

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**29Q059**

**School Name:**

**SPRINGFIELD GARDENS INTERMEDIATE SCHOOL 59**

**Principal:**

**CARLETON E. GORDON**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: INTERMEDIATE SCHOOL School Number (DBN): 29Q059  
School Type: INTERMEDIATE SCHOOL Grades Served: 6 - 8  
School Address: 132-55 RIDGEDALE STREET, SPRINGFIELD GARDENS, NY 11413  
Phone Number: 718-527-3501 Fax: 718-276-1364  
School Contact Person: TAMIKA NATER Email Address: TNATER@SCHOOLS.NYC.GOV  
Principal: CARLETON E. GORDON  
UFT Chapter Leader: HALLIE BURGESS-WILSON  
Parents' Association President: LESLIE MYERS  
SLT Chairperson: GINA JOSEPHS  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 29 Superintendent: LENON MURRAY  
Superintendent's Office Address: 222-14 JAMAICA AVENUE, QUEENS VILLAGE, NY 11428  
Superintendent's Email Address: LMURRAY3@SCHOOLS.NYC.GOV  
Phone Number: 718-264-3146 Fax: 718-712-1598

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: DEBRA MALDANADO  
Network Number: 536 Network Leader: GERARD BEIRNE

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
CARLETON E. GORDON	*Principal or Designee	
HALLIE BURGESS-WILSON	*UFT Chapter Leader or Designee	
LESLIE MYERS	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
CHRISTOPHER GLOVER	Member/Parent	
LYNELL ROBERSON	Member/Parent	
PATSY SCOTT	Member/Parent	
GINA JOSEPHS	Member/Staff	
SUSAN ESSANNASON	Member/Staff	
TAMIKA NATER	Member/ Staff	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Intermediate School 59Q is located in the Springfield Gardens, Southeast Queens section of NYC. The community is comprised of working middle class families with single-family homes. I.S. 59Q is a zoned middle school consisting of grades 6 – 8 and a student body of 508; 407 General Education, and 101 Special Needs students. The student body is relatively homogeneous with 96% African/Caribbean American students, and approximately 3-4% Hispanic.

I.S. 59Q believes in the philosophy of Small Learning Communities (SLC), and as a result the school is divided into four vertical themed academies; Lewis Latimer Academy – Math and Science, Maya Angelou Academy – Literature and Journalism, Gregory Hines Academy – Performing Arts and Rising Star Academy – Gifted Students. Students in each academy wear identifiable colored shirts; LLA wears yellow shirts, MAA wears white shirts, GHA wears light blue shirts and RSA wears grey shirts. Each academy is programmed on a separate floor and uses its own staircase as well as exit/entry. The academies are divided between 2 Assistant Principals where they are assisted by the dean and guidance counselor. The Academy structure is more conducive to better communication and supportive relationships between teachers and students.

I.S. 59Q is a collaborative learning community (CLC) in which all stakeholders are given the opportunity to learn together. As part of our CLC, we have a tradition of providing parent workshops in the major content areas such as Literacy, Numeracy, Science, and Social Studies.

I.S. 59 recognizes that in order to meet the diverse needs of our students and families, we must reach out to community groups and build partnerships with them. Several partnerships have become embedded into the school program for our students. The following is a list of collaborations we have established at 59Q:

- North Shore/Long Island Jewish Health System
- Our Brother's Guardian Mentorship Program
- YMCA – After School Program
- Legal Outreach
- Child and Family Clinic Plus – onsite, working with at risk students.

I.S. 59Q "Where Children Come First" is one of our mottos, works in collaboration with teachers, parents, community based organizations to meet the needs of the total student academically, physically, socially and emotionally. Developing young adults as responsible community members and citizens is also a priority. In the last three years, I.S. 59Q students and teachers have raised over \$2,000 for various charities and causes. We try to instill in our students, the importance of giving back to the community. When adults work together in the best interests of children, children benefit from a caring, nurturing, and challenging environment. This school year we will initiate a school-wide food drive through "Food for Thought Canned Food and Turkey Drive" to foster personal responsibility for our community.

Although we work collaboratively, we know we need to do a better job, we need to work smarter:

- using data to drive instruction is an area we are making progress in.
- increasing rigor in the classroom needs to improve.
- learning to stay focused being in a co-located building with two other schools has been an adjustment.
- writing in the content areas need to improve.

Springfield Gardens Intermediate School 59Q is a collaborative learning community on the move. We consider it an honor and a privilege to serve the I.S. 59Q school community.



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Many sources (i.e. 2014 NYS ELA and Mathematics Test Scores, Quality Review, NYS Report Card, Measures of Leadership) have either cited or implied differentiation of instruction and the need to increase student engagement, with the use of multiple entry point, is required to bring our students to the next level. Using CMP3, CODE X, Bloom’s Taxonomy and Depth of Knowledge (DOK) will ensure that our instruction core is Common Core Standards based which will allow students to be intellectually engaged in learning activities that promote student thinking through rigorous tasks.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

At the conclusion of the 2014-2015 school year 70% of the teachers will have an effective approach on reaching each student’s learning style (by the use of differentiated student centered instruction) in the core subject areas (ELA, Math, Social Studies, and Science) to maximize student learning.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Teachers will utilize the 80 minutes on Mondays to meet in horizontal and vertical planning teams to work on the development of rigorous units/lesson plans for all students that will be aligned with the CCLS.	All teachers	October, 2014 – June, 2015	Coaches, Assistant Principals
Teacher team meeting times have been embedded into the teachers programs. They meetings will be structured to discuss successes and challenges of units of study, through candid dialogue looking at student work, developing and analyzing content specific common assessments, that is CCLS based.	All teachers	October, 2014 – June, 2015	Assistant Principals
Teachers will receive Professional Development on providing students with timely and accurate feedback on assignments. Effective feedback is essential to student learning and comprehension.	All Teachers	October, 2014 –	Coaches, Assistant Principal

		June, 2015	

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The necessary resource to successfully implement this goal is the continuous support from the instructional support team from Network 536.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Common assessments are administered throughout each unit to ensure that all students are mastering all topics will a proficient level of success.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on feedback from the Quality Reviews and network instructional walkthroughs our students are eager to learn but teachers are not promoting quality student engagement in the classes to promote intellectual conversations between students. Engaging students throughout the lesson will allow for greater retention amongst the students which better prepare them for college.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By February, 2015 80% of the teacher staff will have ensured the students have the academic appropriate protocols to drive the instruction in their classes where they are free to share their academic ideas which will be supported by the teacher and challenge other students in the class to have various entry points in arriving at solutions. When the 2015 Student Surveys, there will be an increase of students’ feeling of being safe in the school building and in an engaging learning environment.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
The teachers, collectively, will develop a protocol for student-to-student academic conversations in the classroom that will be used throughout all content areas in the school.	Students	November, 2014 – February, 2015	Assistant Principals
The teachers will pose 3 essential questions throughout the lesson to ensure the students are on task and using higher order thinking to arrive at the learning objective.	Teachers	September, 2014 – June, 2015	Assistant Principals, Coaches
Assistant Principals and coaches will provide quality feedback to the teachers and the students in order to ensure student-to-student academic conversations are taking place and the teacher is providing quality feedback throughout the lessons.	Teachers and Students	November, 2014 – June, 2015	Assistant Principals, Coaches

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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The necessary resource to successfully implement this goal is the continuous support from the instructional support team from Network 536.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

The principal will walk to the classes in January, 2015 to observe the protocols and talk with the students about student centered conversations and learning in their classes.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Continuing to use the Danielson Framework for teacher observations, will allow administration to provide timely and accurate feedback to teachers that will impact teacher instruction. Last school year both administration and teachers found the framework to be helpful.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout the 2014-2015 school year administration will provide quality feedback to the teachers to improve instruction and share best practices within 48 hours of an observation. This will be measured by reviewing the logs in ADVANCE and noting the improvements shown in a school created chart that will allow administration to properly monitor growth in best practices.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
After observations are conducted, assistant principals and principal will conference with the teachers about the glows and grows in the lesson observed with immediate feedback and a 2-week follow-up.	Assistant Principal and Principal	November, 2014 – May, 2015	Assistant Principal and Principal
Teachers will seek the coaches for any necessary assistance they may need in the classroom and to the assistant principals to any ideas they may want to share for the school.	Teachers	November, 2014 – June, 2015	Assistant Principal
Teachers will take an active role in facilitating conversations around instruction on the 35-minute Tuesdays.	Teachers	November, 2014 – June, 2015	Principal
Teachers will use the 35 minutes on Tuesdays to share instructional ideas and communicate in an open forum to gain trust amongst them and to become a part of the learning culture in the school.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

By the end of January 2015, the school will conduct a brief Survey Monkey to gauge the teachers feedback on the feedback they are receiving in the classroom and any ideas on professional development.

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Based on the 2013-2014 NYC School Survey we will provide more opportunities for teachers to attend and participate in professional development trainings inside and outside the school as well as online from ARIS. The teachers will also participate in facilitating PD’s in areas of concerns on Mondays and Tuesdays when needed.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 the principal will ensure that all teachers have had the opportunity to attend professional development trainings outside of the school in either their area of teaching or in their pedagogy to further their instructional capacity. By Mid-Winter Break, the principal will meet with 50% of the teachers in each area of instruction in the school for feedback from them on where, if any, assistance they are still facing.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Teachers will have the opportunity to attend various PD’s that may be held outside of school or their regular classroom.	Teachers	2014-2015 School Year	Principal
The principal will meet with, about, half of the teaching staff to receive feedback from teachers on how to further the learning more effectively, if necessary.	Teachers	February, 2015	Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By the end of February, 2015 the principal will have received critical feedback from 50% of the teaching staff to gauge instruction from the perspective of the teacher.

**Part 6b.** Complete in **February 2015**.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes			No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on the 2013-2014 NYC School Survey it was stated that parents felt the school did not make it easy for them to attend meetings by holding them at different times, offered enough extracurricular services to keep their child interested in school and provided extra help when he or she needs it.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout the 2014-2015 school year, the school will continuously work CBO, Our Brother’s Guardian Mentorship Program and I AM A MAN men’s group, to engage more students and men to become active participants in their education and their children’s respectively. All parents, men and women, are invited to bi-monthly events at the school hosted by the CBO. The parent coordinator hosts monthly parent workshops at the school to involve parents about the CCSS, how they may assist their children at home and other necessary information about the school and teenagers. Saturday Academic Enrichment Academies will begin earlier in the school year to address and analyze students academic needs.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Every month, the PC will welcome the parents into the school for a workshop.	Parents	2014 – 2015 School Year	Parent Coordinator
Every Saturday parents and students are welcome to participate in the mentorship program.	Students and parents	2014-2015 School Year	Principal
Every other month, the men’s group hosts an event for all parents to attend about today’s youth and how we can help them.	Parents	201-2015 School	Principal

		Year	
Hold more meetings on Saturdays and mornings to ensure all working parent schedules are accommodated.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The use of the school building on Saturdays.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
During the Spring Parent Teacher Conference, the parent coordinator will survey the parents to gauge how often they attend the school for meetings or visits and if they receive the assistance they were seeking.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Every Monday is Re-Teaching Day based on previous week's assessments of instruction and learning. Saturday School is also used for identified students.	Write ON! NY Ready	Whole Group based on need.	During the school day  Saturday School
<b>Mathematics</b>	Small group and one-to-one tutorial services provided to targeted students during the school day to develop test-taking skills and strategies through the use of motivational classroom strategies and interactive technology. Saturday School is also used for identified students.	Test prep skill books.	Small Group	During the school day  Saturday School
<b>Science</b>	Students are instructed during the school day, after-school in small group and one-to-one instruction	Hands-On Activities	Small Group	During the school day and after school.

<b>Social Studies</b>	Two to three times per week in small groups and one-to-one students are taught skills and strategies combining social studies and ELA using on-going assessments to determine progress.	Test prep skill books	Small Group	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor will provide counseling to those students that are showing signs of minimal interest in school. The School Psychologist will test individual students to see if they are able to perform on grade level with minimal assistance.	Counseling Techniques or observations made by the psychologist	Individual	During the school day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. 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.

I.S. 59 will continue its commitment to teacher development continuing our weekly common planning, by providing our staff with needs-based professional development, by building staff capacity through peer coaching model and inter-visitations.

I.S. 59 will continue to use highly qualified allocation to support staff in meeting their certification requirements – professional development hours, coursework and external professional development.

**2b. 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).

Central professional development series for teachers, administrators and related personnel.  
 School professional development series on CCSS and Danielson Teaching Framework.  
 Partnership with North Shore/LIJ.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

Teacher Team Meetings are held every Monday where teachers discuss student progress in order to properly assess student learning. There are a certain team of teachers that meet, inter-disciplinary, every other Thursday to discuss student progress and how the school can implement progress for all students across disciplines.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

<sup>1</sup>**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

**[School name]**, 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 with 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 [i](#).

**Part I: School ELL Profile**

**A. School Information [i](#)**

District <b>29</b>	Borough <b>Queens</b>	School Number <b>059</b>
School Name <b>I. S. 59</b>		

**B. Language Allocation Policy Team Composition [i](#)** 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>Carleton .Gordon</b>	Assistant Principal <b>Roberta Jones</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Myrtha Orphee</b>	Guidance Counselor
Teacher/Subject Area <b>Dawn Jones/ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Kimonique Sarwee/Math</b>	Parent Coordinator <b>Sheryl Leverett</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
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>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</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>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

**D. Student Demographics**

Total number of students in school (Excluding Pre-K)		Total number of ELLs	<b>17</b>	ELLs as share of total student population (%)	<b>%</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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE							4	5	4					13
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	4	5	4	0	0	0	0	13

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	3
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	12	1	1	4	0	1				16

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
<b>Total</b>	12	1	1	4	0	1	0	0	0	16
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	
	ELL	EP	ELL	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	
<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							2	2	1					5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							2	1	6					9
French								2	1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>

## 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)							1	1	2					4
Intermediate(I)							2	2	1					5
Advanced (A)							1	2	5					8
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Assessment tools used to assess early literacy skills of our ELLs include the LAB-R, Spanish LAB., and Longman Keystone placement and exit test for an ESL baseline. We also use Acuity and Teacher Made Common Assessments to assess the students' learning. Our school's instructional plan is guided by this data as it allows us to strengthen areas of need.

For example, Longman Keystone placement exam shows how the student scores in Listening, Reading and Writing. So if the student's weakness is, let's say in Listening, we address that concern individually. Our lesson will include plenty of exercises in listening, geared toward that student and others who may need it. It is the same for Reading and Writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Based on previous data patterns across the proficiency levels on the LAB-R and the NYSESLAT exams, we found lower proficiency in Reading among our ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In ESL, we will focus on the NYSESLAT modality that requires more attention: Reading. That will guide us to mix our ELLs more efficiently for classwork, for example. Opportunity to practice vocabulary will be plentiful in the classroom. Main idea, supporting details, author's intent, character traits identification, various reading strategies will be experienced by our ELLs. However, in order to maintain consistency, we will not neglect the area/areas in which the ELLs perform better. The AMAO tool will guide us in that effort, as it is a refined version of the RNMR, reflecting the closest percentage available of the ELLs' scores in relation to the entire schools. Analyzing the AMAO data together, the content area teachers of the ELLs will team up with the ESL teacher to come up with solutions that will help move the ELLs forward. Our students are offered the NL versions of Math and Science exam, but most of them opt out of using them, except to compare with the English version. Therefore, we have no data reflecting NL exam grades v. English version grades.

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?

All grades and proficiency levels seem to need to raise their reading scores. As stated earlier, we only have Freestanding ESL here at I.S. 59. However, our current ELLs and recently tested out ELLs are offered the NL versions of Math and Science exam, but most of them opt out of using them, except to compare with the English version. Therefore, we have no data reflecting NL exam grades v. English version grades.

Our ESL Periodic Assessment is used by the school leadership and teachers to determine areas in ELA which need addressing to strengthen English academic knowledge.

From the Periodic Assessments, we are learning that our ELLs need to concentrate on reading, specifically, main idea, inferencing and setting, NL is used to support ELL academic language through language supported translations from staff and bilingual glossaries.

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](#).)  
N/Apl.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
When preparing the lessons, keeping the languages of your ELLs in mind, you identify the vocabulary challenges presented in the materials you are going to use. To facilitate the understanding of the content's vocabulary you must prepare the word's definition in advance. You will include class activities that would encourage the use of the words orally and in writing. You will come up with hands-on, realia to include all types of learners. Students may make sentences, look for synonyms of the targeted vocabulary words in order to facilitate understanding of the text when presented. If need be, the ESL teacher knowledgeable in the ELLs' languages will give clarification in the ELLs' native languages.
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?

N/Appl.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate success of the program for our ELLs through progress shown on the NYSESLAT, and on the RNMR for a three year span of test results and progress in modality areas.

## 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](#).)

The ELL identification process is overseen by a licensed and trained pedagogue, most often the fully licensed ESL teacher, Ms Orphee. Parents of newly arrived students who are registering in our school and are first time entrants into the NYC school system receive the HLIS. The document is given in the parents preferred language. If the form is not available in the parents NL we afford assistance in translation of the questions and responses via our staff members who speak: Tagalog, French, Haitian Creole, Spanish. In the event we cannot offer on-site translation support we reach out to the Translation and Interpretation Unit for on-phone support. Our trained pedagogues assist the parent in completing the form and conduct an informal interview with the child.

On the HLIS ( Home Language Identification Survey), if any of the answers 1 through 4 indicates a language other than English, and any 2 of questions 5 through 8 also show a foreign language, the new student is eligible to take the LAB-R to determine if ESL service is needed. To qualify, the prospective ELL must score 53% in Grade 6, or 56% in Grade 7 and 59% in grade 8. In that case, the Spanish LAB will also be administered to the Spanish speaking student who is going to start either of the 3 program choices.

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.

Parents are informed of their child's placement in an ESL classroom via placement letters. Parents are also informed, via Entitlement letters that their child is eligible for ESL servicing and are invited to a parent orientation via letter, which are backpacked. The date of the orientation within 10 days of registration is scheduled for the parent's availability. The parent orientation, an ongoing process, offers parents the opportunity to become familiar with the three models of ESL offered in the city system. Facilitated by Ms. Orphee, our licensed ESL teacher, the parents view an online video, available in the major languages represented in the city, which explains Freestanding ESL, Transitional Bilingual and Dual Language programs. If further translation is needed or the video is not available in a parent's language of communication we tap into our staff or the T/I unit for support. The parent is asked to fill out the Parent Survey and Program Selection form which shows which program they prefer for their child. If a parent needs time to fill out the survey we ask that it be returned completed within 2 days. In the event a parent does not attend the orientation we send a second invitation along with a information brochure, the link to the online video, and the parent survey/choice form. Parents are informed, after filling out the form, that at this point we offer only the Freestanding ESL program. They are told if we receive indication 15 or more parents of one language group on one or two contiguous grades opt for a bilingual program, we will open their program of choice, as per the Aspira Consent Decree.

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 [\[see tool kit\]](#).)

Our ESL teacher keeps a list of entitlement letters which are sent home and we ask for them to be signed and returned at which point they are checked off of the list. For those program survey forms that are sent home or given time to be filled out, we keep a running list as they are returned. We keep the program choice forms together by language and review parent choices every year to ensure we are compliant with the parent choices. Copies of all HLIS, entitlement, non-entitlement/transition, and continuation of

service letters, as well as the original parent choice survey forms are kept on file by our ESL teacher.

Our ESL teacher, Ms. Orphee prepares a DOE ELL entitlement letter on our school letterhead in English and in the native language of each continuing ELL's parent/guardian. The letter is signed by our principal, Mr. Gordon, and distributed to the entire class. The students take them home for signature. The continuing students will return the bottom slip of the letter signed by their parents/guardians, showing their program choices, either for their son/daughter to continue in the program they were in or check another program they would prefer.

The new students are also given an entitlement letter to take home, showing their LAB-R scores that entitle them to ELL service. In addition, the ESL teacher sends an Invitation letter for Orientation and the Parent Survey and Program Selection Form to the ELLs' parents/guardian scheduled within 10 days of admission. If the parent/guardian cannot attend the orientation, s/he can still fill out the form. The DOE link to view the program choices and details is also sent to the parent/guardian. After viewing the video in the language of their choice, the parent/guardian can make an informed decision even if s/he can't come to the 2<sup>nd</sup> orientation date offered. Parents/Guardians are given Mrs. Orphee's telephone number for further clarification. In the meantime, students are placed in freestanding ESL. Of the 3 program choices, in the event the parents opt for other than ESL which we offer here, we direct students to other schools with a bilingual program.

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.  
After hand-scoring and determination of the proficiency level of the student parents are informed of the eligibility of their child(ren) for ESL services. Students whose HL is Spanish and do not pass the LAB-R are administered the Spanish LAB for purposes of assessing NL literacy. The LAB-R and Spanish LAB are administered within 10 days of initial registration into our school. Students who test out of the LAB-R are given non-entitlement letters and placed in a mainstream, non-ESL class.

Next, Mrs. Orphee goes on ATS to fill out the ELPC and confirm the parent/guardian's choice. That has to be done within 20 days of admission.

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.  
We give the Speaking to each student individually. The ESL teacher administers the Speaking to the ELL in the presence of a non-interested teacher who is not the ELL's teacher scores the ELL's responses. Then we give the other components: Listening, Reading, Writing separately to each level of ELLs independently. We make sure each student shown on the RMMR report is tested in order to have 100% compliance.
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 program choices is 90% freestanding ESL, which aligns with our school programming. In the event of a surge of program choices for TBE, we will adhere to Aspira and create the programs.

# 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])?  
**Instruction is delivered through a pull-out program with heterogenous classes.**
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)?  
**Beginners and intermediate proficiency level students receive 360 minutes of ESL instruction weekly, advance proficiency level students receive 180 minutes of ESL with 180 minutes of ELA**
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.  
**Our ESL teacher delivers ESL through social studies , Math and science in her pull-out class while addressing English syntax and academic language. All instruction is given in English with NL support through bilingual word-word glossaries, and multilingual classroom library books.**
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
**As we offer only Freestanding ESL at this point, we assess NL through the Spanish LAB, and conversation between student and staff member in the home language.**
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
**Throughout the year, following instructions, the ESL teacher will give the ELLs Listening comprehension quizzes such as dictation, answering to oral prompts verbally and in writing. Speaking will encourage proper grammar and pronunciation that will be checked via phonics, various grammar practices and conversations with ELLs, espeially to prepare for that NYSESLAT component at the end of the school year. Reading comprehension will be verified on regular basis: timelines, summary, paraphrasing , main idea identification, detailed description by individual students, to ensure that students are on target. In addition, ELLs' writing will be supervised for all deviation to the norm, mechanics, spelling, sentence construction, etc.**
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).

### Differentiation for our subgroups:

- a. SIFE: our SIFE students receive extended instructional time, offered through after-school classes or tutoring. Small -group work enhances participation and teacher assessment. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of our SIFEs with the collaboratoin of Ms. Orphee, our ESL teacher, while targeting grade-level/course standard.

Extended-day support and one-to-one tutoring is provided to students who require additional support to meet standards

b. NewComers: our 0-3 ELLs benefit from constant collaboration between the ESL and content area teachers. Depending on the proficiency level, TPR, realia, modeling, body language is used to help them acclimate to school; a buddy who speaks the same NL is assigned to help their newcomer classmate understand classwork and feel comfortable in their new school. More proficient newcomers are afforded more challenging grammar, and introduced to rigorous academic vocabulary in all content areas; We focus on skills called for in the NYSELAT and on the ELA Exam in preparing these student to take the ELA state exam after one year.

c. ELLs receiving 4-6 years of service are given rigorous reading and writing exercises to develop their skills and prepare them to test out of ESL and go forward to High School level work.

d. Long-term ELLs: If an LTE arrives in our school, we will develop a plan which includes more challenging work while focusing on the area of greatest need as shown in the NYSELAT (RNMR) and other data such as NYS ELA/Math exams and student work. LTEs are also offered one-to-one support from our ESL teacher after school.

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?

Our ELL-SWDs are pulled out of their self-contained Special Education classroom for ESL mandated minutes. The ESL class is comprised of all our ESL students, allowing interaction and socialization and academic exchanges between our ELL-SWDs and our General Ed. ELLs. This curricular, instructional and scheduling flexibility allows us to meet the diverse needs of all our ELLs.

Teachers of ELL-SWD students use differentiated instruction by tiering lessons on multiple levels to meet the needs of the student's disability. Additionally, teachers use instructional resources such as leveled readers, media clips and various forms of technology. Formative assessments and mixed leveled grouping are used to ensure that the academic content is accessible to all learners.

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

The teachers review the student's IEP and ensure that all services mandated as well as all ESL instruction is provided to the student as it is stated. ELL-SWD's whose IEP mandates bilingual instruction receive an alternate placement para to support the student in their native language academics.

### Courses Taught in Languages Other than English

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

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

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

### 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


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

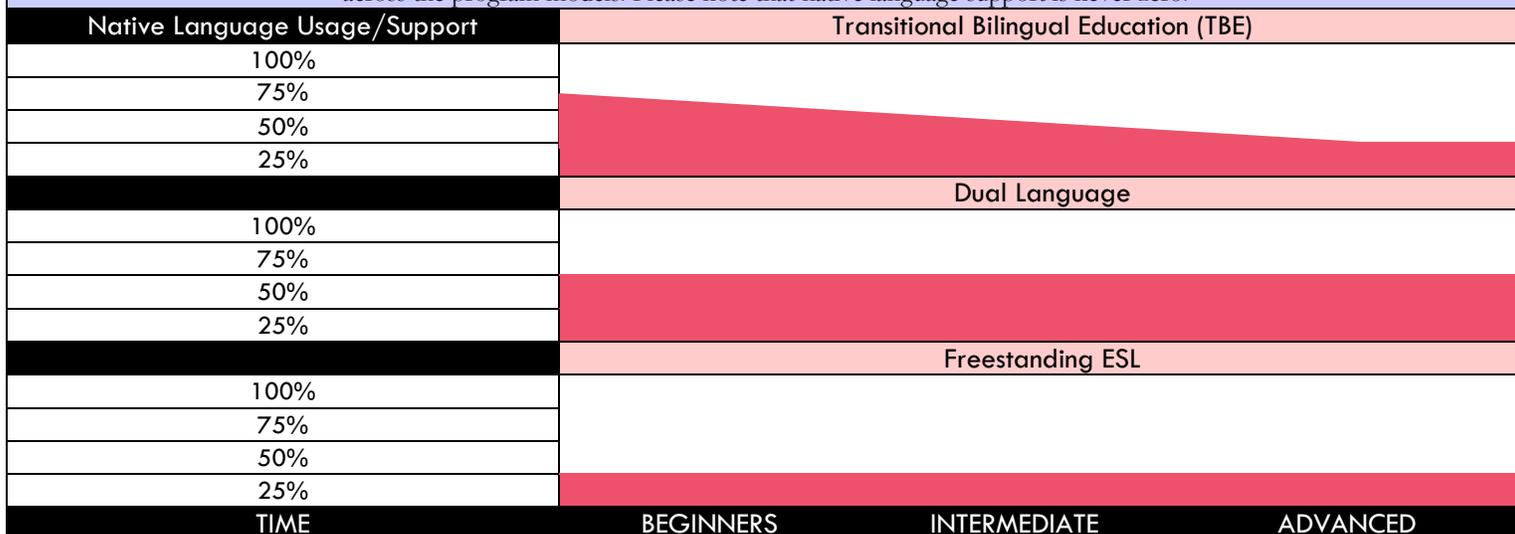
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



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.
- In ELA, additional instructional time (extended day) as well as differentiated instructional practices: graphic organizers for analysis of text, planning tools for composing writing tasks, guided reading/conferencing during instructional time.
- In Math, modeling, repetition, cold call, call and response help students focus and pay attention. Academic language/vocabulary are used especially with the ELLs.
- Science teachers differentiate by allowing more hands-on science practices to be used with lower proficiency ELLs, and the use of classroom computers to look up information in the NL for better comprehension of the content being addressed. The Science teacher stays after school for tutoring our ELLs as well as offering Saturday classes when needed for extra support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
- We will not be discontinuing any programs in the 2013/14, 2014-2015 school years.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are included in all programs offered to every student in our school, both during and after school, including: Dance, Chorus, YMCA after school program, Basketball team. For instance, a current ELL (7<sup>th</sup> grader) leads the Pledge of Allegiance in our school every morning. General postings and flyers inviting all students are written in multiple languages, and call for our school population to participate in schoolwide activities and distributed to all homeroom classes and made visible in hallways
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used in our school to support ELLs include classroom glossaries in ELL languages, and bilingual texts. Computers are readily available to our ELLs to use for resource (translation programs online) and research. The educational software (Read 180) is available to them also.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided via bilingual content word-word glossaries, NL classroom and library resources. Bilingual staff members (Spanish, Hatian Creole, French) assist with translation and explanations when necessary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support and resources available are age and grade appropriate, and differentiated when necessary.
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.
- In August, before the school year begins, new students and their parents are invited to come to IS 59 to meet the administration and learn about the programs and activities offered as well as ask questions. For instance, during the school year, we make sure to take the new ELLs to the theatre, together with the other ELLs, to see a play to engage them in the life of their other peers in the school, the new world they are living in. Thereby, we undoubtedly expose them to an horizon other than the classroom, offering them an opportunity to enrich their English vocabulary repertoire.
18. What language electives are offered to ELLs?
- We offer Spanish as an elective in our school.
19. For schools with dual language programs:
- 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)?

N/Appl.

### 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 school staff receives Professional Development to help work with ELLs. Our network support staff offers a bi-monthly workshop focusing on best practices, Language Acquisition Stages and Teacher Roles. We are kept up to date on workshops and other offerings through the Department of English Language Learners. At Network-wide meetings, the Parent Coordinators learns how to work with ELL parents, and ways to help them is scheduled. Our Assistant Principals and our Principal are invited to network meetings and are given PD on new mandates and grants/workshops for their school to help ELLs achieve proficiency and academic growth. Our ESL teacher attends regular ELL Cluster at our workshops throughout the year in order to be aware of new mandates and and acquire new strategies to help reach our ELLs in the classroom. Cluster OT, speech, PT, school psychologists are also afforded PD from our network support staff-special ed and ESL specialists work with the providers to understand the needs of and the difficulties our ELLs face. Our staff meets twice a month (once for general meeting and once for department meetings). Any ESL information is brought forth at these meetings to inform our staff and appropriate departments of new initiatives for ELLS.

The ESL teacher, Mrs. Orphee, organizes PD's and invites all the teachers of ELLs to participate every other month. She explains the new NYSESLAT, its content accentuating on description and compare and contrast, how it's administered, ect. The LAB-R, the Spanish LAB, the ELL regulations and mandates, the HLIS, the Parent Survey and Program Selection, the different reports: RNMR, RLAT, RYOS, etc. anything that the ESL teacher knows can help the content area teachers service the ELLs more efficiently is part of the agenda of the PDs. The different methods used by the ESL teacher are also passed on to the other colleagues in the school.

Our monthly Faculty Meetings always highlight the Common Core Learning Standards, especially emphasizing on Danielson's Framework Domains 1-4.

In order to support our staff to assist ELLs as they transition to HS. we work with the articulation guidance counselor to understand the difficulties our ELLs might face in a large urban HS> The staff is informed of such schools as Newcomers, International and other smaller school which would best fit many ELLs entering the HS level.

All new teachers receive the 7.5 (special ed 10) hours of ELL training from our network support staff, as per Jose P. Our network keeps us informed of which teachers register and attend the PDs, and a record is kept.

## 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?

Parent/guardian workshops on academic core subject matter are offered to all parents, including our parents of ELLs. Translations are offered for all flyers, invitations and at all meetings by our staff members to support our Spanish and Haitian Creole and French family members. All DOE information sessions for ELLs are copied, translated and available in the main office. Signs are posted in English and in our families, NLS to get our parents involved. While we have not yet partnered with CBOs, our Parent Coordinator shares all information and opportunities for parents gathered at PC conferences and meetings. Parent needs are addressed through surveys given out by the Parent Coordinator, and through conversation with the parents. Our PC listens closely to the needs and wants of all our parents, and especially our parents of ELLs who need support and information on the school system and their new community.

In collaboration with the ESL teacher, we send a letter home via the ELLs, to invite the parents/guardians to participate in activities such as our International Gathering. The parents are encouraged to bring in a cultural dish to share with the school community. At that time, the ELLs are also present, and we display their best work for all parents/guardians to appreciate. We also have meetings where we assemble the ELLs' parents especially to inform them of the many opportunities available to the ELLs in terms of High School and Colleges, their different criteria, etc. La Guardia and Newcomers high schools are highlighted, for example, catering to the needs of students recently arrived to the United States.

## 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: <u>I.S. 59</u>		School DBN: <u>29Q059</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carleton C. Gordon	Principal		12/10/13
Roberta Jones	Assistant Principal		12/10/13
Sheryl Liverett	Parent Coordinator		12/10/13
Myrtha Orphee	ESL Teacher		12/10/13
	Parent		1/1/01
Dawn Jones/ELA	Teacher/Subject Area		12/10/13
Kimonique Sarwee/Math	Teacher/Subject Area		12/10/13
	Coach		1/1/01
	Coach		1/1/01
Vida Williams	Guidance Counselor		12/10/13
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: 29Q059 School Name: I.S. 59.

Cluster: 5 Network: 535

**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.

Pull out the RLER/RNMR from ATS to verify the ELLs' home languages. These reports show the Home Language of each student entitled to ESL service. Pull out the HLIS, the Emergency Contact card from the school Main Office files to confirm the language through which the Parent/Guardian of the ELL prefers to receive school communication.

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.

Based on the data, we have determined that here at I.S. 59, we need to dialogue with most of the ELLs' homes in Haitian Creole and in Spanish. Of the 17 students that we service, we have 9 Haitian ELLs, 5 Spanish ELLs, 3 French ELLs.

## Part B: Strategies and Activities

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

We will use the translation services of the DOE at [schools.nyc.gov/NR/rdonlyres/EDDo1C9B-0610](https://schools.nyc.gov/NR/rdonlyres/EDDo1C9B-0610) as in the past. We will also access Google.com translation. Our Haitian Creole/French and Spanish staff members are equally versed in their mother tongues, for example. So by either one of these 3 means, we will reach ELLs' 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.

I.S. 59 will provide in-house interpretation services by our school staff in Haitian Creole, French and Spanish whenever necessary to facilitate communication with our ELLs' families.

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>.

I.S. 59 will utilize the translation services described in Answer #1 of Part B above to fulfill Section VII of Chancellor's Regulations, by submitting the material to be translated way ahead of the due date. The Parent/Guardian of the ELL will then receive it early enough to allow them to make their decision regarding the matter involved in the communication.