



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE COMMUNITY SCHOOL OF TECHNOLOGY

**DBN (i.e. 01M001):** 10x059

**Principal:** SITA BASU

**Principal Email:** [SBASU@SCHOOLS.NYC.GOV](mailto:SBASU@SCHOOLS.NYC.GOV)

**Superintendent:** MELODIE MASHEL

**Network Leader:** ELMER MYERS

**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
SITA BASU	*Principal or Designee	
DEIDRE MCELLIGOTT	*UFT Chapter Leader or Designee	
ACELA MEJIA	*PA/PTA President or Designated Co-President	
LILLIAN AYALA	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
ANGEL MIRANDA	CBO Representative, if applicable	
FIONA TIERNEY	Member/ CSA REP	
KELLI MCDANIEL	Member/ UFT REP	
TAWANA STEPHENSON	Member/ PARENT MEMBER	
ISAURA JIMENEZ	Member/ PARENT MEMBER	
MARIA HERRERA	Member/ PARENT MEMBER	
LETICIA RAMOS	Member/ PARENT MEMBER	
	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

By June 2014, a minimum of 45% of students who scored a level 2 on the 2013 NYS ELA exam will score a level 3 or 4 on the 2014 NYS ELA exam.

### Comprehensive Needs Assessment

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

**After conducting our needs assessment and reviewing the 2012-13 NYS ELA data for the school in the Progress Report, the SLT, as well as the administration and teachers, have found that increased performance on the NYS ELA is necessary thereby making this a priority goal for 2013-2014. While disaggregating the data, it was noted that of the 53 current 4<sup>th</sup> and 5<sup>th</sup> graders who took the ELA NYS test in 2013 scored a level 2, of which 22 students scored between 2.5 and 3.0 (this is approximately 45% of the level 2 students).**

### 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

Through continued comprehensive, ongoing literacy professional development provided by Teacher's College, teachers will expand and sharpen their skills strengthening their ability to effectively teach literacy through Teacher's College Readers and Writers Project (TCRWP) model for literacy instruction, i.e., implementing high quality Reader's and Writer's workshops- including Word Study, read aloud, shared reading, guided reading, and conferring. We will also administer and evaluate TCRWP reading and writing assessments and use this information to differentiate instruction and provide targeted intervention for at-risk students. Our work this year will focus on effectively using data to drive instruction. Our teachers, coaches, and consultants have collaborated throughout the year using the Reading and Writing Continuums, introduction of the student facing checklists in classrooms, and differentiating instruction based on reading assessments. Additionally our work will include aligning literacy instruction to the Common Core Standards for ELA. This will be done internally as well as with assistance from TCRWP. Lastly the Principal and one Assistant Principal will attend individual monthly Leadership Workshops at TC. As a Teacher's College Reading and Writing Project school (TCRWP) the literacy program for all students will include Reading Workshop and Writing Workshop as well as Word Study. There will be eight units of study in reading and eight in writing provided by TCRWP. Teachers on each grade will work together to plan the units in reading and writing using curriculum materials provided by TCRWP. Components included in Readers and Writers workshops will be mini-lessons, read alouds, shared reading/writing, guided reading, interactive writing, small group strategy work, and individual conferencing.

1. Grades K-2 Reading: On site Literacy Coach and Teacher's College Staff developer will provide job-embedded professional development for teachers on improving overall reading instruction and pedagogy. Professional development will include using Fountas and Pinnell running record data to strategically plan for small group instruction, using reading conferring toolkits to improve individual student conferences, and supporting teachers in increasing the rigor in their instruction based on the CCLS.
2. Grades 3-5 Reading: On site Literacy Coach and Teacher's College Staff developer will provide job-embedded professional development for teachers on improving overall reading instruction and pedagogy. Professional development will include using Fountas and Pinnell running record data to strategically plan for small group instruction, increasing overall reading volume and stamina as readers, embedding meaningful test preparation strategies, and supporting teachers in increasing the rigor in their instruction based on the CCLS. Saturday Academy Test-Prep program will be offered, beginning in February, to provide intervention for low performing/at-risk students and enrichment for students that are proficient in literacy. All of our students, grades 3-5, remain for Extended Time, 50 minutes two days per week-for small group instruction focusing on comprehension and testing strategies
3. AIS: Students identified in need of AIS services based on either their performance on NYS tests or Fountas and Pinnell reading level data or RTI/IST referral process will receive targeted reading instruction during afterschool sessions.

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

1. On site Literacy Coach, TCRWP Staff Developer and Administrators and staff

2. On site Literacy Coach, TCRWP Staff Developer and Administrators and staff
3. On site Data Specialist, on site Literacy Coach, Administrators and staff

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

1. Review of student data (work products, including TC running records, I-Ready assessments, MOSL assessments) during weekly grade team meetings, lead teacher meetings, half-day professional development, and data meetings.
2. Review of student data (work products, including TC running records, I-Ready assessments, MOSL assessments) during weekly grade team meetings, lead teacher meetings, half-day professional development, and data meetings
3. Review of student data (Fountas and Pinnell)

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

1. F & P assessment to be administered five times a year with at least a 3% increase in students meeting grade appropriate benchmark after each period, MOSL (2x year, September and June)
2. F & P assessment to be administered five times a year with at least a 3% increase in students meeting grade appropriate benchmark after each period, MOSL (2x year, September and June)
3. F & P assessments to be administered five times a year with at least a 3% increase in students meeting grade appropriate benchmark after each period.

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

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

1. Through our Title I Professional Development Budget we will fund a TCRWP Professional Development package that will include two TCRWP staff developers to work on-site 10 days each for the year. One will work with primary grade teachers K-2 and one will work with elementary grade teachers 3-5. Staff member continue to be hired as a Literacy Coach based on needs assessment.
2. Through our Title I Professional Development Budget we will fund a TCRWP Professional Development package that will include two TCRWP staff developers to work on-site 10 days each for the year. One will work with primary grade teachers K-2 and one will work with elementary grade teachers 3-5. Staff member continue to be hired as a Literacy Coach based on needs assessment.
3. Staff member continue to be hired as a Data Specialist

**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).

- Parental literacy support is provided through individualized reading progress letters generated by Teachers College Assessment Pro, which indicates their child's independent reading level and texts that would support them with the child's literacy at home.
- Letters are generated in the student's home language to ensure easy access to information for the parents. TC Assessment Pro, used by all teachers to track reading progress for students, automatically updates to ARIS, which allows families to monitor student progress throughout the year
- To encourage parent's participation, workshops on reading/math strategies, behavior modification programs, etc. for collaborative support towards student success

are provided by the school

- Prior to the State tests parents of the 3rd to 5th grade parents are invited in for workshops to familiarize them with the test format and give them strategies they can use to help their child at home
- School Messenger is used to inform parents of all school based and community events, matters of importance, along with any school events they should be aware of. The School Messenger is generated in both Spanish and English and provides contact with parents through phone calls and email

### **Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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.

By June 2014, a minimum of 35% of students who scored a level 2 on the NYS Math exam will score a level 3 or level 4 on the 2014 Math exam.

#### **Comprehensive Needs Assessment**

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

After conducting our needs assessment and reviewing the 2012-13 Mathematics data for the school in the Progress Report, the SLT, as well as the administration and teachers, have found that increased performance on the NYS Math exam is necessary thereby making this a priority goal for 2013-2014. Only 14% of the 257 students who took the NYS Math exam were considered proficient. While disaggregating the data, it was noted that 54 of the current 4<sup>th</sup> and 5<sup>th</sup> graders who took the Math NYS test in 2013 scored a level 2, of which 17 students scored between 2.5 and 3.0 (this is 35% of the level 2 students).

#### **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. K-2 Math: On site Math Coach and Generation Ready (AUSSIE) Consultant will engage teachers in job-embedded professional development in using the EngageNY Modules, which are aligned to the CCLS, to increase conceptual understanding of the mathematical standards. Each Module will include a pre- assessment created by the consultant and coach based on foundational standards, as well as an EngageNY Post Assessment to be used consistently through the grade to track student progress and identify instructional needs. Through the informed use of data, teachers will make decisions regarding appropriate interventions and daily groupings (math center work, re-teach groups and guided math).
2. 3-5 Math: On site Math Coach and Generation Ready (AUSSIE) Consultant will engage teachers in job-embedded professional development using the Engage NY Modules, which are aligned to the CCLS, to increase conceptual understanding of the mathematical standards. . Each Module will include a pre- assessment created by the consultant and coach based on foundational standards, as well as an EngageNY Post Assessment to be used consistently through the grade to track student progress and identify instructional needs. Through the informed use of data, teachers will make decisions regarding appropriate interventions and daily groupings (math center work, re-teach groups and guided math). Teachers will conduct ongoing assessment to evaluate student needs (Pre and post module assessments, Schoolnet data (grades 4 and 5), MOSL data (grade 3). Saturday Academy Test-Prep program will be offered, beginning in February, to provide intervention for low performing/ at-risk students and enrichment for students that are proficient in math. All of our students, grades 3-5, remain for Extended Time, 50 minutes two days per week-for small group instruction focusing on comprehension and testing strategies.

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

3. On site Math Coach, AUSSIE(Generation Ready) Consultant, Administrators and staff

4. On site Math Coach, AUSSIE (Generation Ready) Consultant, Administrators and staff
<b>5. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Review of student data, including pre and post module assessments. There are approximately 6-7 modules for each grade.</li> <li>2. Review of student data, including pre and post module assessments, MOSL assessment grade 3, Schoolnet assessment grades 4 and 5, I-Ready assessments. There are approximately 6-7 modules for each grade.</li> </ol>
<b>6. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. Data will be reviewed after each assessment and trends will be identified for class/grade and school (6-7 times a year) Targeted instruction will be implemented immediately.</li> <li>2. Data will be reviewed after each assessment and trends will be identified for class/grade and school (6-7 times a year); MOSL assessment (grade 3) September and June; Schoolnet (grades 4 and 5) October. Targeted instruction will be implemented immediately.</li> </ol>
<b>7. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<p>As a Title 1 School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 funds, Title III and human resources to implement this action plan from September 2012 to June 2013 as indicated below:</p> <p>(TL Fair Student Funding; TL FSF Hold Harmless; Title I SWP; Title I ARRA SWP; TL Children First; TL DRA Stabilization; TL FSF Legacy Teacher Supplement NYSTEL Software NYSTEL Hardware)</p> <ol style="list-style-type: none"> <li>1. Math Coach and Data Specialist continue to be hired and Generation Ready Consultant</li> <li>2. Math Coach and Data Specialist continue to be hired and Generation Ready Consultant</li> </ol>

**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).
<ul style="list-style-type: none"> <li>• Parents will be kept informed of the progress of this goal and action plan through the dissemination of information at School Leadership Team meetings, Parent Association meetings, and the Annual Title 1 meeting. Feedback from parents will be incorporated into our action plan as we consider it to be a living document</li> <li>• Parents of the 3<sup>rd</sup> to 5<sup>th</sup> grade parents will be invited to attend workshops on understanding the NYS Math assessment and be given strategies that will help them support their child at home</li> <li>• Parents will be invited to grade level Open Houses at the beginning of the school year. All parents will be given the DOE generated Academic Roadmap, which is a guide that shows them the expectations for their student at various grades. Parents in Grades 3-5 will be invited to attend extra workshops to help them further understand how they can help support their children and prepare them at home with the new CCLS based State Test.</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

### **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.

By June 2014, the whole school attendance rate will meet or exceed 93% based on the mayor's initiative.

#### **Comprehensive Needs Assessment**

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

Based on the Needs Assessment Survey completed by the school, determination made by the SLT, school administration, school community and a review of the 2012-2013 Annual Attendance Report Data, which showed an average overall attendance of 91.77%. (Due to this low attendance rate, we have been identified as a school with chronic absenteeism.) it was decided to make this a priority goal for 2013-14

#### **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. Attendance Team: September 2013, an attendance team will be identified that will be responsible for monitoring weekly attendance of all students. Their responsibilities will include sending our letters to parents who had students with less than 95% attendance for the 2013-2014 school year, making daily phone calls through "School Messenger," organizing 100% Attendance Assemblies with congratulatory certificates for students and parents, maintaining attendance bulletin board, and organizing February field trip for students with perfect attendance. The attendance team works closely with Network 607 to monitor students who are chronically absent.
2. Principal: Daily shout outs by the Principal during morning announcements, identifying classes that had 100% attendance the day before. The Principal will also send a letter to parents bi-monthly explaining the attendance policy and correlation between student achievement and attendance.

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

1. Parent Coordinator and Family Worker, additional school aides and Network 607 attendance liaison
2. Principal and school secretary

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

1. At the end of every month, the overall school attendance will be monitored to assess what gains have been made. On a weekly basis, the students who are chronically absent will be monitored and parents will be notified.
2. Daily attendance print-outs are printed by the school aide and classes with 100% attendance are collated and given to the principal for her daily shout-outs. Bi-monthly letters will be sent out to parents by principal.

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

5. Monthly progress reports are generated to monitor attendance.
6. Daily progress reports are generated to monitor attendance. Bi-monthly letters will be sent out by principal.

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

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

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

#### **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).**

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

**Budget and Resource Alignment**

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

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

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

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

**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.

By June 2014, 100% of teachers will participate in multiple cycles of researched-based PLCs around the CCLS (including the shifts), Danielson Framework, and unit planning to improve instructional practice and increase student achievement.

**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.

This goal is based on the 2013-2014 Citywide Instructional Expectations that require a school to have an instructional focus, (Our school-wide instructional focus is to look at student work to help drive student achievement), as well as schools need to align instruction the CCLS. The need for this goal was also determined by our 2013 DQR feedback as well the 2013-2014 QR rubric.

**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.

o **Strategies/activities that encompass the needs of identified subgroups**

1. Professional Learning Communities (PLC) with a focus on the CCLS and shifts. All teachers will participate in inquiry-based learning around the Common Core Learning Standards. All teachers will continue to embed the shifts as a central focus in their planning and instruction in all content areas. They will collaborate in their inquiry-based learning with a group of their peers, conducting research on their chosen topic, creating a plan to implement the inquiry work in the classroom (collecting student data if applicable), and reflecting on the applicability of the work in the classroom. Teachers will present their work as a group upon completion of the cycle.
2. Professional Learning Communities (PLC) with a focus on unit planning with an emphasis on student engagement and rigorous instructional objectives and learning

outcomes. All teachers will participate in grade level teams to design a nonfiction reading unit of study from TCRWP using Universal By Design (UBD) as a guide. Teachers will design pacing calendars to include cognitively-challenging learning outcomes based on Common Core Learning Standards and student needs. Units will include an essential question, guiding questions, formative and summative assessments, strategic small groups, etc. Teachers will present their work as a group upon completion of the cycle.

3. Professional Learning Communities (PLC) with a focus on the Danielson Framework. Teachers will complete a mid-year self-reflection based on their original Danielson goals, along with their observational feedback. Teachers will participate in an inquiry-based learning community focused on the Danielson Framework and self-reflection. Teachers will use Network 607 resources from ARIS and Charlotte Danielson's book to support teacher learning and inquiry work.

○ **Key personnel and other resources used to implement each strategy/activity**

1. Literacy coaches, Math Coach, Principal, Assistant Principals, Lead Teachers, TC Consultants, Generation Ready Consultant and staff
2. Literacy coaches, Math Coach, Principal, Assistant Principals, Lead Teachers, TC Consultants, Generation Ready Consultant and staff
3. Literacy coaches, Math Coach, Principal, Assistant Principals, Lead Teachers, TC Consultants, Generation Ready Consultant and staff

○ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teachers are asked to follow school-created norms during all PLC sessions, including developing an agenda, reporting progress at the end of each session via a feedback sheet. Upon completion of the PLC cycle, teachers present the results from their inquiry projects to the rest of the school community through an interactive presentation. Impact and effectiveness of each PLC cycle is measured through teacher observations, labsites, learning walks, lesson plan review, lead teacher conversations and grade team discussions.
2. Teachers are asked to follow school-created norms during all PLC sessions, including developing an agenda, reporting progress at the end of each session via a feedback sheet. Upon completion of the PLC cycle, teachers present the results from their inquiry projects to the rest of the school community through an interactive presentation. Impact and effectiveness of each PLC cycle is measured through teacher observations, labsites, learning walks, lesson plan review, lead teacher conversations and grade team discussions.
3. Teachers are asked to follow school-created norms during all PLC sessions, including developing an agenda, reporting progress at the end of each session via a feedback sheet. Upon completion of the PLC cycle, teachers present the results from their inquiry projects to the rest of the school community through an interactive presentation. Impact and effectiveness of each PLC cycle is measured through teacher observations, labsites, learning walks, lesson plan review, lead teacher conversations and grade team discussions.

○ **Timeline for implementation and completion including start and end dates**

1. PLC Cycle One: September 2013—January 2, 2014.
2. PLC Cycle Two: January 9, 2014—April 10, 2014.
3. PLC Cycle Three: April 26, 2014—June 19, 2014.

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

1. School SBO to use Thursday's extended time for inquiry-based professional learning.
2. School SBO to use Thursday's extended time for inquiry-based professional learning.
3. School SBO to use Thursday's extended time for inquiry-based professional learning.

**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).

- Assemblies and afterschool workshops to inform parents about CCLS
- ARIS training
- Lead teachers to facilitate communication

**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	x	Title IA		Title IIA	x	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.

By June 2014, all Special Education students will approach, meet or exceed performance by focusing on reading with an emphasis on vocabulary development. This goal will be measured by:

1. Increase of 2-4 levels on F & P running record assessments
2. Increase of 3 or more levels on the TC high frequency word list assessment

**Comprehensive Needs Assessment**

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

A review of our school demographics indicates that 21.7% of our school population has Special Needs. Only 2.6% of our Special Needs students were considered proficient in the 2012-13 ELA State Exam. It is our goal to further develop our students in the area of reading and writing with an emphasis on vocabulary and language development to further reading fluency and overall comprehension of texts.

**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.

**Strategies/activities that encompass the needs of identified subgroups**

1. K—5 Teachers (including self-contained and ICT) will work directly with the TCRWP Staff Developers and Literacy Coach to deconstruct reading and writing units of study to make them more accessible to SWD's.
2. K—5 Self-Contained teachers will work directly with the TCRWP Staff Developers to deconstruct units of study to make them more accessible to SWDs. Teachers will work with Literacy Coach to integrate shared reading as part of regular reading instruction with an emphasis on vocabulary and word study strategies. Teachers will work with Literacy Coach to use technology (Smartboards/Elmos) to create interactive lessons, engaging students in hands-on learning activities. Teachers will work with Literacy Coach and Data Specialist to analyze student data to create targeted small group instruction (literacy centers, guided reading and strategy groups). The teachers will use the TCRWP High Frequency Word List as a resource in planning targeted instruction.

**• Key personnel and other resources used to implement each strategy/activity**

1. On site Literacy Coach, TCRWP Staff Developers, Administration and staff
2. On site Literacy Coach, Data Specialist, TCRWP Staff Developers, Administration and staff

**• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Review of student data ( TC running records) 5 times a year. Immediate action will be taken to implement targeted instruction.
2. Review of student data (TCRWP high frequency word list) 5 times year. Review of student writing during weekly grade team meetings, lead teacher meetings, half-day professional development, and data meetings to assess student application of new vocabulary. Immediate action will be taken to implement targeted instruction.

**• Timeline for implementation and completion including start and end dates**

1. Students will increase 1 level after each administration of F & P assessments to be administered 5 times a year. Meeting with TCRWP Staff Developers during 2<sup>nd</sup> Cycle (January—May) to deconstruct units of study.
2. Students will advance 1-2 levels on the high frequency word list after each administration of the TCRWP reading assessment (5 times per year)

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

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

1. Through our Title I Professional Development Budget we will fund a TCRWP Professional Development package that will include two TCRWP staff developers to work on-site 10 days each for the year. One will work with primary grade teachers K-2 and one will work with elementary grade teachers 3-5. Staff member continue to be hired as a Literacy Coach based on needs assessment.
2. Through our Title I Professional Development Budget we will fund a TCRWP Professional Development package that will include two TCRWP staff developers to work on-site 10 days each for the year. One will work with primary grade teachers K-2 and one will work with elementary grade teachers 3-5. Staff member continue to be hired as a Literacy Coach based on needs assessment

**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).

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

**Budget and Resource Alignment**

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

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
---	----------	---	----------	-----------	---	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Title 1 SWP  
 Title 1 Translation SWP  
 TL FSF





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

3. 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
<ul style="list-style-type: none"> <li>• <b>Less than 1% of our teachers are considered non HQT</b></li> <li>• <b>P.S. 59 is committed to hiring certified teachers through the conventional process of working with HR as well as through recommendations from other staff and Network. Principal will attend job fairs when and if required.</b></li> <li>• <b>P.S. 59 has a strong Mentor Program for new teachers. New teachers are paired with another classroom teacher as their mentor</b></li> <li>• <b>Ongoing supervision is provided by the AP's for all staff to ensure that they are meeting the Citywide Expectations.</b></li> <li>• <b>Ongoing cycles of observation using the Danielson framework to evaluate teachers leads to individualized PD for teachers based on needs identified</b></li> <li>• <b>At PS 59 all new teachers are provided in class support by our in-house coaches</b></li> <li>• <b>PS 59 has an extremely effective Special Education liaison, new teachers get training from her on SESIS access, behavior management issues and any other related topic , on an as needed basis</b></li> <li>• <b>New classroom teachers receive staff development in the areas of: test taking strategies, ongoing student assessment, and the TCRWP data program (Assessment Pro)</b></li> <li>• <b>New teachers will meet regularly with the Principal to ensure they are on the correct trajectory to attain tenure and are meeting their professional obligations</b></li> <li>• <b>All staff meet regularly in Professional Learning Communities to further their own professional knowledge in areas that they select as areas of interest</b></li> <li>• <b>A yearlong Staff PD calendar is continuously reviewed and added to as the need arises</b></li> </ul>

**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).
<ul style="list-style-type: none"> <li>○ Weekly grade team meetings</li> <li>○ Ongoing opportunities for grade teams to look at student work together (Running records, MOSL assessments, student writing, reading notebooks, etc)</li> <li>○ Lead teacher group</li> <li>○ Weekly PLC inquiry groups</li> <li>○ SBO for 5 half-day professional development days</li> <li>○ Restructure of master schedule to allow for common grade team prep times</li> <li>○ Scheduling flexibility to support professional development opportunities</li> <li>○ Coaching and staff development</li> <li>○ In-house mentoring</li> <li>○ Data coach and opportunities for data meetings</li> <li>○ Ongoing professional development with outside consultants</li> <li>○ PD opportunities provided by the network and outside agencies</li> <li>○ Principal goes to Network PD as well as PD at Leadership Academy</li> <li>○ On site PD for administrators around Danielson by the JESA</li> </ul>

- Paraprofessional receive PD at TC(Reading Rescue )
- Paraprofessional PLC groups

**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.).

Violence Prevention - Respect for All Program is coordinated by our Conflict Resolution Specialist. School-wide PBIS system has been implemented with a point system to provide incentives for positive behavior.

Pre-School Program –3 Full-Day classes coordinated by Assistant Principal

Housing - Students with temporary housing provided with the following supports:

- Transportation bus passes
- Counseling Support if needed
- Uniform is supplied
- Basic School Supplies
- Enrolled in after school programs for academic support when possible.

**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.).

A variety of supports are offered to assist preschool children from early childhood programs to the elementary program. We are fortunate that we have 3 full-time Prekindergarten classes in our school. A large majority of these students smoothly transition into our kindergarten classes the following year. Our Prekindergarten teachers take part in our school wide professional development throughout the school year. Many of our parent workshops at the annex involve our Prekindergarten and K families meeting together with our social worker and Annex coordinator. The Prekindergarten teachers have taken part in multiple professional development meetings around the Prekindergarten CCLS and work to embed the standards throughout all instructional areas. Our SBST works closely with CPSE to complete the Turning 5 Process. The Assistant Principal has also gone to Head Start open houses to meet with families and tell them about our Kindergarten Program.

**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.

Teachers were involved with selecting our K-5 assessments as part of the MOSL committee. As a Teachers College school, the TC Running Record Assessments were chosen to assess reading levels throughout the school. All teachers went through additional professional development to ensure they understood the assessment and how to use the results to improve student achievement. A variety of professional development and data support is provided to teachers. Data support is provided by the following people:

- Data Coach
- Literacy/Math Coach
- Teachers College Consultants
- Generation Ready Consultants
- APs/Principal

Prekindergarten teachers are being trained this year in the Work Sampling System Process. This system allows the teachers to use the CCLS standards for PreK to help develop portfolios of student work samples that help them measure student growth over the school year. As this is the first year our teachers are using WSS, they are being trained by the office of Early Childhood. The lower grade AP is part of this training.

**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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act; This year it was hosted on 9/13/2013.
- 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;

**At PS 59 we further encourage parent participation by putting in place the following:**

- Encourage parents to participate on The School Leadership Team (SLT) where 50% of memberships are parents. Parents voted onto the SLT are involved in developing and revising the documents pertaining to school improvement like the CEP, the Parent Involvement Policy, the annual school report card and the School Progress Report to discuss the schools strengths and weaknesses, etc. PS 59 advertise and invites parents to attend the SLT meetings, which are scheduled to best accommodate both parents and staff members. PS 59 provides parents with information as to how to become a member of the SLT where collaborative conversations concerning improving Title 1 programs and parental involvement policies are discussed. We encourage parents to participate in revising and implementing the Parent Involvement Policy and all relevant information regarding meeting times, activities, etc. are publicly advertised

- Update parents of Title 1 programs and parental involvement policies. Parents participate in revising and implementing the PS 59 Parent Involvement Policy and all relevant information regarding meeting times, activities, etc. are publicly advertised. The 2013-2014 Parent Involvement Policy was revised and distributed to Title 1 Parents on 9/13/2013.
- Provide the parents with workshops based on the assessed needs of the parents of children who attend our school and work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains attendance of events and activities scheduled and conducted for the parents, on a monthly basis and submits a report to the central office. The Parent Coordinator, Administrators and educators work collaboratively to provide parents with information/training regarding expectations for students/promotional criteria, NYS standards, NYS testing, curriculum, etc. Simple reading materials will also be provided and displayed in English and Spanish, in locations in the school that are easily accessible to parents and where they can easily browse and collect them
- Parent Open House Orientations will be held during the first month of the school year for all grades. Parents will be provided with information regarding Citywide academic expectations for the grade their child is in, as well as the PS 59 Parent Handbook and specific information for parents of Special Education and ESL students where needed
- Parents will be invited to a series of ongoing workshops on understanding the CCLS and how their implementation will impact their child's education
- Offer parents ongoing workshops and trainings on topics of great interest and importance to them, often in collaboration with neighborhood agencies and organizations, e.g., How parents can best and most effectively support their student's success; Recommended questions to ask during parent teacher conferences; ARIS Computer Trainings; Smoking Cessation; Living with High Blood Pressure; Preventing Child Abuse and Neglect; Living with Asthma; and Maintaining good oral health. Nutrition workshops facilitated by Cornell University for healthy eating, learning leaders parent training that encourage parents to become active participants in the school environment. We will also provide an abundance of reading materials from the Parent Lending Library established with literature from The Parent Institute, Home & School Connection, St. Barnabas Partners in Health, Teachers College and other organizations that serve as effective educational resources. Parents remain active participants by completing the Learning Environment Surveys and also play an active role in the Quality Review process
- Supply information such as: newsletters, monthly calendars, announcements, reminders, invitations, flyers and other school and community information will be distributed to parents when appropriate keeping them abreast of current and upcoming events occurring in the school and throughout the community. The information will be provided in Spanish and English and be publicly displayed in locations easily accessible to parents. Communication using School Messenger reminding parents about upcoming events, authorized school closings and emergency situations.
- Make available information as to where parents can go to receive ELS and GED services, healthy living and nutrition education, expanding opportunities offered for personal growth as well as those that enable parents to be more effective in supporting their student's success. We provide parents with information/training regarding expectations for students/promotional criteria, NYS standards, NYS testing, curriculum, etc. Simple reading materials will also be provided and displayed in English and Spanish, in locations in the school that are easily accessible to parents and where they can easily browse and collect them

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

- Providing annual meetings for Title 1 parents to inform them of the Title 1 program at PS 59 A flexible number of meetings at various times, and languages will be arranged taking into account parents' needs. hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- Engaging parents in planning, reviewing and improving the Title 1 programs and parental involvement at PS 59. Parents will be provided with information on how to become members of the SLT, where collaborative conversations on improving Title 1 programs and parental involvement policies are discussed
- Supporting or hosting Family Day events
- To encourage parent's participation in professional development activities, i.e. workshops on reading/math strategies, behavior modification programs, etc. for collaborative support towards student success
- The school conducts 2 book fairs annually which coincide with Parent Teacher Conferences. Parents are encouraged to buy books for their children as a reward for doing well or as an incentive to do better. Our idea is to encourage literacy in the home

- Parents visit the local library with the students during the school day and during Extended Learning Time
- Prior to the State tests parents of the 3<sup>rd</sup> to 5<sup>th</sup> grade parents are invited in for workshops to familiarize them with the test format and give them strategies they can use to help their child at home
- Parental literacy support is provided through individualized reading progress letters generated by Teachers College Assessment Pro, which indicates their child's independent reading level and appropriate texts that would support them with their child's literacy at home.

Letters are generated in the student's home language

- School Messenger is used to inform parents of all school based and community events, matters of importance, along with any school events they should be aware of. The School Messenger is generated in both Spanish and English and provides contact with parents through phone calls and email
- TC Assessment Pro, used by all teachers to track reading progress for students, automatically updates to ARIS, which allows families to monitor student progress throughout the year
- During PTC evenings and afternoons, the Parent Coordinator will explain school accountability systems, school report card, Progress Report, QR and Learning Environment Survey Report to the parents
- Encourage parents to complete the Learning Environment Surveys by ongoing outreach during and after PTC's.

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>059</b>
School Name <b>The Community School of Technology</b>		

### 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 <b>Sita Basu</b>	Assistant Principal <b>Fiona Tierney</b>
Coach <b>Kelli McDaniel</b>	Coach <b>Teresa O'Shaughnassy</b>
ESL Teacher <b>Carmen J. Montemoino</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Acela Mejia</b>
Teacher/Subject Area <b>Ruth Levantis</b>	Parent Coordinator <b>Liza Lugo</b>
Related Service Provider <b>type here</b>	Other
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>6</b>	Number of teachers who hold both content area and ESL certification	<b>5</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>6</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>3</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>514</b>	Total number of ELLs	<b>66</b>	ELLs as share of total student population (%)	<b>12.84%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	1													1
Pull-out	1	3	4	3	2	2								15
<b>Total</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>16</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	66	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	15
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	

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	56		8	10		7	0			66
Total	56	0	8	10	0	7	0	0	0	66

Number of ELLs who have an alternate placement paraprofessional:

### 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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	14	13	8	3	12								62
Chinese														0
Russian														0
Bengali		1	1											2
Urdu														0
Arabic														0
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
<b>TOTAL</b>	12	15	14	8	4	13	0	0	0	0	0	0	0	66

## 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)	5		4	2		3								14

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)		9	2	3	3	3								20
Advanced (A)	7	6	8	3	1	7								32
Total	12	15	14	8	4	13	0	0	0	0	0	0	0	66

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2	1		7
4	9	3			12
5					0
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	4		3						7
4	8	3	2						13
5									0
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	4		6				12
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.  
The assessment tool P.S.59 uses to assess the early literacy skills of our ELLs is the Teachers College Running Records Assessments Levels A-Z. This assessment is through Fiction Narratives. This tool assesses Reader's Accuracy Rate (decoding which needs to be 96% in order to be at the specific level. It assesses Letter Identification and Sounds, High Frequency Word List (4 wrong out of 25 to be on the level ), Fluency and Comprehension. Our ELLs tend not to do well on this assessment at the beginning. However, they show progress as time goes by. The ELLs generally tend to increase their reading level by one. We also use informal assessments and unit assessments as well to drive instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
On the Kindergarten LAB-R, students tend to score intermediate and advanced levels. However, upon taking the NYSESLAT, the score decrease one level. The majorities of first graders make progress or achieve proficient levels at the end of first grade. Upper grades showed improvement by advancing a level or two. In the Overall NYSESLAT Proficiency Results, 14 scored at the beginning level, 20 at the intermediate level and 32 at the advanced level.
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 [AMAQ tool](#))  
State RNMR report is not available as of today 11-12-13.
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?

English Language Learners develop their basic skills rapidly and it takes a little longer for academic skills to develop. The patterns that the data shows is that the Listening and Speaking skills are higher across the grades and the reading and writing, though show improvement are lower . Due to excessive assessments taking place the administration decided not to use the ELL Periodic Assessments. However, we are using the ELL Assessment from Rigby. So far the data shows that newcomers are internalizing information because they are showing improvement in Listening even though, in instances they cannot speak the language as of yet according to the ELL Assessment Listening component. ELLs tend to do well in the NYS Science assessment according to the results.
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](#).)  
When making decisions about ELLs during RTI we collect data by looking at student's home language survey, LAB-R data, New York State English as a Second Language Achievement Test, Social History update, ARIS information, classroom observation, teacher's report, attendance report, and NYS ELA and Math Scores. When there are doubts as to whether there is a language or processing issue, we may request a Speech and Language screener. Progress is monitored for 4-6 weeks.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
During Learning Team meetings, articulations among teachers and when in need, the following strategies are used to address the second language development: the use of cognates in content if applicable, partnering students to help each other, the use of dual language materials from the school library, glossaries and dictionaries. At P.S.59 we celebrate the connection between home and school through validating home the home language. During interviews and parent orientations, parents are encouraged to cultivate, expand and associate the home language to the learning experience of ELLs at P.S.59. The Spanish LAB results and informal interviews at the time of registration are taken into account as well. In classroom settings, students are encouraged to communicate in the first language when needed. Key concepts are provided in the Native language in order to clarify the content material being covered. P.S.59 does not have a bilingual program due to the outcome of the Parent Selection but we ensure the native language is embraced as an asset for our school.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- P.S.59 evaluates the success of the programs for ELLs by reviewing the AMAO set by the State for NYSESLAT. The school discusses the ELL program and make adjustments during grade team and administration meetings. The members look at the results of TC Assessments, Rigby ELL Assessment results ongoing and simulation tests to assess the success of the program for ELLs. We continue to use the I-Ready and starfall.com software programs where is evident that our ELLs have made progress. Our teachers utilize best practices through TC Professional Development and Office of English Language Learners Conferences on an ongoing basis throughout the year. Such strategies are scaffolding, model reading through shared readings, reading To, By and With Children, close reading and model writing skills to help students acquire the skills needed to become successful readers and writers.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When new entrants register at P.S.59, the parents or guardians are required to complete the Home Language Survey (HLIS). P.S. 59 have procedures in place to ensure that the parents or guardians understand the Home Language Survey (HLIS) during the initial identification of those students that may possibly be ELLs. The testing, placing and orientations for these students need to take place within the first 10 days of the school year. During registration and the Initial Intake Process the ESL Coordinator along with the Pupil Accounting Secretary assists parents of possible ELLs in the main office. The Home Language Survey is given to parents in their home language to be completed. At this point an oral interview is conducted in English and their native language to the new entrant and parents or guardians by the ESL Coordinator. Translation Services are available through the Department of Education and school personnel in the event that a family member speaks a language other than English or Spanish. Eligibility for testing is determined based on the answers to the Home Language Survey, oral interview, and initial assessment. The student is given the LAB-R in English and the Spanish LAB if it applies. The test is hand scored immediately. The entitlement letters (LAB-R) or Non-Entitlement Letters (LAB-R) are given to the parents of students who need services according to the cut-off scores in their native language.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
The structures that are in place at P.S.59 to ensure that parents understand all three program choices are as follows: Parents are given an Orientation within the first 10 days of school and throughout the year as students keep coming into the school system. They will view a video describing in detail the three program choices. The ESL Coordinator along with the Parent Coordinator explains the information pertaining to the programs verbally and answers questions. Parent Guides are also distributed in their language with a detailed explanation provided by the Department of Education as well as the Program Selection Forms. Once they are collected the information will be added to the ELPC screen. Parents are informed in their home language that P.S.59 offers an ESL instruction program until enough students requesting Transitional Bilingual Education or Dual Language programs can be obtained to open up such class on a particular level (15 students on two contiguous grades / monitored by tracking parental programmatic choice). Thorough conversations are conducted with parents to ensure they understand this requirement. P.S.59 maintains records of Parent Survey and Program Selection Forms in order to verify when enough parents request an alternate program other than our ESL program. When the time merits it, we will open up the TBE or Dual Language programs based on research and best practices in Second Language Acquisition. While we do not presently offer TBE or Dual Language programs, parents are advised of their right to place their child at a neighboring school offering the program. These parents are assisted by the Parent Coordinator for consultation and advisement on placing the students entitled to services in the program desired by the parents. The ESL Coordinator along with the Parent Coordinator maintain records and communication with schools citywide and in the district that offer these programs to assist when parents request such programs.

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](#)].)
- If a Transitional Bilingual Education (TBE) or Dual Language (DL) program becomes available, parents that have chosen such programs will be contacted by letters, phone calls, or outreach by school personnel. Once the Orientation Letters are given to parents, they will attend an orientation to view a video, receive a parent guide and the Program Selection Form in their language. Parents will complete the Program Selection Form and select a program. Every English Language Learner is administered the New York State English as a Second Language Achievement Test (NYSESLAT) annually during Spring time. They are identified as eligible for the NYSESLAT in one of two ways: scoring at the beginning, intermediate, or advanced level on the LAB-R during admission to NYC schools the first year or a beginning, intermediate, or advanced final score on the NYSESLAT the previous year. The NYSESLAT assesses students in Listening, speaking, reading and writing to measure students progress in developing language proficiency. The NYSESLAT is the only assessment that determines entitlement to services or no longer entitlement category as well. Proficient students on the NYSESLAT receive transitional services in mastering academic English for a minimum of one year after testing out of the program. Once it has been determined that a student is eligible for service based on the HLIS and the LAB-R results, the parent is notified through an entitlement letter. The ESL Coordinator and Parent Coordinator provide the parents with an Orientation Session. During this Orientation, the parents receive a copy of the Parent Guide in their home language. This Parent Guide informs parents the three programs available. The Orientation DVD/ Video is also presented to parents in their home language. After a detailed conversation, parents are given the Parent Survey and Program Selection Form in their home language. The New York City Department of Education Translation and Interpretation Services are provided to parents when needed to ensure their comprehension. Parents are informed that if they do not complete the form during the orientation session, they may take it home to analyze and discuss the information presented to them and return it within three school days. Reminder letters are sent home to ensure parents return the Parent Survey and Program Selection Form. Phone calls, contact through classroom teachers and second notices are sent home to ensure the collection of forms and orientations. The Parent Survey and Program Selection Forms once collected inform the school of the parents' decision as to what programs their children should receive. Once again, the placement letters are sent home informing parents that their children have been placed in the program they have selected. The original documentation is filed in the students' cumulative records and copies are kept in a binder to access as needed.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
- The ESL Coordinator will collect the Program Selection Forms and analyze them to determine and honor the parents' needs according to the outcome. She will address parents' questions and concerns at all times. Parents will be notified that the school will make every effort to honor the program selected for their child. A placement letter will be given to the parents in their home language. The school will ensure that parents attend the Orientations and return the Program Selection Forms within the first 10 days of school by using all types of communication and strategies such as written, phone calls, using the assistance of the family worker for outreach, the Parent Coordinator, informal meetings with parents at dismissal, etc. Parents will be informed of the research findings of the effectiveness of the programs available. If parents do not complete the Program Selection Forms and do not chose a program, they will be informed of the fact that the next step will be the default program for ELLs which is the Transitional Bilingual Program as per the CR part 154. The child must participate, at a minimum, in a Freestanding English as a Second Language. The originals of the Home Language Surveys, The Program Selection Forms along with the attendance are placed in the students' cumulative records. Copies of the Home Language Surveys, the Program Selection Forms, attendance, agendas, Entitlement Letters (LAB- R), Non-Entitlement Letters (LAB-R), Continuation Letters (NYSESLAT), Non-Entitlement Letters (NYSESLAT), Orientation Letters and Placement Letters in their language will be kept in the main office in a binder. Teachers will analyze the NYSESLAT data to inform instruction and group students. The ESL Coordinator will monitor the ELPC screen on an ongoing basis within the first 20 days of school as well as the rest of the year. Once the HLIS, informal interviews, the LAB-R, Spanish LAB(when applicable) and orientations are conducted, the pertinent information will be entered on the ATS ELPC screen to ensure the proper procedures and collection of data.
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.
- To ensure that all ELLs receive the NYSESLAT annually at P.S.59, the ESL Coordinator along with the Testing Coordinator maintains ongoing communication about all ELLs and ATS reports available pertaining to them. The ESL Coordinator researches the following reports continuously: The RLER (LAB-R eligibility/NYSESLAT eligibility), Exam History Reports, RPOB(Place of Birth/ Home Language), RNMR(NYSESLAT combined Modality), I.E.P.s and information in the Cumulative Records. In

collaboration, the ESL, Testing and Parent Coordinators along with the Attendance Office work in assuring that all four components of the NYSESLAT are administered to the entire ELL Population.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in the program choices parents have selected is English as a Second Language as 1<sup>st</sup> choice , Dual Language as 2<sup>nd</sup> choice and Transitional Bilingual as 3<sup>rd</sup> choice. for the past 5 years parents have chosen English as a Second as their 1<sup>st</sup> choice. P.S.59's lower grades k-2 have been able to attain advanced and proficiency levels the majority of times at the end of first grade. The school monitors the trends in parent choices on an ongoing basis and utilizes its evidence to tend to the parents' desires and needs as well. Information gathered is used to plan for future programming. The program models at school are aligned with the parents' requests.

## 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])?

PS 59 also known as The Community School of Technology, is an elementary school located in District 10. PS 59 has approximately 514 students of whom 66 are English Language Learners. The school provides them with a pull-out ESL program for kindergarten, first, second, third, fourth and fifth grade newcomers. ESL mandated students in grades kindergarten at the Annex, first, and fifth grade are clustered in one class on each grade with a classroom teacher who teach ESL. Students in special education requiring mandated ESL services receive services in one of the classrooms participating in the program or by the ESL teacher according to the grade. The instructional components include: English as a Second Language, Literacy Block and Content Area in the General Education Program. The ESL program incorporates many academically rigorous learning strategies, including teaching Literacy through content using the Common Core Learning Standards and the Instructional Shifts with multiple pathways to support ELLs. It supports ELL students in their development in four key areas of English instruction: reading, writing, speaking and listening. It assures that programs that serve ELLs are staffed with high quality teachers, has a strong focus and is aligned with the Common Core Learning Standards and the Instructional Shifts in ELA and ESL. Beginning and Intermediate students are provided with two periods of ESL service per day/ 360 minutes weekly and advanced students are provided with one period a day/ 180 minutes on a weekly basis and ELA instruction for 180 minutes as well. Transitional services are provided for one year to students transferring from an ESL program into an English mainstream program. These proficient students are placed in the classes with ELL students for two years to support and monitor their academic progress. Testing accommodations are granted to proficient ELLs for two years after testing out. Newcomers receive instruction by the ESL teacher who utilizes cognates, glossaries, dictionaries and bilingual books from the school library to aid the students with comprehension of the materials and instruction.

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)?

Beginning and Intermediate students are provided with two periods of ESL service per day/ 360 minutes weekly and advanced students are provided with one period a day/ 180 minutes on a weekly basis and ELA instruction for 180 minutes as well. Transitional services are provided for one year to students transferring from an ESL program into an English mainstream program. These proficient students are placed in the classes with ELL students for two years to support and monitor their academic progress. Testing accommodations are granted to proficient ELLs for two years after testing out. Newcomers receive instruction by the ESL teacher who utilizes cognates, glossaries, dictionaries and bilingual books from the school library to aid the students with comprehension of the materials and instruction.

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.

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

In the ESL pull-out program students in kindergarten in the main building, first, second, third, fourth, and fifth grade newcomers

receive the rigorous instruction in English utilizing the same strategies throughout the school, ESL methodologies incorporated with the Common Core Learning Standards and Instructional Shifts according to the students needs.

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

P.S.59 ensures that ELLs are appropriately evaluated in their native language throughout the year in many ways. The Spanish LAB

is one of the assessment that evaluates the Native language for students whom the home language is Spanish. Students utilize dual language books from the school library. Teachers and classmates of the same language assist them with information in the Native language. The parents are asked to emphasize the first language at home to aid the students in acquiring the skills in the second language. It's research based that ELLs with a strong foundation in their first language are able to make a transition with ease in the Second Language. Newcomers receive 45 minutes every morning with the ESL Coordinator to assist them in gaining academic skills through content instruction, the Common Core Learning Standards, Instructional Shifts, multiple pathways, thinking maps, graphic organizers, realia, visuals, cognates, dictionaries, glossaries, TPR, listening exercises and technology.

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

The ESL program incorporates many academically rigorous learning strategies, including teaching Literacy through content using the Common Core Learning Standards and the Instructional Shifts with multiple pathways to support ELLs. It supports ELL students in their development in four key areas of English instruction: reading, writing, speaking and listening. It assures that programs that serve ELLs are staffed with high quality teachers, has a strong focus and is aligned with the Common Core Learning Standards and the Instructional Shifts in ELA and ESL.

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).

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

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

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

LEP students who have not met the performance standard in writing

To help and strengthen the writing skills of third grade ELLs, Ms. Matos followed the TC model (research-based). She modeled every writing lesson by giving them an exemplar to follow. These lessons were modeled to the students every day. Ms. Matos would scaffold the lessons in order to meet their needs (research-based). They were given extra time to revise and complete their stories during the teacher's prep and lunch. They would also work with a partner who was at a higher level. This was done so they would get ideas from

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The instructional materials utilized for ELL-SWD that both provide access to academic content areas and accelerate English language development are the following: Benchmark Education-Non-fiction materials for Science, Social Studies and Math with e-books and graphic organizers, Finish Line Writing to develop the writing skills. Finish Line for ELLs: English Proficiency Practice, Sadlier Phonics, Textbooks, Reading and Writing sources, glossaries, dictionaries, role play (Students reading and acting out a series of steps that later they will develop an introduction for a scenerio to connect to the steps along with a conclusion in writing), group projects from the unit of study, and literacy materials to develop language development. Technology is also used to support their needs . In class support is given to assist the teacher, ie. best practices modeled and scaffold for the studentsIf in need of intervention, the Instruction Support Team along with every staff member involved will conduct meetings to have plans in place to support their academic achievement. The Instruction Support Team is a standing committee created to maximize a student's success in the classroom setting who may be experiencing consistent academic or behavioral difficulties. This committee consists of all staff members who work with the student. Once a student is recommended to the IST committee, a review of the student's specific needs begins and an action plan is created. These strategies will then be employed for a specific period of time. At the end of this time, a follow up meeting will be held to determine if the student has made progress. If needed, the team may recommend further strategies or interventions.

ESL students in CTT Class- These students receive small group ESL intervention from the ESL teacher on the grade using ESL strategies, Common Core Learning Standards, Instructional Shifts to teach Literacy through the Content Area Subjects. .

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?

In collaboration with the School Base Support Team, in order to meet the needs ELL-SWDs within the least restrictive environment, ELL-SWDs are part of the school full program (science, social studies, math, art, music, gym and literacy). The school grants modifications based on the students IEPs where needed. The school takes into consideration the students the students schedules for related services and lunch. ELL-SWDs receive instruction based on their IEP and we ensure they receive mandated services. These students are serviced by ESL teacher in a pull-out program that develops the English language skills through the use classroom content in a setting adapted to their needs.

**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**

### 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

				Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

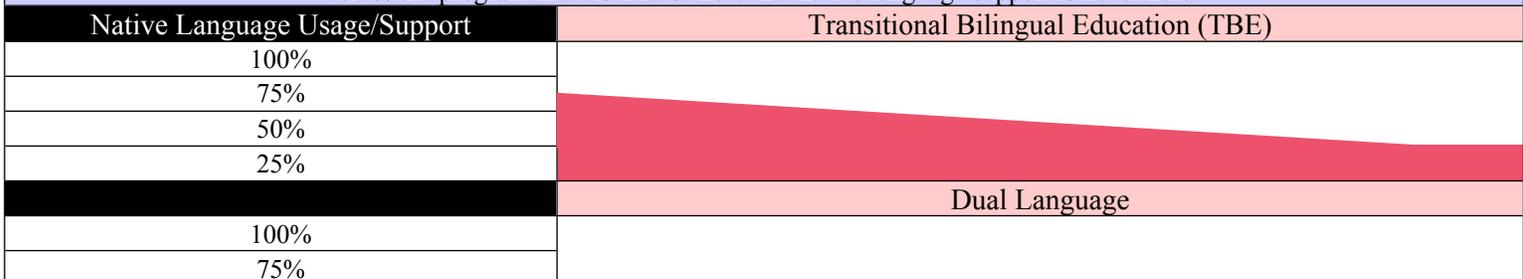
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- Targeted Interventions program for ELLs in ELA takes place during the week. This intervention is conducted through small group and multiple pathways. Teacher scaffolds ELA materials through the use of visuals, thinking maps, graphic organizers and the Teachers College strategies for ELLs. Vocabulary recognition, decoding, word splash maps, double meaning word maps, alphabox dictionary and sentence structure are also strategies used. Native Language is used through cognates, dictionaries, glossaries and translation when applicable. Interventions for ELLs in Math take place through small group and multiple pathways. Students have manipulatives to aid them with comprehension of the material. NY Engage Math strategies for ELLs are also integrated. Graphic Organizers are used where appropriate. Native Language is used through translation, cognates, dictionaries, glossaries and the use of website [www.scholastic.com/activities/adventure.Maggies' Earth Adventure/](http://www.scholastic.com/activities/adventure.Maggies'EarthAdventure/) spanish (math, reading, science and grammar). Targeted Interventions for ELLs in Social Studies are conducted through small group, multiple pathways, graphic organizers, thinking maps, Common Core Learning Standards, Instructional Shifts and using the textbooks. Information is scaffolded. Thinking maps, graphic organizers, visuals, maps, glossaries and dictionaries are used. Students are also part of hands-on-activities and projects. The Native Language is accesible through the use of cognates, Spanish/English dictionaries and translation where applicable. Targeted interventions for ELLs in Science are through small group and multiple pathways, the Commom Core Learning Standards, Instructional Shifts, textbooks and other sources .
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Instructional practices are modified, augmented and differentiated, based on students' linguistic and academic needs, using strategies that ensure student success.
  - Teachers continue to have high expectations for all students and take responsibility for their success.
  - Students continue to have access to appropriate materials and software aligned to standards based on core curriculum.
  - Classrooms are structured and organized to enhance achievement for students with differences in language proficiency.
  - Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and library.
  - Content area teachers will provide meaningful lessons that strengthen background information and promote the literacy of the student.
11. What new programs or improvements will be considered for the upcoming school year?
- The new program considered for the upcoming school year will be the Reading Recovery Program for first graders.
12. What programs/services for ELLs will be discontinued and why?
- There will be no discontinued program at P.S. 59.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- English Language Learners participate along the monolingual population entirely in the full schedule and programming. The schedule we function under is an integrated one. ELLs along with monolingual students participate in all subjects . There are no distinctions between ELLs and Non- ELLs when it comes to participating in activities or programming. This practice ensures a cultural understanding among students and personnel. The school ensures that the ELLs ' and non-ELLs' social, academic and emotional needs for that matter are addressed while participating in the programs of the school. The After School and Supplemental Services for ELLs is through the Title III Program . This takes place after school twice a week. The goal of this program is to accelerate The English language through the use of many activities through literacy in the content areas, hands-on activities in exploration, reading and writing are incorporated in social studies and science areas.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and the library.
  - Newcomers use [reading a-z.com](http://reading-a-z.com) which combines basic vocabulary development with phonics-based beginning reading instruction to create integrated learning through technology.
  - Transitional students are assisted for one year. Students are placed in a Monolingual setting with ESL services on a weekly basis. Articulation among staff members, parent coordinator, school leadership and guidance counclor is ongoing throughout the year to support ELLs. The guidance counselor's objective is for all students to achieve. The guidance program offers ELL students various

approaches to acquiring a sense of ease, being aware of potential language barriers yet encouraging them to achieving high standards. The guidance counselor presents ELL students a comprehensive guidance program designed as an integral part of the overall school curriculum and includes; Making and Keeping Friends, Respect Yourself and Others, Avoid and Prevent Bullying and Teasing, Identify Your Personal Strengths. Articulation is an integral part of the school program providing students and parents with information about new schools, offers parents and students support in completing applications, addresses questions and concerns as they arise and provides students with social support during the transition. Transitional students attend the After School program Expanded Learning Time, (ELTNYC) Content Areas: English Language Arts, Math, Science and Social Studies.

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

Students' level of literacy in the native language is taken into consideration by having materials in dual languages. Such materials include books, tapes and software. The use of the native language is delivered in the ESL program through the use of dictionaries, glossaries, websites, cognates, books in both languages from the library and translation as appropriate. Required services support and resources correspond to grade levels and are research-based. Academic language development is planned during ESL and classroom teachers' articulation in Learning Team meetings or when the opportunity presents itself. When content area objectives are planned, language objectives coincide.

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

Yes, required services and resources correspond to ELL's ages and grade level. English Language Learners at P.S. 59 enter the grade needed based on their age level. P.S.59 follows the New York City Department of Education guidelines at the time of registration and promotion of English Language Learners. First time entrants' placement is based on their age. There are many things to take into consideration during the promotion or retention of ELLs. The limited English proficiency alone does not determine such decisions. The promotion criteria for newcomers (ELLs) (2 years or less) is not based solely on the English language development but on a holistic examination of each individual's academic progress in addition to ESL, Social Studies, Science, Arts and Social development. English Language Learners receive the appropriate instruction based on their age and grade level through the classroom curricular materials in literacy, ESL, Mathematics, Social Studies and Science. All the required services and supports are again based on ELLs' age and grade level. P.S.59 utilizes the Common Core Learning Standards and Instructional Shifts with multiple pathways to ensure the academic rigor of instruction is in alignment with our educational goals.

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.

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

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

### **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.

All ELL personnel along with other teachers participate in the Teachers' College Professional Development for ELLs which is ongoing throughout the year. Teachers will bring back documentation and keep it in a binder for everyone to have access. Specific ELLs Professional Development would be assigned to teachers who have ELLs in their setting as well as non-teachers of ELLs. The information acquired would then be shared during the Learning Team meetings and records would be kept in a binder in the main office as proof of attendance. ELLs personnel also attends Office of English Language Learners' conferences throughout the year along with other teachers interested on the topics. Network Professional Development is also conducted to meet the needs of personnel. The following professional development have taken place so far: Network Meeting /Compliance Issues and Reports (10-18-13) and Reading and Writing Non-Fiction for ELLs Institute: Scaffold for Success on 10-3-13 at the Museum of Jewish Heritage. There are three more sessions that will take place for this institute on the following dates: 12-3-13, 2-7-13, and 3-25-13. The Guidance Counselor informs the Parent Coordinator about the Middle School Application Process. Provides teachers, parents, and Parent Coordinator of scheduled dates of Examinations for selected Middle Schools. The Guidance Counselor sits with parents, teachers and Parent Coordinator to view the Middle School Directory and discuss which schools have support services available for ELLs . Guidance Counselor, teachers and Parent Coordinator contact Middle Schools and inquire about support services as well as recommend ELL students. The Guidance Counselor and the Parent Coordinator sit with parents of ELLs to assist them with the completion of the Middle School Applications while explaining the process.

## 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- Meetings throughout the year take place with parents to attend to students and parents needs, including parents of ELLs. Parents are also given bilingual resources such as dual language books to support literacy at home and becoming more involved in their child's education. We have a lending library for parents that include ESL materials for adults and other helpful resources. All types of outreach and communication strategies are used (written, phone calls, informal meetings with parents at dismissal, etc.) to ensure parents have completed all proper paperwork, are involved in the educational plan for their child, and have all their questions answered. 2- The school partners with various agencies and organizations in the community such as St. Barnabas Hospital Partners in Health who conduct various health related workshops. The Committee for Hispanic Children who provide family resources and workshops. Parent Institute who provide reading resources in various languages. The Learning Leaders who provide the opportunity for parents to become volunteers through education related workshops on-site and off-site in their home language. We also have the collaboration of The Translation and Interpret Unit Services through The Department of Education. The needs of parents are evaluated through a series of avenues in their language such as Parent Surveys, phone calls, Parent/Teacher Conferences, at the end of workshops, Title 1 Parent Involvement Survey and ongoing orientations. 3- The parental activities address the needs of the parents through various literacy resources, attending to the concerns of the community, illnesses, empowering parents to get involved and help their children and become involved within their community. The Parent Coordinator responsibilities are to increase parent involvement in the school by working closely with school, parent, and community organizations. She serves as facilitator for parent and school community concerns and issues including, for example, school policies or facilities issues. 4- The Parent Coordinator conducts outreach to engage parents in their children's education. She convenes and attends regular parent meetings and events around topics of key concerns to parents. The Parent Coordinator also works with the parent association when asked to provide assistance in establishing by-laws and conducting their affairs in accordance with Chancellor's Regulations A-660. She serves as a school liaison to central OFIA and its staff. The Parent Coordinator maintains ongoing contact with community organizations that are involved with providing services to support the school's educational program. She also organizes open school night and other events to increase parental and community involvement, and create a welcoming school environment to parents.

## 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: 059

School DBN: 010

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sita Basu	Principal		1/2/14
Fiona Tierney	Assistant Principal		1/2/14
Liza Lugo	Parent Coordinator		1/2/14
Carmen J. Montemoino	ESL Teacher		1/2/14
Acela Mejia	Parent		1/2/14
Ruth Levantis	Teacher/Subject Area		1/2/14
	Teacher/Subject Area		1/1/01
Kelli McDaniel	Coach		1/2/14
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Teresa O'Shaughnassy	Other <u>Data Specialist</u>		1/2/14
	Other		1/1/01
	Other		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: 10x059 School Name: The Community School of Technology

Cluster: 6 Network: 607

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

### **Part A: Needs Assessment Findings**

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

All parents are required to complete the home language survey upon enrolling their child and ATS is also accessed to determine the parents' preferred language.

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

According to the data found in ATS (RHLA), out of the 569 students registered at PS 59:

- \*377 parents' preferred language is English
- \*178 parents' preferred language is Spanish
- \*3 parents' preferred language is French
- \*3 parents' preferred language is Bengali
- \*1 parent preferred language is Chinese
- \*3 parents' preferred language is Mandinka
- \*1 parent preferred language is Hausa
- \*1 parent preferred language is Soninke
- \*1 parent preferred language is Wolof

School Leadership Team was informed of these results and the need for translation and interpretation (both oral and written).

## 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.

PS 59 provides parents with translated communication in their preferred language, including all bulletins, messages, newsletters, etc. When needed, or upon parent request, written translation services can be provided by an outside agency, such as The Translation Unit Service or a capable in-house school staff or parent volunteer. We also use the Language Access Kit for Schools to access written translation and oral interpretation services for Limited English Proficient parents.

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.

Oral interpretation services are provided to parents during all conferences such as: parent-teacher conferences, IEP conferences, and meetings with assistant principals, grade leaders, etc. Interpretation services are provided by an outside contractor or an in-house staff or parent volunteer.

PS 59 also uses school messenger service, which is a automatic phone system which informs parents of any school emergencies, closures or pertinent announcements. School messenger is delivered to the parent in the preferred home language.

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>.

- \*PS 59 has parents' preferred language of communication in ATS and on the school emergency contact card.
- \*There is a procedure in place to send all important documents home in the preferred language.
- \*The school provides interpretation services either through in-house staff or outside agencies when needed.
- \*The school notifies parents of their right language services.
- \*The school uses translation and interpretation funds as per SAM #54 to accommodate parents who need translation services.

# 2012-13 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

### Part C: Professional Development

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

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

Begin description here:

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

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

### Part C: Professional Development

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

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

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

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

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

### Part E: Budget

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

Allocation Amount: \$

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