type: none"> • Nonfiction literacy support in small groups and whole class. 	<ul style="list-style-type: none"> • Nonfiction literacy support in early bird extended day and small group and whole class work during the school day.

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

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

- 5. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x
			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.

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).

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.).

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.).

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.

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.

**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 2	Borough Manhattan	School Number 59
School Name PS 59 Beekman Hill International 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 Adele Schroeter	Assistant Principal Alison Porcelli
Coach Jamie Mendelsohn	Coach n/a
ESL Teacher Yvonne Yiu	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Kathleen King
Related Service Provider Anne Bochner	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)	598	Total number of ELLs	41	ELLs as share of total student population (%)	6.86%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	2	2	1	2	2								10
SELECT ONE														0
Total	1	2	2	1	2	2	0	10						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	4	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
Dual Language										0
ESL	36		1	5		1	0			41
Total	36	0	1	5	0	1	0	0	0	41

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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1		3									4
Chinese	1		1		1									3
Russian			2		1									3
Bengali						1								1
Urdu			1											1
Arabic														0
Haitian														0
French		1	1		2	1								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	5	5	4	5	3								24
TOTAL	3	6	11	4	12	5	0	0	0	0	0	0	0	41

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	3	3	0	6	1								16

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)	0	1	1	0	2	2								6
Advanced (A)	0	4	5	4	4	2								19
Total	3	8	9	4	12	5	0	0	0	0	0	0	0	41

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	4	2		10
4		2			2
5	1	3			4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1	1	3	2	1	1	11
4				3	1	3			7
5			2		1	2			5
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4						2	1	4	7
8									0
NYSAA Bilingual (SWD)									0

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

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

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.
 - 1) PS 59 uses a combination of assessment tools to assess the early literacy skills of our ELLs. Teachers administer Concepts About Print, Letter/Sound Identification, as well as High Frequency Words assessments in addition to TCRWP formal running records, Whole Book assessments, In-book assessments and Performance Tasks. Performance Tasks and Whole Book assessments also serve as an indicator of writing proficiency in addition to the On-Demand and Baseline writing assessments which are also administered. These assessments are complemented by informal observations during carefully targeted individual conferences in both reading and writing. These assessments show that many of our early readers are still working on their reading skills, but in general are steadily increasing reading levels. Our school also relies on Words Their Way inventories to provide information about the literacy development of our ELLs. Many of our Beginner and Intermediate ELLs are in the Letter Name Alphabetic and Within-Word Pattern stage on the Synchrony of Literacy Development. Reading assessments generally show that our Beginning level ELLs who have just arrived from their home countries are reading below grade level, and those who have been in our school for more than two years are reading at higher levels but still need additional support with comprehension, as well as self-expression in oral and written forms. Therefore the majority of our ELLs participate in Early Bird sessions and some of our 1st and 2nd grade ELLs work with our Reading Recovery teacher to build their reading skills, including phonemic awareness, decoding, background knowledge and comprehension skills. Classroom teachers as well as the ESL teacher work with all our ELLs to build and develop both oral and written academic language which can help ELLs master content. Information from student assessments is used when planning for instruction, as well as when targeting skills and setting student goals.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

NYSESLAT and LAB-R results place most of our ELLs in the Beginning and Advanced levels, with 12 students at the Beginning level, 19 at the Advanced level, and 6 at the Intermediate level. Eleven students scored Proficient on the May 2013 NYSESLAT. The breakdown by grade of these students who tested out of ESL is as follows: 2 in Kindergarten, 2 in 1st grade, 2 in 3rd grade, 2 in 4th grade, and 3 in 5th grade. LAB-R results this Fall showed 9 students at the Beginning level and 2 students at the Advanced level. All 9 students who scored at the Beginning level this fall are newcomer ELLs who have little or no experience with English. The other 3 students who arrived in late spring of the 2012 – 2013 school year also scored at the Beginning level. Students at the Beginning level this year are spread equally in grades K, 1, and 2, however all the upper grade Beginning level students except for one are in 4th grade. The other upper grade Beginning level student is in 5th grade. Intermediate and Advanced students are also spread fairly equally across grades 1 – 5. There are currently no Intermediate or Advanced students in Kindergarten.
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](#))

**** We are waiting RNMR reports in ATS to be populated in order to analyze trends by modality and calculate AMAOs.****
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?
 - a. PS 59 has ELLs in all grades, with the majority of students at the Beginning and Advanced levels. Students at the Beginning level this year are spread equally in grades K, 1, and 2, however the upper grade Beginning level students are concentrated in 4th grade, with one in 5th grade. Intermediate and Advanced students are also spread fairly equally across grades 1 – 5. There are currently no Intermediate or Advanced students in Kindergarten. The number of ELLs is greatest in grade 4, having 12 ELLs, and the least in Kindergarten, having 3 ELLs. On standardized exams such as the ELA, Math, and 4th grade science test, ELLs perform better when taking the tests in their native language. More ELLs scored higher in Math and Science when taken in their native language. All students who took the Math exam in their native language scored at a level 2 or higher, and all students who took the Science exam in their native language scored at a level 3 or higher. On the ELA test, the majority of students scored at a level 2, and only two students scored at a level 3.
 - b. PS 59 does not administer the ELL Periodic Assessments as teachers regularly assess ELLs via TCRWP Running Records, Whole Book assessments, Words Their Way inventories, On-Demand Writing, Baseline Writing, and Performance Tasks in addition to informal assessments and observations.

c. At PS 59, the native language of our ELLs is not used as the language for direct instruction as our ELL population speaks over 20 languages. However, native language is used to support ELLs throughout the English acquisition process. Students are encouraged to use their native language as a resource to help facilitate English language development, especially in the early Beginning stage when students are not yet producing written English.

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.](#))

Within the Response to Intervention framework, student data in the form of assessments and observational anecdotes is used when discussing concerns relating to the student's progress at RTI meetings, which are held weekly. Assessment data includes TC running records, whole book reading assessments, performance assessments, on-demand writing assessments, Concepts About Print, and phonemic awareness assessments, as well as Words Their Way spelling inventories. After discussing a student at a RTI meeting, teachers leave with strategies and suggestions on how to support the student in the general classroom. If students need further support based upon data and recommendations by the RTI team, students may then receive Tier II support in the form of small group intervention. If small group intervention during Extended Day is not sufficient for students who require more individualized instruction, Tier III support is provided in the form of Reading Recovery or SETSS. Both Reading Recovery and SETSS are provided on a 1:1 basis for students who have not made sufficient progress in Tiers I and II as reflected in their assessment and observational data.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Students' second language development is considered in instructional decisions in terms of both planning for instruction as well as supporting struggling students. ELL students' needs and progress are discussed at PPT meetings, teacher team meetings, ICT meetings, as well as informal meetings between classroom teachers and the ESL teacher. Strategies for supporting students throughout genre units as well as specific lessons are planned and discussed, as well as areas of concerns when students are struggling. ELL students are given resources that are grade-level appropriate with regards to content and matched to the students' language level in order to make the content comprehensible. Lessons are planned with multiple entry points, and all four language modalities are taken into consideration. Students are given opportunities to show their understanding in various ways that all take into account the students' language level and abilities in order for them to be challenged appropriately. When discussing struggling ELL students who are being considered for evaluation for extra support services, their length of study in the United States in an English-speaking school as well as their literacy level and oral language level in their native language is always considered in order to minimize referral whenever possible.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

PS 59 does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
When evaluating the success of our ESL program, we take into account data from multiple assessments in different areas. The NYSESLAT is a major indicator of ELL progress as it is the one standardized test that is ELL specific and gives data for all four language modalities. Knowing the breakdown in modality for each student enables teachers to understand each student's areas of strength and areas for development which is essential for planning targeted instruction. NYSESLAT results also show how our school is succeeding in meeting the Annual Measurable Achievement objectives (AMAOs). Although we are still awaiting the RNMR report that will enable us to calculate our exact AMAO progress, we can still see favorable results from the 2012 – 2013 NYSESLAT results overall. According to May 2013 NYSESLAT results, 11% of students scored at the Beginning level, 17% scored at the Intermediate level, 47% scored at the Advanced level, and 25% scored at the Proficient level. Of the 17 students who took the NYSESLAT for the first time, 14 scored at the Intermediate level or higher, as 4 scored at the Intermediate level, 6 scored at the Advanced level, and 4 scored at the Proficient level. Of the 19 students who had already taken the NYSESLAT in prior years, 12 students moved up one or more levels, and 7 stayed at the same level. Of the 7 who stayed at the same level, 6 students were at the Advanced level on the cusp of becoming Proficient, and 1 student is a student with an IEP who has a reading and writing disability.

We also rely on assessments such as TC Running Records, whole book assessments, performance tasks, standardized tests, as well as classroom work and writing pieces that are aligned with the CCCS to evaluate the success of our program for ELLs. We look at movement in reading levels, as well as comprehension, oral language skills, and performance in other content areas.

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

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](#).) Families of new registrants to the NYC Department of Education public school system are given the Home Language Identification Survey (HLIS), in their home language when available, at the time of registration at PS 59. During registration, trained pedagogues interview parents and their child(ren) and assist parents in filling out the HLIS, which are only given to first-time admits to the New York City Department of Education public school system. The ESL teacher at PS 59 is fully certified and reviews all HLIS surveys to determine eligibility to take the LAB-R as well as the language needs of new parents. While most parents are able to speak English fluently, the ESL teacher communicates with parents in Cantonese, Mandarin, Japanese and French where necessary, and utilizes the DOE Translation Office for interpretation services in other languages. The ESL teacher then administers the LAB-R to all eligible students within 10 days of their respective enrollments. Scores from the LAB-R determine the English language proficiency of our newly enrolled students. Those who test at the Beginning, Intermediate, and Advanced levels become classified as ELLs and are entitled to ESL services, while those who test at the Proficient level are not entitled to ESL services as they have shown to have sufficient English language skills to be successful in their classroom. In the case where a student tests at the Beginning, Intermediate, or Advanced level on the LAB-R and the student's home language is Spanish, the student also needs to be assessed using the Spanish LAB. The ESL teacher administers the Spanish LAB with the assistance of a native Spanish speaker on the PS 59 staff. As all ELLs in NYC public schools are evaluated each spring using the NYSESLAT, scores on the NYSESLAT will determine whether students continue to be entitled for ESL services in the following school year. NYSESLAT scores are also used to measure progress by looking at gains in AMAOs.
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. In order to ensure that parents understand all three program choices offered by the New York City Department of Education, the ESL teacher sends home the official Entitlement Letter which briefly explains the three programs, as well as invites parents to attend a Parent Orientation held within the first ten days of school. According to the language needs of parents at PS 59, the Entitlement Letter is sent home in the home language as well as English where necessary. Parent Orientations at the beginning of the school year are offered on multiple days as well as various times of the day, in order to facilitate ease of parent attendance. During Parent Orientations, the ESL teacher shows the New York City Department of Education Office of English Language Learners video from the NYC DOE website in English and any other high-frequency home languages needed. The ESL Teacher explains the Transitional Bilingual, Dual Language and Freestanding ESL programs and gives parents the Guide for Parents of ELLs (Office of ELLs brochure), in home languages as available. The ESL teacher encourages families to state their honest program preference and answers any questions. Parents then look at each program choice on the Program Selection form and make their choice, as well as Parent Survey and in order to complete the forms. Parents who are unavailable to attend the Parent Orientations at the offered times are contacted by the Parent Coordinator or the ESL teacher in order to arrange an alternative time to come in and meet with the ESL teacher. Parents are given the email of the ESL teacher on all letters and at the orientation in order to facilitate communication throughout the school year with questions or concerns. As new students are enrolled throughout the year, the ESL teacher sends out the same Entitlement Letter, but holds one-on-one meetings to meet with parents. The same agenda is followed at one-on-one meetings, and the information presented is identical to the group meetings held in September. If

PS 59 had 15 or more students in two contiguous grades who spoke the same home language, and all of their parents requested a TBE or DL program, the school would contact parents via phone and email when the program was available. The school would also call parents if a TBE/DL program became available at another school in their home language. If a parent adamantly insists on a bilingual or dual language program and PS 59 did not have the sufficient number of students with the same home language and on the same grade or two contiguous grades, we would send the parent's information and request to ELLProgramTransfers@schools.nyc.gov.

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](#)].)

In order to ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, the ESL teacher sends out the DOE entitlement letter to the parents of new ELLs after they have been identified as such within the first 10 days of admittance. Entitlement letters, which includes an invitation to the upcoming Parent Orientations as well as contact information for rescheduling for another time, are sent home in students' take home folders, and Program Survey and Selection forms are returned directly from the parent to the ESL teacher at the time of the parent meeting or orientation. As the ESL teacher and Parent Coordinator follow up to contact parents who are unable to attend the Parent Orientation to schedule an individual meeting at their convenience, PS 59 is able to ensure that all Parent Survey and Program Selection forms are returned. The letters are distributed in English, with additional copies in various home languages for parents who indicated this as a preference. The original program selection forms are put in student cumulative files and copies are kept on file by the ESL teacher.

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.

When placing identified ELL students in bilingual or ESL programs, new ELL students are placed in the program chosen by their parents on the Program Selection form when available. Before filling out Program Selection forms at Parent Orientations or One-on-One meetings, parents view the NYC DOE video in English or their home language when necessary and are given opportunities to ask questions to gain further clarification. Parents are informed of the NYS policy that if there are 15 or more students who speak the same home language and are in two contiguous grades, and parents state that they would like a bilingual or dual language program, PS 59 must create such a program. Parent preference for a bilingual or dual language program will be kept on record, and until the required student numbers for a bilingual or dual language program are reached, their child(ren) will be placed in Freestanding ESL. If a parent adamantly insists on a bilingual or dual language program and PS 59 did not have the sufficient number of students with the same home language and on the same grade or two contiguous grades, we would send the parent's information and request to ELLProgramTransfers@schools.nyc.gov. In almost all cases however, after the Parent Orientation, parents choose Freestanding ESL, whereby students are placed in Freestanding ESL instructional program at PS 59.

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.

In order to ensure that all four sections of the NYSESLAT are administered to all ELLs each year, the ESL teacher informs and communicates with parents throughout the school year about the significance of the test for students. From whole group parent meetings to individual parent conference meetings, the ESL teacher explains the structure of the NYSESLAT in order for parents to become familiar with the way the NYSESLAT assesses Speaking, Listening, Reading, and Writing. Parents are aware from the time their child is identified as an ELL of the NYSESLAT and the importance of all four sections being administered in order to obtain a valid score which will determine entitlement for services and testing accommodations, as well as the dates of the general testing period in April and May. Closer to the date of the actual administration of the test, parents are informed of the specific dates that their child will be tested in each modality in order to ensure that students are present. In the event of sickness or other unforeseen circumstances, there is a make-up period within the testing window in order to ensure that students are able to be assessed in all four modalities and obtain a valid NYSESLAT score.

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. 
- As PS. 59 has an extremely diverse array of home language backgrounds, most of which are low-incidence languages, with no more than 3 or 4 students speaking the same language in non-contiguous grades, parents have almost always chosen Freestanding ESL as the preferred program option. All seventeen parents who enrolled throughout the 2012 – 2013 school year chose Freestanding ESL, and this year, all ten parents of new ELLs chose Freestanding ESL as their preferred program as well. Thus, the trend has been for parents to choose Freestanding ESL as their first choice. Since parents at PS 59 most often choose Freestanding

ESL, our program offerings are aligned with parent preference.

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])?
 - a) Direct, small-group, differentiated ESL instruction is provided for Beginner through Advanced ELLs through a pull-out model.
 - b) Groups are determined by NYSESLAT/ LAB-R results in order to ensure compliance with the mandated instructional minutes. Our students are grouped by proficiency levels so that Beginner and Intermediate students receive their mandated 360 minutes of explicit ESL instruction per week and Advanced students receive their mandated 180 minutes per week. Thus, Advanced students are pulled in groups that contain only Advanced students, and Beginning and Intermediate level students are pulled in the same group. Some groups combine adjacent grades, with an effective range of abilities in each one.
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)?

Our students are grouped by proficiency levels so that Beginner and Intermediate students receive their mandated 360 minutes of explicit ESL instruction per week and Advanced students receive their mandated 180 minutes of ESL instruction per week. In addition to 180 minutes of explicit ESL instruction, Advanced ELLs also receive 180 minutes or more of ELA instruction per week with their classroom teacher. The majority of ELLs, and especially those at the Beginning and Intermediate level participate in our Early Bird extended day small group instruction program, and ELLs also participate in the ESL Title III enrichment program, which provide ESL instruction in excess of the mandated requirements. Advanced ELLs receive more than 180 minutes of ELA per week with their regular classroom teacher. As PS 59 does not have enough of a language majority in the student population to offer a dual language or transitional bilingual program, native language arts is not offered.
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.

English language content is delivered from classroom teachers who use a balanced literacy program where shared, independent, and guided reading and writing are emphasized. Math and Social Studies are also taught by the classroom teacher, and Science is taught by a Science teacher in conjunction with the classroom teacher. All teachers infuse visual, auditory, kinesthetic and tactile tasks into their lessons to provide access points for all students. Their ability to do this has been strengthened by the work of professional study groups who studied this topic and shared tips with the entire staff as professional development. Teachers are sensitive to the needs of ELLs in their classes and also employ such tactics as providing a buddy (same language, when possible) and color-coding notebooks and other features of daily classroom life. The ESL teacher also provides newcomer ELLs with picture dictionaries to help them with vocabulary development and usage in class. Teachers work to ensure that ELLs not only have multiple points of entry, but also multiple ways to demonstrate comprehension of the topic. This content is supplemented by work with the ESL teacher, who collaborates with classroom teachers about specific topics to be covered. The ESL teacher uses the TC Reading and Writing calendars in conjunction with the Common Core Learning Standards, NYC Social Studies and Science Scope & Sequence in order to develop an inquiry-based ESL curriculum which combines genre studies with content and language that will help support ELLs in their classroom work and increase their capacity to comprehend and participate in classroom learning.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

For Spanish-speaking students whose LAB-R scores indicate that they are entitled to ESL services, the Spanish LAB is also administered. The Spanish LAB is given by the ESL teacher and a native Spanish speaker on our staff. In Fall 2012 there were two students who required the Spanish LAB. Following parent preferences and small numbers of each of our ELL home languages, we have not needed to evaluate students in any other languages for placement in Dual Language or TBE programs. Therefore, with the exception of the Spanish LAB, we do not evaluate students in their home languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At PS 59, ELLs are evaluated in all four modalities of reading, writing, listening, and speaking throughout the school year. ELLs are assessed in reading through quarterly running records and whole-book assessments for students reading at levels K and above. Writing is assessed at the beginning and end of every writing unit through baseline and on-demand writing tasks, as well as through their work in producing published writing pieces. Students set goals in reading and writing, and keep track of their

progress in meeting these goals, and teachers also informally assess students and monitor their progress in reading and writing through regular conferring. ELLs who have been in the United States for more than one year also take the NYS ELA test starting in 3rd grade. This is also used as a measure to evaluate student's progress in reading and writing. Listening and speaking are evaluated through classroom discussions, grand conversations, and conferences, as well as through project-based learning. In ESL, students set listening and speaking goals for classroom discussions, and participate in discussions each week, evaluating their own progress after each discussion and monitoring their own progress. Finally, all ELLs take the NYSESLAT in May, which evaluates their progress in Listening, Speaking, Reading, and Writing.

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).

ESL instructional planning at PS 59 takes into account both students' ESL level and strengths, as well as their grade-level expectations and goals.

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

b) Newcomer classes focus on helping students build a bank of vocabulary and language that will help them with daily interactions in school. The goal is for students to build social language as quickly as possible, in addition to introducing academic language that will help them in the classroom. Through ESL classes which integrate content with language, students acquire content while learning reading, writing, and language skills with grammar infused throughout. Through content learning, students build both oral and written language. Reading and writing strategies are taught in order to support students in classroom learning, as well as help them work towards grade-level goals.

c) PS 59 currently enrolls four students who have received services between four to six years. Three students scored Advanced on the 2013 NYSESLAT, and one student scored at the Beginning level. For the three students scoring at the Advanced level, their area of weakness was in Listening and Speaking, while they scored Proficient in Reading and Writing. In this case, PS 59's support for these students focuses especially on strengthening the academic conversation skills of this group of children. Academic vocabulary and syntax are especially emphasized, as well as building listening comprehension through partner and whole group discussions. Building oral academic language and conversations is PS 59's instructional focus, and through targeted instruction in the general classroom as well as the ESL classroom, we hope that this additional, targeted attention will enable these students on the cusp of proficiency to reach it this spring. The student who continues to score at the Beginning level is an ELL-SWD who has an individualized schedule with daily 1:1 SETSS, Speech, Counseling, and ESL. As this student has a reading and writing disability, targeted, individualized instruction in accordance to the student's IEP is being provided in order to help this student attain instructional goals and continue to develop English language skills.

d) As PS 59 is a K-5 school, we have not had ELLs receiving services for more than six years (Long Term ELLs), if this situation were to occur, we would develop a focused plan to target this student's needs. We would focus on strategies that would help build skills in areas of weakness in order to move the student forward.

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?

Teachers support our ELL-SWDs both inside and outside of the classroom in developing their English language skills by using strategies and techniques that are specific to each child's IEP and planning instruction that targets student needs. Teachers of ELL-SWD students use balanced literacy with instructional strategies that scaffold and support students, providing multiple entry points and multiple ways to demonstrate understanding. Content for ELL-SWD students is grade appropriate, with instructional materials provided at the reading level of the student in order to allow for student access to grade-level content. With the additional support of small group instruction, teaching grade level content with reading-level appropriate materials allows for ELL-SWD to access academic content while supporting their English language development. The ESL teacher consults with the

SETSS teacher, speech teacher, guidance counselors, collaborative team teachers, and occupational therapists about ELLs with special needs, sharing ideas, notes and strategies that are working. Small group support by the Reading Recovery teacher provides additional reading and writing instruction for first and second graders. Early Bird extended day program also provides additional opportunities for targeted, one-on-one attention for students.

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?

Through collaboration with the team of teachers and specialists working with each child, an individualized schedule with a combination of special programs (such as Reading Recovery, SETSS, Speech, OT, and PT where applicable), whole group instruction, small group instruction, and in-class interventions is developed to best support each of our ELL-SWDs toward meeting their student's goals.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

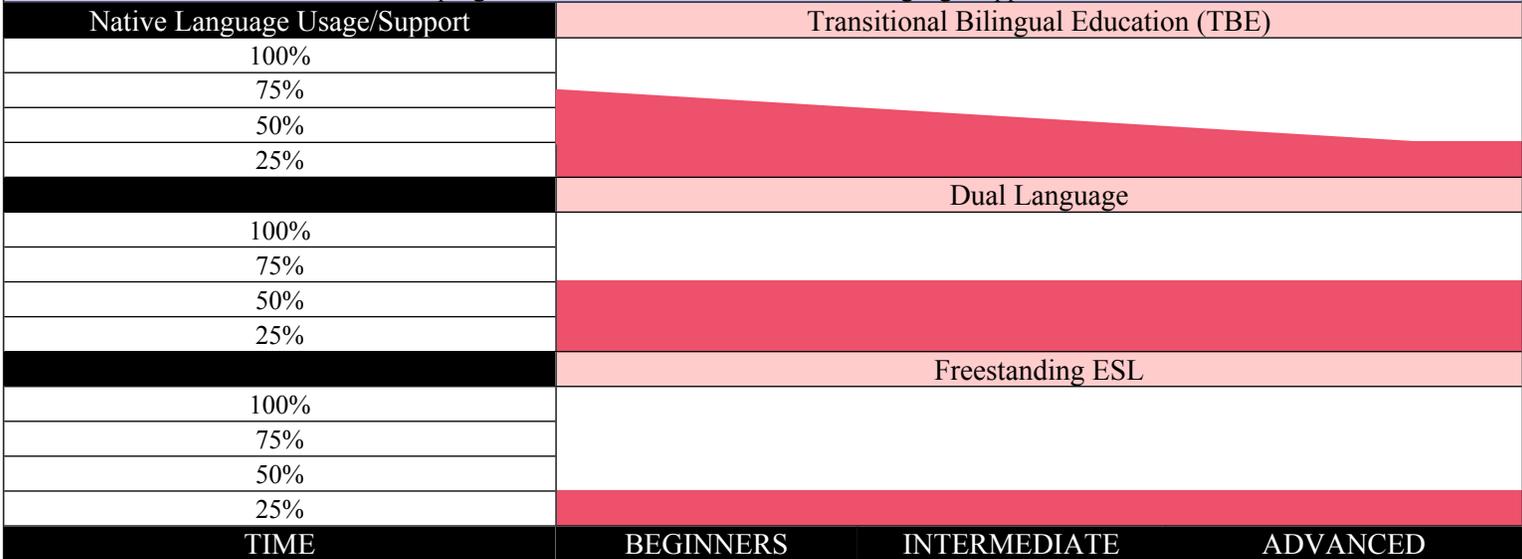
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

Teachers scaffold and provide extra support for all ELLs (especially newcomers) in their Literacy blocks as well as other content areas. Additional targeted intervention is provided through our Early Bird extended day small group instruction program before school. For ELLs receiving services for 4-6 years, teachers conduct Guided Reading sessions aimed at supporting these ELLs in using increasingly higher reading skills; teachers use strategy lessons to focus on individual writing needs. Instruction also uses programs such as Readers' Theater to cultivate improved reading habits and strengthen reading skills, and Words Their Way to identify and target specific gaps in reading and spelling skills. ELLs with special needs also benefit from small group instruction in reading or math with the SETSS teacher. The Reading Recovery teacher supports students in 1st grade who need Tier III intervention, as well as other struggling 1st and 2nd grade students who need additional support with phonemic awareness and reading skills. Since there is a great diversity of home languages at PS 59, all targeted intervention programs are conducted in English. As always, ELLs are encouraged to make use of their home language as a support where applicable.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current ESL program is effective and meets the needs of our ELL students in both content and language development. Not only are all ELL students receiving the mandated number of minutes of ESL instruction, but the ESL curriculum has also been carefully designed to integrate reading and writing genre study with social studies and science content and English language skills in an inquiry-based format of instruction. Students are presented with appropriate grade-level content using materials at their reading level and strategies that enable students to access material and information and demonstrate comprehension in various ways using multiple modalities. Students' individual needs are taken into consideration when setting goals and planning for targeted individual support. In the small-group ESL pull-out setting, students feel comfortable with participating and engaging in group activities, and build confidence in speaking, listening, reading and writing. Students' native languages and cultures are valued, and students are encouraged to use their native language to support their English language development. In ESL class, students practice skills aligned with their classroom work. With support and scaffolding support, ELL students gain proficiency and confidence in using these skills, which transfer back to their regular classroom work.

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year, we are planning to continue with our Freestanding ESL program due to the varied language backgrounds of our student population. We do not anticipate starting a Dual Language or Transitional Bilingual program as we do not have more than 3 students who share the same home language receiving ESL services.

12. What programs/services for ELLs will be discontinued and why?

No programs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All of our ELL students have access to school programs, including weekly music instruction, keyboarding instruction provided before and after school by our fully licensed and highly qualified music teacher, opportunities to audition for our upper grade school chorus, opportunities to perform with all students in two school-wide musical productions in December and June, weekly art studio sessions with Studio in a School artists and a licensed NYC DOE art instructor, and weekly technology classes. Kindergarten students participate in the Turtle Bay Brazilian music program, 1st graders participate in African dance, 2nd graders participate in the City Center dance program, 3rd – 5th graders participate in Stages of Learning theater instruction and a drama production as well as a NY Philharmonic classical music program, and all students in grades K – 5 participate in a chess program. Our ELLs are included on all school trips, the Title III program and PTA-sponsored after school clubs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All ELLs have access to laptops in technology class as well as in the classroom. Newcomer ELLs are given opportunities to use laptops in class to provide access to online activities and educational websites to build their reading and language skills. They are also given picture dictionaries to help them with vocabulary during class assignments. Native language glossaries are provided to ELLs who would benefit from this during tests and in class. SmartBoards help provide visual aids in classrooms; Words Their Way targets individual spelling/reading needs; and Reader's Theater helps to build fluency and confidence.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided with books in French, Spanish, Russian, Ukrainian, Italian and Japanese in the lending

libraries of the ESL teacher and some classroom teachers. Students are invited to bring in native language books to read in addition to English books during independent reading time. Our parents, most of whom are quite proficient in English, are also advised that a “freestanding ESL program” includes use of the home language, and are encouraged to allow students to use the native language at home, as opposed to forcing an all-English environment. Parents are also encouraged to help students build on native language skills at home in order to help build language and literacy skills in the home language and enable easier transference to English. Students are allowed to use their native languages for assignments as they transition to producing oral and written work in English. A number of staff, both in and out of classrooms, speak some of the home languages of our students, and readily help out with translations and other communication issues if they occur.

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels?

Required services and supports correspond to the ages, grade levels and ELL levels of our ELL students. Content matches their grade level but correspond to their reading levels in order to allow content to be accessible and comprehensible.

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.

Newly enrolled ELLs take tours of our school before the school year begins or at time of enrollment if joining the school midway through the year in order to help prepare them and know what to expect. Our parent coordinator informs families of the offerings at our school and reaches out to find out who may need translation services or other assistance.

18. What language electives are offered to ELLs?

PS 59 does not offer language electives, but the PTA sponsors afterschool French and Spanish clubs in which some of our ELLs participate.

19. For schools with dual language programs:

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

PS 59 does not offer a dual language program.

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) Professional Development for ELL personnel at PS 59 is abundant and ongoing. Teachers at PS 59 engage in professional study groups meeting weekly in cycles to learn/practice/reflect/practice/share within our community. Topics for this year are aligned with the Danielson framework and Common Core Learning Standards. Topics studied in prior years include accountable talk in Math and Reading, debate, grand conversation, grammar and sentence structure conventions planning for all learning modalities and using bands of text to move struggling readers. All study groups focused on supporting struggling students, and English language learners in particular. This year the school-wide focus is on developing oral language through academic conversations for all students, as even native speakers of English need to learn the academic language necessary for engaging in discussions and expressing their thoughts clearly when talking about literature as well as content area subjects. The goal will be to identify and implement the most effective strategies for these students. Our principal, our assistant principal, and all teachers participate fully in these groups. Also, on Chancellor Professional Development days, there is often a focus on literacy for ELLs as well as the Common Core Learning Standards; all staff members engage in professional studies on these days. Attention to differentiation and the particular needs of ELL students are integral to all of our literacy work. Staff developers from Teacher's College provide professional development for classroom teachers in study cycles, as well as an Aussie consultant who provides professional development for math in study cycles.

Outside of the school, staff members serving ELLs attend professional development sessions to learn effective teaching strategies for the ELL population. All staff members participate in an ELL training at the beginning of the school year and will continue to receive professional development at Teacher's College throughout the year. PS 59 has also contracted with Kristen Goldmansour to provide 10 full days professional development in differentiating instruction to all staff, supporting regular classroom teachers and our CTT teams.

2) Professional development at PS 59 that takes place on Chancellor Professional Development days, after-school study group cycles, and with outside staff developers and consultants all aim to assist all teachers in supporting ELLs with the Common Core Learning Standards (CCLS). With the population and language diversity present at PS 59, we have many students who are not identified as ELLs who require ESL services, but who come from homes where more than one language is spoken. As a result, Professional Development aims to support all students in achieving goals set by the CCLS in Reading, Writing, Speaking and Listening, and Language. Professional Development topics this year have included academic conversations and the standards set by the CCLS by grade, as well as Performance Tasks and their alignment to the CCLS. Regardless of the topic of Professional Development, the CCLS is interwoven throughout and taken into consideration as these are the standards that students will be held to and need to work towards.

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

4) ELL training for staff members at PS 59 is continual and ongoing for all staff members through each school year. At the beginning of the year, teachers serving ELLs attend professional development sessions to learn effective teaching strategies for the ELL population. All staff members participate in an ELL training at the beginning of the school year and continue to receive professional development throughout the year. At the beginning of the 2013 school year, all staff participated in a workshop that discussed how to support ELLs in academic conversations. Throughout the school year, all teachers serving ELLs attend staff development offered through calendar days at Teachers College on topics such as supporting ELLs in Writing Workshop and Reading Workshop, how to build academic vocabulary for ELLs, and how to support ELLs in rising to the challenge of the Common Core Learning Standards. Professional Development days provide additional opportunities to engage in learning and discussion about

supporting ELL students. The ESL teacher has the opportunity to attend professional calendar days at the Reading and Writing Project focused on ELLs, as well as professional development offered through the NYC DOE Office of ELLs and through the CFN. Our CFN ELL Specialist offers professional development days six times in the school year, covering ESL compliance, reporting, assessment, instruction, and planning. All teachers maintain record of their professional development sessions via an official certificate from the specific organization offering the session, as well as through notes which teachers share with their colleagues upon return.

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 very involved at PS 59, mainly through the very active Parent Teacher Association, which holds regular meetings and hosts a multitude of events throughout the school year. Some of these include Meet the Teacher Night, weekly morning coffee talks, Block Party, Fall Picnic, Scholastic Book Fair, Monster Mash, Disco Night, Picture Day, International Night, the Spring Fling dance, Valentine's Day Ice Cream Party, Book Talks for parents, and our annual auction. ELL parents not only attend these events with their children, but also volunteer to assist with them. The parents of new ELLs are invited to an Orientation with the ESL teacher as soon as it is determined that a child is an ELL. Parents keep in touch with the ESL teacher via email, informal meetings, Parent Teacher Conferences, progress reports, and an ESL website which provides updates on classroom activities. In addition to the ESL teacher, parents of ELLs are kept informed of their child's activities through their classroom teachers, as well as monthly Family Fridays and Open School Week when parents can visit and participate in their child's classes. Furthermore, the Parent Coordinator keeps our parents informed of important dates and opportunities for children and parents to attend events hosted by the NYC DOE Office of ELLs. The Parent Coordinator also reaches out to ELL parents before meetings to assess their language needs.

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

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

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

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

4) The Parent Association and the school Parent Coordinator, through regular meetings and contact with parents, communicate and share parent needs and ideas on how to meet them. The P.S. 59 website and the ESL website both provide families with the ability to translate information on the home page into 40 languages. This includes the calendar for the year and daily announcements about upcoming events. We also have a link to Google's translator on our website, so that parents can translate any electronic document. For announcements ranging from PTA events to Parent-Teacher conferences, we make sure that either letters go home translated into the appropriate home language, or an English-speaking family member is contacted, understanding

that conversations are often the best way to really know that a parent/guardian has had access to the relevant information. We have determined through annual parent surveys that all but a handful of our families rely on e-mail as their primary source of communication. In response, we have for the last two years, sent all messages from the administration, including lengthy twice monthly updates to all families (and staff), via e-mail. Parents can then make use of Google translator, as noted above, to access the content as necessary.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 59 Beekman Hill Int'l		School DBN: 02M059	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adele Schroeter	Principal		
Alison Porcelli	Assistant Principal		
Kathleen King	Parent Coordinator		
Yvonne Yiu	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Jamie Mendelsohn	Coach		
	Coach		
	Guidance Counselor		
	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: 02M059 School Name: PS 59 Beekman Hill Int'l School

Cluster: 2 Network: CFN 203

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.

PS 59 relies on the Home Language Identification Survey (HLIS) to identify the written translation and oral interpretation needs of our families. When completing the second page of the HLIS, families indicate their language of preference when communicating verbally with school staff and when receiving written information from the school. In addition to this self-provided information by the parent, staff involved in the registration process (including the ESL teacher and Parent Coordinator) meet with families and speak with them to gather information about communication preferences and needs. When necessary, the school uses the NYCDOE Translation Office to make contact with parents who do not speak English.

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

PS 59 has families of both ELLs and non-ELLs that represent over 31 language backgrounds. Despite this diversity of languages, most of our parents are able to communicate in English both orally and in writing, or have close family members who regularly assist them with translation and interpretation needs. Our needs assessment findings this year showed that parents of newly enrolled students so far this year have requested communication in English. If parents of students who enroll later in the year request communication in another language, this information would be communicated by the ESL teacher to the students' classroom teachers and service providers where applicable, as well as to the Parent Coordinator, by indicating the second page of the HLIS. In the past, the few parents that have needed translation and interpretation services have also expressed their preference that older siblings (age 18+) or other relatives and family friends assist them with the translating of English communications, as opposed to an outside person.

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 ESL teacher provides parents of English Language Learners with ESL-related entitlement letters, program option forms, placement letters, parent surveys, and ESL pamphlets in both English and the home language when available from the NYC DOE Office of ELLs website. When letters and information in the family's home language are not available, the ESL teacher ensures that the family can understand the information shared in the letters by working with an adult family member who is fluent in English understands the information and shares it with the family. If such a person is unavailable to assist, the school makes use of the DOE Translation Office. In the past, it has been our experience that our families are able to read written communication in English, or have easy access to someone in the family who can read written communication in English.

The PS 59 website provides families with the ability to translate material on the home page into 40 languages. This includes the calendar for the school year as well as important announcements about upcoming events. We also have a link to Google translate so that parents can translate any electronic document. An email is sent to parents at the beginning of the school year to notify them of this feature. For announcements ranging from PTA events to Parent-Teacher conferences, we make sure that letters either go home translated into the appropriate home language, or that an English-speaking family member is contacted, as conversations are often the best way to really ensure that a parent/guardian has accessed the relevant information.

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

We use bilingual staff for individual meetings with parents as well as for larger workshops. We arrange interpretation services for formal and informal Parent-Teacher conferences. These interpreters are usually adult family members or bilingual staff. Teachers utilize the NYC DOE Translation Office to communicate with parents via phone to ensure consistent, clear relationships. Also, for the NYS Math and Science tests, we arrange for interpreters for our newcomer ELLs when a written version in their home language is not available directly through the NYC DOE. We use a combination of NYC DOE interpreters and outside interpreters because the home languages of our students are often not available through the DOE. In the past, we have arranged for outside translators of Hungarian, Sinhalese, Japanese, and Slovak. Currently, our multilingual staff is able to assist with oral interpretation in the following languages: Cantonese, French, Japanese, Mandarin, Spanish, and Hebrew.

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>.

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

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

Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 47
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funding will be used to support several initiatives as described below:

- Continued collaboration with Teachers College at Columbia University in providing high quality professional development in literacy instruction for ELLs with the goal of building teacher expertise (\$3,000/approximately 5% of our professional service contract);
- Expanding our highly successful assisted reading program with the purchase of additional downloaded audible books, and companion trade books specifically for emergent readers to listen to and read along with, making it possible for our newer ELLs to engage in book club and reading partner discussions with more fluent peers.
- Strengthening connections between classroom content and the external world for students. Many ELLs do not have the schema needed to effectively process a lot of the new information they acquire in school. We will work with Saturday and afterschool programs such as the Urban Park Rangers to provide hands-on inquiry experiences that clarify vocabulary and processes about which they learn in class. ELLs will benefit from the small-group structure of the program, as well as the sessions before and after which synthesize the new information. New ELLs will also benefit from getting to know and understand the community to which they have moved. Doing so increases not only the ability of ELLs to talk and write about the world around them, but also increases motivation and engagement in general.
- Our standardized assessment results, including NYSESLAT, indicate that upper grade students have been lagging in developing proficiency in writing. Our strongest academic supports have traditionally been offered in grades K-2; students entering PS59 after second grade, particularly those requiring additional supports such as our ELLs, are thus at a disadvantage. As part of an effort to remedy this, early bird and after-school literacy programs will be provided for students in grades 3-5 who face high stakes NYS assessments in April and May. Approximately \$7000 of our Title III funds will be dedicated to per session for the general education teachers working in collaboration with the ESL teacher providing instruction in this program. Students will meet in small grade level cohorts three times a week for 4 weeks prior to the literacy and math assessments. All of our upper grade ELLs will participate.

Part C: Professional Development

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

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

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

Part C: Professional Development

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

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

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