

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

DBN: (i.e. 01M001):

10x059

School Name:

THE COMMUNITY SCHOOL OF TECHNOLOGY

Principal:

SITA BASU

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: Prekindergarten- 5th School Number (DBN): 10x059
School Type: Elementary Grades Served: Prekindergarten- 5th
School Address: 2185 Bathgate Ave
Phone Number: 917-703-2699 Fax: 718-584-7518
School Contact Person: Kelli McDaniel Email Address: kmcdaniel@schools.nyc.gov
Principal: Sita Basu
UFT Chapter Leader: Tara Walsh
Parents' Association President: Isaura Jimenez
SLT Chairperson: Sita Basu
Student Representative(s): N/A

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Room 835, Bronx, NY 10458
Superintendent's Email Address: Mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Steven Chernigoff

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)
Sita Basu	*Principal or Designee	
Tara Walsh	*UFT Chapter Leader or Designee	
Isaura Jimenez	*PA/PTA President or Designated Co-President	
Lillian Ayala	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Angel Miranda	CBO Representative, if applicable	
Evelyn Garcia	Member/ Parent	
Acela Mejia	Member/ Parent	
Marsha Weiters	Member/ Parent	
Yara Grajales	Member/ Parent	
Kelli McDaniel	Member/ CSA	
Teresa O'Shaughnessy	Member/ UFT	
	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.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: 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.	Trust: 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

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.

PS 59, The Community School of Technology, is an elementary school located in the Bathgate Section of the Bronx, located near St. Barnabas Hospital, Arthur Avenue, and the Belmont Library. 96% of our students are eligible for free lunch, and the average family income per household in the neighborhood is \$19,000 a year. The school serves a total of 612 students, from prekindergarten through grade 5. The school population comprises 31% Black, 67% Hispanic, 1% Caucasian, 1% Asian, and 1% Other. The student body includes 13% English Language Learners and 28% Students with Disabilities.

The school is currently considered a "School in Good Standing," according to the NYS Accountability Report and received an overall rating of "Proficient" in the 2013-2014 NYC Quality Review.

The school mission statement is as follows:

"It is the belief of PS 59 that all students can and will learn. The school will provide a high quality, standards-based educational program that will allow every child to reach their maximum potential. We value each student, parent and staff member, are respectful of each other's differences and build on each other strengths. Parents and staff members will work together to support the development of our children as active and thoughtful learners, able to participate as literate and technologically knowledgeable citizens in our multicultural world."

We recently just developed a vision statement with staff members in June, 2013. Our vision statement is as follows:

"PS 59 is a school where we nurture, prepare and empower students to become resilient, responsible and independent community members. All members are active learners and believe that every choice we make can positively impact our lives and the world around us."

At the core the school community believes that students learn best through the arts, with the use of technology, and by incorporating project-based learning. The school believes it is imperative to teach to the whole child, knowing that if students' needs are met socially and emotionally, their academic needs will also be met.

School Partnerships:

- ✓ These are the partnerships we have with the community: St. Barnabas Hospital, Partners in Health- 5th grade program on hygiene, Fordham-Tremont Mental Health Clinic- counseling and evaluation services, New Visions- eye checkups, The Committee for Hispanic Children and Families- our ELT after-school services, and the Foster Grandparents- classroom volunteer program, Fordham Tutors, and Belmont Library.
- ✓ The Committee for Hispanic Children is an organization that is making a big difference for our students academically. They provide an extended learning program for about 20% of our students. Working in close collaboration with the school, they have developed a robust academic program, supporting students in the areas of STEM and Literacy. Students are involved in robotics, computer hardware repair, Karate, videography, digital literacy and a number of other enrichment and traditional academic support activities.

Special initiatives being implemented in the school include the following:

- ✓ Professional Learning Communities/ Professional Development Plan: Strategic professional learning plan for all staff members to encourage collaborative learning among teachers.
- ✓ Literacy Initiative: Due to a 7% proficiency rating in our NYS ELA scores (2013-2014), we have begun to implement a plan in grades K-5 to improve student literacy. This plan involves monthly student achievement celebrations, tracking of specific schoolwide reading and writing goals, and strategic instruction/intervention to support struggling readers.
- ✓ Teacher Collaboration: To foster a culture of professional learning, we have also created many opportunities for teachers to meet together, both formally and informally. We have deepened this goal by creating a master

schedule that allows for common prep periods, an optional time every day when teachers can plan and meet with other grade team members. We also provide many opportunities for teachers to meet with their colleagues for professional learning, planning, and data analysis.

- ✓ Schoolwide PBIS plan: has been implemented over the past two years and we continue to build upon the plan each year. The school uses a matrix to set expectations for students in social/emotional behaviors, and holds monthly celebrations to highlight citizens that are showing exemplary behavior according to this criteria.

School Strengths:

- ✓ **Culture:** The culture and climate of the school is by far our biggest strength. It is imperative that students have a warm and safe place to come every day that sets a positive tone for learning. It is also important that staff members get along with one another and make visitors and community members feel important and valued when they come through the school doors.
- ✓ **Leadership:** The leadership at PS 59 has completely changed over the past 3 years and leaders have built capacity and empowered teachers to take on leadership roles and professional collaboration. The staff has worked hard to build a strong sense of community and leaders have involved many key stakeholders in decision-making and capacity-building. The result has been a positive shift in school culture and professional learning and collaboration in an attempt to improve instruction and academic achievement.
- ✓ **Support and evaluation of teachers through observation feedback:** Administrators provide ongoing support and evaluation of teachers, giving specific and actional feedback using the Danielson Framework.

School Challenges:

- ✓ **Meeting Academic needs of subgroups, specifically SWDs and ELLs:** This gap jumps out in the data more than anything else. The academic achievement of students will not be what it should be if we do not find a way to meet the needs of our students with disabilities and English Language Learners. These subgroups' needs are not being met academically, and they are continuing to fall behind grade level standards more and more as they move up each grade level.
- ✓ **Attendance:** Our overall attendance rate of 89% for the 2013-2014 school year, which is 3% below the citywide expectations. We believe that this is directly correlated to our student performance.
- ✓ **Parent and Community Partnerships:** Even though parents have respect for many of the school staff, feel welcome, and overall feel like the school is a good place for their child, there is not a strong partnership between the parents and the school and parent attendance at workshops and meetings is traditionally low.

Areas of growth:

Over the past year, our school has made the most growth in math. In 2012-2013, we implemented our 1st year of CCLS aligned math instruction. That year, we decided to stop using Everyday Math and began to dive deep into the Common Core standards to develop our own math modules in teacher teams. We believe this was a turning point year in math instruction, and teachers rose to the challenge of providing a richer experience for students that improved engagement and student learning. 2012-2013 was a foundational CCLS year that served as a springboard into the work we are now doing. We are deepening our understanding of Common Core math instruction by incorporating the shifts into our daily instruction. The rigor of the EngageNY curriculum is certainly a challenge for teachers, but the impact we see in classrooms is astronomical in terms of improved student engagement. By participating in learning walks in other schools in our network that are using GoMath, and based on conversations with outside math coaches and consultants, student engagement in math is currently lacking in many of our network schools, and it is something we are particularly proud of in ours.

Areas of Focus:

Our key area of focus for the current school year is in literacy. We chose this because our students are significantly below level in reading and writing, as reflected in our 2013-2014 NYS ELA test results. Students had an overall proficiency rate of 7% on the ELA. In grades K-2, 60% of students were below grade level in reading in 2013-2014. We have chosen to focus on struggling readers as a school focus, specifically with students making 1 or more years gain in reading levels, improving in retells and summaries, and implementing word work that transfers into student reading and writing. With this in mind the school developed an ELA goal for the year, which is copied below:

By June 2015, all students will make a minimum of 1 year of progress in Fountas and Pinnell Reading Levels. Teachers will strategically use data collected from running records and reading responses to construct targeted, achievable goals for students.

- Teachers will use the F&P levels to create strategic, goal oriented groups to help them move to the next level.

- Teachers will use strategies such as guided reading, massive practice, shared reading, small group strategy work and shared reading to improve student outcomes in reading
- As part of our Reading Campaign students will be discussing books , citing evidence from texts to support their opinions, analyzing characters and describing how story elements impact one another
- Retelling: All students are asked to retell stories they read , using exemplars to guide them and rubrics to grade their retells
- To encourage families to read with their children we will be keeping the school library open one day a week after school

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.

Data Sources:

- MOTP: 37% of teachers were rated ineffective or developing overall in component 3b (questioning and discussion); 34% of teachers were rated ineffective or developing overall in 3d (assessment in instruction); 23% of teachers were rated ineffective or developing overall in 3c (engaging students in learning).
- Quality Review (2013- 2015)
- NYS test results: 7% proficiency in ELA; 16% proficiency in Math
- December 2014 PPO feedback

Strengths:

- Curriculum is CCLS-aligned (1.1 and 2.2 proficient rating on QR 2014-2015)
- Curriculum that is rigorous (1.1 and 2.2 proficient rating on QR 2014-2015)
- Curriculum that provides opportunities for different levels of learners
- Positive school culture that encourages and motivates students as learners and risk-takers

Needs:

- Instruction that challenges students to take ownership of their learning and to make their thinking visible (PPO feedback)
- Instruction that provides differentiation for all sub groups in the class room, with a focus on SWD’s and ELL’s (QR and PPO feedback)
- Opportunities for discussion among students that are purposeful and encourage students to build on each other’s thinking (MOTP results and PPO feedback)
- QR feedback (2013- 2014) suggested that instructional strategies do not consistently encourage high levels of thinking across classrooms, resulting in limited participation in learning by some students. Additionally, feedback suggested that although students participate in classroom tasks via multiple groupings for different content areas, tasks are not yet sufficiently differentiated to meet the needs of students with disabilities.
- According to the Capacity Framework in this area, classrooms should be interactive and encourage students to build and apply knowledge.

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.

By June 2015, a minimum 80% of teachers will be rated as effective or highly effective in components 3b and 3c of the Danielson Framework for Teaching as measured by their EOY MOTP report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>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).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
Admin analyzed MOTP results and identified areas of instructional needs	All Teachers	August 2014	Principal and Network Support
MOTP results from 2013-2014 were shared with all staff members with a focus on next steps for improvement	All Staff	September 2014	Admin
School-wide instructional focus and goals were developed and refined by admin team	All Staff	September 2014	Implemented by admin and coaches, overseen by principal
<p>Groups of teachers will meet in PLCs and grade teams consistently, developing and adjusting instruction to provide students with multiple entry points for different learners and high level thinking/discussion opportunities. Second round of PLCs will focus on the lens of making student thinking visible in component 3c, engaging students in learning.</p> <p>Parent Involvement: Principal or designee will meet with parents once a month to share strategies parents can use at home to support student learning. Teachers will also plan workshops during parent engagement time on Tuesdays to discuss curriculum and instruction specific to their grades.</p> <p>Subgroups: To help support the specific needs of our SWDs, teachers are able to select specific PLCs developed for the teachers. During the second round of PLCs, self-contained special ed teachers met to develop individualized plans for students in math. During cycle 3, special education teachers have the opportunity to work with the Special Ed Coordinator to examine IEPs and develop personalized goal banks for students.</p>	<p>Teacher Teams</p> <p>Parents and School Community</p> <p>Special Education Teachers</p>	<p>December 2014- May 2015</p> <p>September 2014- June 2015</p> <p>November 2014- June 2015</p>	<p>Implemented by lead teachers, coaches and admin; overseen by admin</p> <p>Implemented by Principal, Parent Coordinator, Teachers, Guidance Counselor; overseen by Principal</p> <p>Implemented by Admin and Special Ed Liason; Overseen by Admin</p>

Part 4 – Resources Needed

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

- scheduling adjustments to provide for teacher team meetings
- coaches and staff developers working with teachers to improve instruction in 3b and 3c
- administration observations and feedback meetings with a focus on 3b and 3c
- Funding for professional books purchased for PLCs

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

N/A

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.

-By February 27, 2015 (end of observation cycle 2), MOTP data will be analyzed by admin team to assess if we are on track toward meet this goal.

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

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

After our midpoint observation check-in, our data shows the following:

*On average, we rate the teachers effective 39% of the time in component 3b and effective 55% of the time in component 3c. No teacher has received a rating of highly effective in these components so far.

*Due to these findings, we have adjusted our PLC cycle to focus on the development of questioning/discussion, rigor and building academic discourse in classrooms.

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

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.

Data Sources:

- PPO feedback 2014
- Learning Environment Survey
- QR 2013-14
- Internal Learning Walk (Admin team)

Strengths:

- Proficient rating in QR indicator 3.4, school culture
- PBIS schoolwide program has successfully addressed students’ personal behaviors and expectations. According to our schoolwide PBIS plan, students have been encouraged to excel in “respect, organization, citizenship, kindness and safety.”
- Teachers monitor student behavior through the PBIS matrix and successes are regularly celebrated through our student of the month assemblies., PS 59 “ROCKStars are chosen from a classroom each month and their photographs are put on a bulletin board in the hallway.

Needs:

- According to the Capacity Framework in this area, students should challenge themselves and one another to monitor and progress in their academic behaviors. Our PPO feedback also included this as a next step for our students. While our strength as a school is continually found in our positive culture among students and staff, students need to be encouraged to build on this strength by self- monitoring academic behaviors, not just social/emotional.

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 June 2015, all students in grades 4 and 5 will self- monitor their academic behaviors daily and develop weekly goals for themselves as measured by their responses on a school created checklist.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <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			
Academic Expectation Checklist created for all students in grades 4 and 5.	Grades 4 & 5	December 2014	Admin Team
Checklist distributed and explained to teachers	Grades 4 & 5 teachers	January 2015	Angie Klatt (AP)
Checklist unpacked to students by teachers and implemented	Grades 4 & 5 students	January 2015	Teachers- implementing; Angie Klatt monitoring
Checklist unpacked to parents by students and teachers	Parents and School Community	March Open School Night	Implemented by teachers and students, overseen by admin
Students self- monitoring and goal setting-weekly	Grades 4 & 5	January 2015- June 2015	Students Implementing; Teachers Monitoring

Part 4 – Resources Needed

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

- Checklist
- schedule adjustments to meet with teacher teams

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	X	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.

N/A

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.

-Initial checkpoint in February to ensure students are familiar with the checklist and using it to set their academic behavior goals.

-By May (parent open house), students will be able to discuss with parents how monitoring their academic behaviors has had a positive impact on their learning.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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?

N/A

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

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.

Data Sources:

- PPO 2014
- QR 3013-14
- MOTP results from 2013-2014
- Teacher Needs Assessment (in-house beginning of year)
- Past PD reflections and Retreat Results

Strengths:

- Strong year-long professional development plan has been developed
- Structures and scheduled meetings for: PLCs, weekly grade team meetings, staff retreats, lead teacher meetings
- Abundance of professional learning opportunities from outside consultants based on teacher need (Generation Ready, TECH, Teachers College)
- In house PD and teacher meetings led by coaches and staff developers
- Time for collaborative grade meetings (voluntary) built into master schedule

Needs:

Our school received a Quality Review in 2013-2014. Based on our QR report, we were given a “well developed” in 1.4, school culture. Though our school strengths are found in our school culture, our PPO feedback in 2014 was to use this established trust amongst teachers to shift our focus to student learning and meaningful student work products.

Based on the Collaborative Teachers element of the Capacity Framework, current data, and our most recent PPO, there is a need for teachers to continue meeting regularly with the purpose of discussing instructional techniques by looking at student work products to impact student achievement.

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.

By June 2015, all teachers will have worked in collaborative groups to look at student products using a variety of protocols with the purpose of adjusting curriculum and instruction to improve student outcomes as measured by EOY teacher survey and reflection responses.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher needs assessment: data used to formulate PLC groups and to revise a year-long professional learning plan	All teachers	September 2014	School Development Committee- overseen by Angie Klatt (AP)
Strategic scheduling of teacher team meetings (lead teacher, grade team, PLC's) to maximize impact on student achievement	All teacher teams	August-September 2014	Admin Team- Overseen by Fiona Tierney (AP)
Create a cycle of monitoring and reflecting for PLCs, where teacher teams share their professional learning and its impact on student achievement, with specific attention given to subgroups (SWDs and ELLs). The student achievement will be made public to all stakeholders and successes will be shared with the purpose of sustaining in further PLC work.	All Teachers, including teachers of ELLs and SWDs	November 2014- May 2015	Monitored by SDC, overseen by Angie Klatt and Kelli McDaniel (APs)
<p>Grade Team Calendar created and implemented to incorporate adequate planning time, data analysis, and collaboration with coaches, APs, and staff developers to look at student work products to make instructional and curricular adjustments using a tuning protocol and established norms.</p> <p>Teachers will meet with parents on Tuesdays during parent engagement time, as well as during open school nights, to discuss specific student work products and student achievement.</p>	<p>All teacher teams</p> <p>Parents</p>	<p>September 2014- June 2015</p> <p>September 2014- June 2015</p>	<p>Monitored and overseen by Admin Team</p> <p>Implemented by Teachers; Overseen by Admin</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> - Personnel and staff including: admin, coaches, and teachers - Schedule adjustments made to accommodate teacher team needs - Data coach, Literacy coach, Testing Coordinator - Funding for substitute occasional coverages to accommodate teacher team meetings - Resources such as books and materials for PLCs as needed

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

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.

Monitor benchmarks: February 2015- School development committee will meet to evaluate the last 2 cycles of PLCs, reviewing the PLC reflection sheets with the purpose of analyzing the impact of PLCs on student learning. Based on this soft-data analysis, adjustments will be made for the final PLC cycle.

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

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

N/A

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

- | | |
|-----|--|
| 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. |

Data Sources:

- Quality Review (2013-2014) feedback
- PPO feedback (December 2014)
- 2013-2014 School Learning Survey
- School Quality Snapshot

Strengths:

- Our 2013-2014 NYC School Survey reported that 98% of teachers felt that the Principal communicated a clear vision for the school; 96% said that school leaders place a high priority in the quality of teaching.

Needs:

- According to the School Survey, 86% of staff reported that they believe the principal knows what is going on in the classroom. 78% said the principal participates in instructional planning with the teachers.
- Quality Review Feedback from 2013-2014 identified the school as developing in indicator 5.1, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.
- According to this area of the Capacity Framework, principals set high goals for quality instruction by knowing what’s going on in classrooms and monitoring student progress.

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, administration will conduct monthly learning walks to evaluate the quality of school level decisions and make adjustments as needed to increase coherence and instructional practices across the school, with particular attention to our school wide ELA goal as measured by a minimum of 1 years growth in F and P reading levels.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <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,			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
Admin Team used various sources of data to develop a yearlong learning walk calendar. Monthly focus for each learning walk was identified based on school-wide goals and needs.	Admin	August 2014	Implemented by admin team
Admin Team shared learning walk plan with all staff members during our back-to-school professional development	All Staff	September 2014	Implemented by assistant principals, overseen by principal
<p>Monthly learning walks are conducted, feedback is collated and used to further develop or adjust professional learning plans and next steps for improvement in school policies and practice.</p> <p>During monthly SLT and PA meetings, parents are encouraged to be a part of learning walks and feedback is shared with the larger school community during parent workshops, SLT meetings, PA meetings and open school nights.</p>	<p>Curriculum Team</p> <p>Parents</p>	<p>Monthly Sept 2014- June 2015</p> <p>September 2014- June 2015</p>	<p>Implemented by admin team (including coaches)</p> <p>Implemented by Parent Coordinator, SLT members, Teachers and Admin; overseen by Principal</p>
<p>Feedback is given to teachers, including a focus on how to support our SWDs and ELL population.</p> <p>Next steps are implemented to adjust instructional practice and increase student achievement.</p> <p>EOY TCRWP Reading Assessments are completed and all data is reviewed by the Admin Team and then shared with all staff.</p>	<p>All Teachers</p> <p>Admin, All Teachers</p>	<p>Monthly Sept-June</p> <p>May 2015</p>	<p>Implemented by classroom teachers, overseen by administration</p> <p>Implemented by classroom teachers, overseen by administration</p>

Part 4 – Resources Needed

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

-administration, coaches, teachers
 -schedule adjustments to accommodate learning walks and meetings
 teacher per session

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.

N/A

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.

-January 2014, mid-point reflection assess the implementation of feedback given from learning walks.

Check MOY TCRWP reading levels to monitor that we are on track to make 1 years growth.

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

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	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?

Midyear TCRWP data was analyzed and 24% of students are not on track to meeting this benchmark to make a minimum of 1 year growth in Fountas and Pinnell Reading Levels.

Due to these findings, the administrative team will conduct a March learning walk focused on classroom data. A plan will be implemented by coaches and admin to work with teachers to develop intervention strategies to support these students.

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.

Data Sources:

- 2013-2014 End of year needs assessment survey (in-house)
- Attendance from parent workshops and meetings (SY 2013-2014)
- 2013-2014 NYS School Survey
- PPO 2014

Strengths

- On the 2013-2014 School Survey, 99% of parents reported that the school makes it easy to attend meetings by holding them at different times of the day and providing an interpreter.
- 99% of parents also reported that they agree or strongly agree that the school keeps them informed about their child’s academic progress.

Needs

- On the 2013-2014 School Survey, only 82% of parents stated that they had been invited to an event at their child’s school more than 3 times during the year. (workshop, program, performance, etc).
- According to our in-house Parent Needs Survey, parents stated they wanted more opportunities to learn how to be partners in their child’s education.
- According to the PPO feedback, our next step with parent/family outreach involves developing a way to digitally communicate (ex: website) with parents to improve parent outreach and parent/school relationships.

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.

By June 2015, the school community will establish stronger communication and increased parental involvement, as measured by increased attendance at: parent workshops, parent teacher conferences, and other school/parent gatherings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

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			
Created a year-long parent workshop calendar to give ongoing education opportunities for parents.	All parents	August 2014	Implemented by Parent Coordinator, overseen by principal
Implementation of monthly workshops for parents by principal, parent coordinator, and other staff members to cover a variety of topics. Workshops include: *Monthly coffee with the Principal *Monthly workshops with the Parent Coordinator *Weekly library open access to promote family literacy *Monthly parent workshops for pre-k families, led by annex coordinator and social worker	All parents	September 2014- June 2015	Implemented by various staff members, overseen by Principal
Creation of school website to increase communication between school and families	Teachers and families	February 2015	Implemented tech team, overseen by Kelli McDaniel (AP)
Provide English as a Second Language as well as computer classes for parents so that they can better support their children's education	parents	December 2014- May 2015	Implemented by ESL teachers and Parent Coordinator, overseen by Principal

Part 4 – Resources Needed

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

- Funding for website
- Teacher per session for workshops and parent classes
- Resources/materials for workshops
- Refreshments for workshops
- Funding for Parent Coordinator

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

N/A

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:

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.				
-Midyear survey given to Parent Association to evaluate how useful parents have found workshops thus far				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
N/A				

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Grade 2: Fountas and Pinnell Reading Levels	Data-based groups using shared or guided reading focused on reading skills and strategies	Small Groups: 25 students serviced	Saturday Academy (January 2015- June 2015)
	Grades 3, 4 and 5: 2013-2014 NYS test results, Fountas and Pinnell Reading Levels	Data-based groups using shared or guided reading focused on reading skills and strategies	Small Groups: 130 students serviced	Saturday Academy (January 2015- April 2015)
	Reading Recovery Intake assessments	Reading Recovery for 1 st grade	One on One	During school- September 2014- June 2105
Mathematics	Grades 3, 4, and 5: 2013-2014 NYS test results, module assessment data, formative class data	Data-based groups aligned with the CCLS based on skills that students have not yet mastered	Small groups: 130 students serviced	Saturday Academy (January 2015- April 2015)
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI meeting outcomes Teacher observation PBIS referral reports	A variety of crisis management techniques to help students develop better coping mechanisms and make positive choices	Small group and one-to-one, or as needed About 20 Students serviced at-risk	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.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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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.

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

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).

- Weekly grade team meetings
- Ongoing opportunities for grade teams to look at student work together (Running records, MOSL assessments, student writing, reading notebooks, etc)
- Lead teacher group
- Weekly PLC inquiry groups
- Restructure of master schedule to allow for common grade team prep times
- Scheduling flexibility to support professional development opportunities
- Coaching and staff development
- In-house mentoring
- Data coach and opportunities for data meetings
- Ongoing professional development with outside consultants
- PD opportunities provided by the network and outside agencies

- Principal goes to Network PD as well as PD at Leadership Academy
- On site PD for administrators around Danielson by the JESA

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

A variety of supports are offered to assist preschool children from early childhood programs to the elementary program. This school year we opened one more full time pre-k class in our Early Learning Annex. We have 4 full-time Prekindergarten classes in our school. A large majority of these students smoothly transition into our kindergarten classes the following year. Our Prekindergarten teachers take part in our school wide professional development throughout the school year. Many of our parent workshops at the annex involve our Prekindergarten and K families meeting together with our social worker and Annex coordinator. The Prekindergarten teachers have taken part in multiple professional development meetings around the Prekindergarten CCLS and work to embed the standards throughout all instructional areas. Our SBST works closely with CPSE to complete the Turning 5 Process. The Assistant Principal has also gone to Head Start open houses to meet with families and tell them about our Kindergarten Program.

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.

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

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

Prekindergarten teachers continue being trained this year in the Work Sampling System Process. This system allows the

teachers to use the CCLS standards for PreK to help develop portfolios of student work samples that help them measure student growth over the school year. The AP is part of this training.

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 codes¹. 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 consolidated². **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.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 499,569.84	X	11,14,16,19,21
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	\$163,325.00	X	11,14
Title III, Part A	Federal	\$11,200.00	X	11,14
Title III, Immigrant	Federal	\$1,464.00	X	21
Tax Levy (FSF)	Local	\$3,496,547.00	X	11,14,16,19,21

¹Explanation/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.

²The **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.

Parent Involvement Policy (PIP)

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. **PS 59**, 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. **PS 59** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- Encourage parents to participate on The School Leadership Team (SLT) where 50% of memberships are parents. Parents voted onto the SLT are involved in developing and revising the documents pertaining to school improvement like the CEP, the Parent Involvement Policy, the annual school report card and the School Progress Report to discuss the schools strengths and weaknesses, etc. PS 59 advertises and invites parents to attend the SLT meetings, which are scheduled to best accommodate both parents and staff members. PS 59 provides parents with information as to how to become a member of the SLT where collaborative conversations concerning improving Title 1 programs and parental involvement policies are discussed. We encourage parents to participate in revising and implementing the Parent Involvement Policy and all relevant information regarding meeting times, activities, etc. are publicly advertised
- Update parents of Title 1 programs and parental involvement policies. Parents participate in revising and implementing the PS 59 Parent Involvement Policy and all relevant information regarding meeting times, activities, etc. are publicly advertised. The 2013-2014 Parent Involvement Policy was revised and distributed to Title 1 Parents on 9/13/2013.
- Provide the parents with workshops based on the assessed needs of the parents of children who attend our school and work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains attendance of events activities scheduled and conducted for the parents, on a monthly basis and submits a report to the central office. The Parent Coordinator, Administrators and educators work collaboratively to provide parents with information/training regarding expectations for students/promotional criteria, NYS standards, NYS testing, curriculum, etc. Simple reading materials will also be provided and displayed in English and Spanish, in locations in the school that are easily accessible to parents and where they can easily browse and collect them
- Parent Open House Orientations will be held during the first month of the school year for all grades. Parents will be provided with information regarding Citywide academic expectations for the grade their child is in, as well as the PS 59 Parent Handbook and specific information for parents of Special Education and ESL students where needed
- Parents will be invited to a series of ongoing workshops on understanding the CCLS and how their implementation will impact their child's education. Parent will be provided a year long Parent Workshop schedule at the beginning of the year so that they can schedule their attendance at these workshops.
- Coffee with the Principal mornings, scheduled once a month will be held to encourage a more informal dialogue between parents and the Principal.
- Offer parents ongoing workshops and trainings on topics of great interest and importance to them, often in collaboration with neighborhood agencies and organizations, e.g., How parents can best and most effectively support their student's success; Recommended questions to ask during parent teacher conferences; ARIS Computer Trainings; Smoking Cessation; Living with High Blood Pressure; Preventing Child Abuse and Neglect; Living with Asthma; and Maintaining good oral health. Nutrition workshops facilitated by Cornell University for healthy eating, learning leaders parent training that encourage parents to become active participants in the school environment. We will also provide an abundance of reading materials from the Parent Lending Library established with literature from The Parent Institute, Home & School Connection, St. Barnabas Partners in Health, Teachers College and other organizations that serve as effective educational resources. Parents remain active participants by completing the Learning Environment Surveys and also play an active role in the Quality Review process
- Offer parents an ESL class that they will be able to attend at PS 59.
- Supply information such as: newsletters, monthly calendars, announcements, reminders, invitations, flyers and other school and community information will be distributed to parents when appropriate keeping them

abreast of current and upcoming events occurring in the school and throughout the community. The information will be provided in Spanish and English and be publicly displayed in locations easily accessible to parents. Communication using School Messenger reminding parents about upcoming events, authorized school closings and emergency situations.

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

School-Parent Compact (SPC)

PS 59, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x059 School Name: The Community School of Technology

Cluster: 6 Network: 607

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

**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 10	Borough Bronx	School Number 059
School Name The Community School of Technology		

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	56		8	10		7	0			66

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	56	0	8	10	0	7	0	0	0	66
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5		4	2		3								14
Intermediate(I)		9	2	3	3	3								20
Advanced (A)	7	6	8	3	1	7								32
Total	12	15	14	8	4	13	0	66						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	4	2	1		7
4	9	3			12
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		3						7
4	8	3	2						13
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		2	4		6				12
8									0

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.
The assessment tool P.S.59 uses to assess the early literacy skills of our ELLs is the Teachers College Running Records Assessments Levels A-Z. This assessment is through Fiction Narratives. This tool assesses Reader's Accuracy Rate (decoding which needs to be 96% in order to be at the specific level. It assesses Letter Identification and Sounds, High Frequency Word List (4 wrong out of 25 to be on the

level), Fluency and Comprehension. Our ELLs tend not to do well on this assessment at the beginning. However, they show progress as time goes by. The ELLs generally tend to increase their reading level by one. We also use informal assessments and unit assessments as well to drive instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
On the Kindergarten LAB-R, students tend to score intermediate and advanced levels. However, upon taking the NYSESLAT, the score decrease one level. The majorities of first graders make progress or achieve proficient levels at the end of first grade. Upper grades showed improvement by advancing a level or two. In the Overall NYSESLAT Proficiency Results, 14 scored at the beginning level, 20 at the intermediate level and 32 at the advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

State RNMR report is not available as of today 11-12-13.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

English Language Learners develop their basic skills rapidly and it takes a little longer for academic skills to develop. The patterns that the data shows is that the Listening and Speaking skills are higher across the grades and the reading and writing, though show improvement are lower . Due to excessive assessments taking place the administration decided not to use the ELL Periodic Assessments. However, we are using the ELL Assessment from Rigby. So far the data shows that newcomers are internalizing information because they are showing improvement in Listening even though, in instances they cannot speak the language as of yet according to the ELL Assessment Listening component. ELLs tend to do well in the NYS Science assessment according to the results.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

When making decisions about ELLs during RTI we collect data by looking at student's home language survey, LAB-R data, New York State English as a Second Language Achievement Test, Social History update, ARIS information, classroom observation, teacher's report, attendance report, and NYS ELA and Math Scores. When there are doubts as to whether there is a language or processing issue, we may request a Speech and Language screener. Progress is monitored for 4-6 weeks.

6. How do you make sure that a child's second language development is considered in instructional decisions?
During Learning Team meetings, articulations among teachers and when in need, the following strategies are used to address the second language development: the use of cognates in content if applicable, partnering students to help each other, the use of dual language materials from the school library, glossaries and dictionaries. At P.S.59 we celebrate the connection between home and school through validating home the home language. During interviews and parent orientations, parents are encouraged to cultivate, expand and associate the home language to the learning experience of ELLs at P.S.59. The Spanish LAB results and informal interviews at the time of registration are taken into account as well. In classroom settings, students are encouraged to communicate in the first language when needed. Key concepts are provided in the Native language in order to clarify the content material being covered. P.S.59 does not have a bilingual program due to the outcome of the Parent Selection but we ensure the native language is embraced as an asset for our school.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When new entrants register at P.S.59, the parents or guardians are required to complete the Home Language Survey (HLIS). P.S. 59 have procedures in place to ensure that the parents or guardians understand the Home Language Survey (HLIS) during the initial identification of those students that may possibly be ELLs. The testing, placing and orientations for these students need to take place within the first 10 days of the school year. During registration and the Initial Intake Process the ESL Coordinator along with the Pupil Accounting Secretary assists parents of possible ELLs in the main office. The Home Language Survey is given to parents in their home language to be completed. At this point an oral interview is conducted in English and their native language to the new entrant and parents or guardians by the ESL Coordinator. Translation Services are available through the Department of Education and school personnel in the event that a family member speaks a language other than English or Spanish. Eligibility for testing is determined based on the answers to the Home Language Survey, oral interview, and initial assessment. The student is given the LAB-R in English and the Spanish LAB if it applies. The test is hand scored immediately. The entitlement letters (LAB-R) or Non-Entitlement Letters (LAB-R) are given to the parents of students who need services according to the cut-off scores in their native language.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The structures that are in place at P.S.59 to ensure that parents understand all three program choices are as follows: Parents are given an Orientation within the first 10 days of school and throughout the year as students keep coming into the school system. They will view a video describing in detail the three program choices. The ESL Coordinator along with the Parent Coordinator explains the information pertaining to the programs verbally and answers questions. Parent Guides are also distributed in their language with a detailed explanation provided by the Department of Education as well as the Program Selection Forms. Once they are collected the information will be added to the ELPC screen. Parents are informed in their home language that P.S.59 offers an ESL instruction program until enough students requesting Transitional Bilingual Education or Dual Language programs can be obtained to open up such class on a particular level (15 students on two contiguous grades / monitored by tracking parental programmatic choice). Thorough conversations are conducted with parents to ensure they understand this requirement. P.S.59 maintains records of Parent Survey and Program Selection Forms in order to verify when enough parents request an alternate program other than our ESL program. When the time merits it, we will open up the TBE or Dual Language programs based on research and best practices in Second Language Acquisition. While we do not presently offer TBE or Dual Language programs, parents are advised of their right to place their child at a neighboring school offering the program. These parents are assisted by the Parent Coordinator for consultation and advisement on placing the students entitled to services in the program desired by the parents. The ESL Coordinator along with the Parent Coordinator maintain records and communication with schools citywide and in the district that offer these programs to assist when parents request such programs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
If a Transitional Bilingual Education (TBE) or Dual Language (DL) program becomes available, parents that have chosen such programs will be contacted by letters, phone calls, or outreach by school personnel. Once the Orientation Letters are given to parents, they will attend an orientation to view a video, receive a parent guide and the Program Selection Form in their language. Parents will complete the Program Selection Form and select a program. Every English Language Learner is administered the New York State English as a Second Language Achievement Test (NYSESLAT) annually during Spring time. They are identified as eligible for the NYSESLAT in one of two ways: scoring at the beginning, intermediate, or advanced level on the LAB-R during admission to NYC schools the first year or a beginning, intermediate, or advanced final score on the NYSESLAT the previous year. The NYSESLAT assesses students in Listening, speaking, reading and writing to measure students progress in developing language proficiency. The NYSESLAT is the only assessment that determines entitlement to services or no longer entitlement category as well. Proficient students on the NYSESLAT receive transitional services in mastering academic English for a minimum of one year after testing out of the program. Once it has been determined that a student is eligible for service based on the HLIS and the LAB-R results, the parent is

notified through an entitlement letter. The ESL Coordinator and Parent Coordinator provide the parents with an Orientation Session. During this Orientation, the parents receive a copy of the Parent Guide in their home language. This Parent Guide informs parents the three programs available. The Orientation DVD/ Video is also presented to parents in their home language. After a detailed conversation, parents are given the Parent Survey and Program Selection Form in their home language. The New York City Department of Education Translation and Interpretation Services are provided to parents when needed to ensure their comprehension. Parents are informed that if they do not complete the form during the orientation session, they may take it home to analyze and discuss the information presented to them and return it within three school days. Reminder letters are sent home to ensure parents return the Parent Survey and Program Selection Form . Phone calls, contact through classroom teachers and second notices are sent home to ensure the collection of forms and orientations. The Parent Survey and Program Selection Forms once collected inform the school of the parents' decision as to what programs their children should receive. Once again, the placement letters are sent home informing parents that their children have been placed in the program they have selected. The original documentation is filed in the students' cumulative records and copies are kept in a binder to access as needed.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The ESL Coordinator will collect the Program Selection Forms and analyze them to determine and honor the parents' needs according to the outcome. She will address parents' questions and concerns at all times. Parents will be notified that the school will make every effort to honor the program selected for their child. A placement letter will be given to the parents in their home language. The school will ensure that parents attend the Orientations and return the Program Selection Forms within the first 10 days of school by using all types of communication and strategies such as written, phone calls, using the assistance of the family worker for outreach, the Parent Coordinator, informal meetings with parents at dismissal, etc. Parents will be informed of the research findings of the effectiveness of the programs available. If parents do not complete the Program Selection Forms and do not chose a program, they will be informed of the fact that the next step will be the default program for ELLs which is the Transitional Bilingual Program as per the CR part 154. The child must participate, at a minimum, in a Freestanding English as a Second Language. The originals of the Home Language Surveys, The Program Selection Forms along with the attendance are placed in the students' cumulative records. Copies of the Home Language Surveys, the Program Selection Forms, attendance, agendas, Entitlement Letters (LAB- R), Non-Entitlement Letters (LAB-R), Continuation Letters (NYSESLAT), Non-Entitlement Letters (NYSESLAT) , Orientation Letters and Placement Letters in their language will be kept in the main office in a binder. Teachers will analyze the NYSESLAT data to inform instruction and group students. The ESL Coordinator will monitor the ELPC screen on an ongoing basis within the first 20 days of school as well as the rest of the year. Once the HLIS, informal interviews, the LAB-R, Spanish LAB(when applicable) and orientations are conducted, the pertinent information will be entered on the ATS ELPC screen to ensure the proper procedures and collection of data.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To ensure that all ELLs receive the NYSESLAT annually at P.S.59, the ESL Coordinator along with the Testing Coordinator maintains ongoing communication about all ELLs and ATS reports available pertaining to them. The ESL Coordinator researches the following reports continuously: The RLER (LAB-R eligibility/NYSESLAT eligibility) , Exam History Reports , RPOB(Place of Birth/ Home Language), RNMR(NYSESLAT combined Modality), I.E.P.s and information in the Cumulative Records. In collaboration, the ESL, Testing and Parent Coordinators along with the Attendance Office work in assuring that all four components of the NYSESLAT are administered to the entire ELL Population.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in the program choices parents have selected is English as a Second Language as 1st choice , Dual Language as 2nd choice and Transitional Bilingual as 3rd choice. for the past 5 years parents have chosen English as a Second as their 1st choice. P.S.59's lower grades k-2 have been able to attain advanced and proficiency levels the majority of times at the end of first grade. The school monitors the trends in parent choices on an ongoing basis and utilizes its evidence to tend to the parents' desires and needs as well. Information gathered is used to plan for future programming. The program models at school are aligned with the parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning

Standards.

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

In the ESL pull-out program students in kindergarten in the main building,first, second, third, fourth, and fifth grade newcomers receive the rigorous instruction in English utilizing the same strategies throughout the school, ESL methodologies incorporated with the Common Core Learning Standards and Instructional Shifts according to the students needs.

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

P.S.59 ensures that ELLs are appropriately evaluated in their native language throughout the year in many ways. The Spanish LAB is one of the assessment that evaluates the Native language for students whom the home language is Spanish. Students utilize dual language books from the school library. Teachers and classmates of the same language assist them with information in the Native language.The parents are asked to emphasize the first language at home to aid the students in acquiring the skills in the second language. It's research based that ELLs with a strong foundation in their first language are able to make a transition with ease in the Second Language. Newcomers receive 45 minutes every morning with the ESL Coordinator to assist them in gaining academic skills through content instruction, the Common Core Learning Standards, Instructional Shifts, multiple pathways,thinking maps, graphic organizers, realia, visuals, cognates, dictionaries, glossaries,TPR, listening exercises and technology.

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

stories in different genres(research-based). When they were done, they would discuss the story with the teacher and peers. In order to develop their stamina, students were given time to read independently. During the mini lessons they were instructed to use and apply many different reading strategies. They were also given the opportunity to read the same book with a partner. They were given time to discuss what was taking place in their stories.

LEP students who have not met the performance standard in writing

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

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

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

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

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

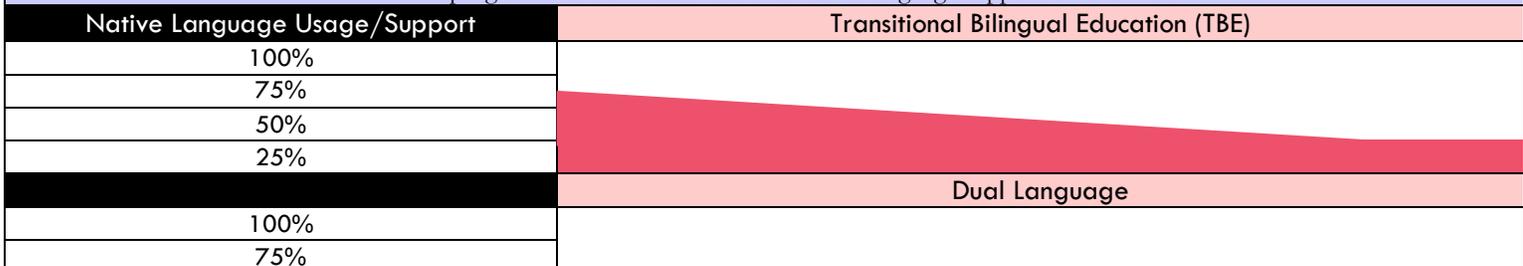
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

overall school curriculum and includes; Making and Keeping Friends, Respect Yourself and Others, Avoid and Prevent Bullying and Teasing, Identify Your Personal Strengths. Articulation is an integral part of the school program providing students and parents with information about new schools, offers parents and students support in completing applications, addresses questions and concerns as they arise and provides students with social support during the transition. Transitional students attend the After School program Expanded Learning Time, (ELTNYC) Content Areas: English Language Arts, Math, Science and Social Studies.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students' level of literacy in the native language is taken into consideration by having materials in dual languages. Such materials include books, tapes and software. The use of the native language is delivered in the ESL program through the use of dictionaries, glossaries, websites, cognates, books in both languages from the library and translation as appropriate. Required services support and resources correspond to grade levels and are research-based. Academic language development is planned during ESL and classroom teachers' articulation in Learning Team meetings or when the opportunity presents itself. When content area objectives are planned, language objectives coincide.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Yes, required services and resources correspond to ELL's ages and grade level. English Language Learners at P.S. 59 enter the grade needed based on their age level. P.S.59 follows the New York City Department of Education guidelines at the time of registration and promotion of English Language Learners. First time entrants' placement is based on their age. There are many things to take into consideration during the promotion or retention of ELLs. The limited English proficiency alone does not determine such decisions. The promotion criteria for newcomers (ELLs) (2 years or less) is not based solely on the English language development but on a holistic examination of each individual's academic progress in addition to ESL, Social Studies, Science, Arts and Social development. English Language Learners receive the appropriate instruction based on their age and grade level through the classroom curricular materials in literacy, ESL, Mathematics, Social Studies and Science. All the required services and supports are again based on ELLs' age and grade level. P.S.59 utilizes the Common Core Learning Standards and Instructional Shifts with multiple pathways to ensure the academic rigor of instruction is in alignment with our educational goals.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
During orientations at the beginning of the school year with parents of newly enrolled ELLs, pertinent information is shared along with a tour of the school premises to make them feel welcomed. All concerns are addressed.
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

School Name: 059

School DBN: 010

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 36
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S.59 will offer an after school program for English Language Learners which will address their literacy needs according to the analysis of the NYSESLAT Data. The data indicates that the focus need to be on literacy. There are 22 beginners, 24 intermediate and 30 advanced students. Thirty-six students were chosen to participate in the program to address their reading and writing needs. The program will begin on December 3, 2014. A certified ESL teacher along with a Bilingual teacher will facilitate the program. The language of instruction will be English with native language support as appropriate. The purpose of the program is to increase and enhance the literacy and content area skills of English Language Learners. Using ESL Methodology, the students will strengthen their skills in the four language strands: listening, speaking, reading, and writing, thereby accelerating their overall academic achievement and complying with the Common Core State State Standards. The program will begin on December 3, 2014 and end on April 29, 2015, on Wednesdays from 2:30 to 5:30 p.m. For a total of 34 sessions. Thirty-six students from grades 2, 3, 4, and 5th will participate.

Materials will include Continental's New York ELLs, Explorations in Nonfiction Writing, and Imagine Learning and e-learning for kids web based programs. Instruction will have multiple pathways. Students will primarily work at his/her appropriate individual levels but also in small homogeneous groups designed to optimally meet their needs.

Part C: Professional Development

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

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

Begin description here:

Our ESL Coordinator as well as other ESL/Bilingual teachers in many professional development opportunities including: Teachers College, network conferences, and the Office of English Language Learners in an ongoing basis at no cost to Title III. On October 24, Ms. Matos attended a conference at Teachers College entitled "Tackling the Challenges with Small Group Work" which will help us during the planning for our ELLs. Ms. Gonzalez, Ms. Montemoino, Ms. Matos and Ms. Mancini will meet on a

Part C: Professional Development

weekly basis to discuss the program, analyze data, and plan pacing guides to meet the needs of our ELLs. The teachers will guide their planning by formal and informal data. Such as weekly and monthly data reports that are provided by the Imagine Learning program. The ESL Coordinator and Ms. Matos participated in the Bilingual/ ESL Teacher Leadership Academy through Bank Street College. All participants in professional development are required to turn key the information obtained. The professional development attended by staff members this year at no cost to Title III program is the following: Implementation Essentials/Imagine Learning professional development on October 22, 2014 from 8:30 a.m. to 1:00 p.m. by Mr. Kai Pearson. Participants were Mr. Leviatin and Ms. Montemoino who turned key on October 27 to the rest of the staff. On November 8, 2014, Ms. Montemoino, will attend the Language Series 2014 at Bank Street College from 8:00 a.m. to 4:00 p.m. The topics will be Exploring Academic Language and Literacy Development: Connections to Common Core. Integrating Content/ Expanding Language: Young Children Wonder, Learn and Talk About Their World. Whole Novels & Whole Stories: An Experiential Approach to Reading, Response, and Analysis for all ages. Ms. Montemoino will then turn key with Ms. Gonzalez, Ms. Matos and Ms. Mancini and gather together on a weekly basis to adapt strategies, guide and plan according to the needs and data findings of the ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here:

P.S. 59 will offer an after school program for parents of English Language Learners to empower and assist them in developing and enhancing their English skills at their request. This will eventually help parents assist their children with homework as well. The program will be facilitated by Ms. Montemoino and Ms. Gonzalez. The group will meet once a week for 17 sessions. The program will begin on Thursday December 4, 2014 from 2:30 to 4:30 p.m. and end on April 30, 2015. The material used will be "Basic Grammar in Use" by Raymond Murphy and William Smalzer at no cost to Title III program. Parents will be notified at a Parent Workshop (Coffee with the Principal) on October 30, 2014 from 7:30a.m. to 8:00 a.m. as well as written notification sent home.

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

Part E: Budget

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

Allocation Amount: \$11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	9,200	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	11,200	_____