



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **14K059**

**School Name:**                       **P.S. 059 WILLIAM FLOYD**

**Principal:**                           **DAWN BEST**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 59 William Floyd School Number (DBN): 14k059  
Grades Served: PK -5  
School Address: 211 Throop Ave. Brooklyn, NY 11206  
Phone Number: 718-443-3600 Fax: 718-574-6634  
School Contact Person: Lisa Johnson Email Address: Ljohnson53@schools.nyc.gov  
Principal: Dawn Best  
UFT Chapter Leader: Karen Rost  
Parents' Association President: Theresa Reed  
SLT Chairperson: Nichole Hunter  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Gemaal Britt  
Student Representative(s):

**District Information**

District: 14 Superintendent: Alicja Winnicki  
Superintendent's Office Address: 75 Heyward Street Room 246 Brooklyn N.Y. 11206  
Superintendent's Email Address: awinnic@schools.nyc.gov  
Phone Number: (718) 302-7600 Fax: (718) 302-7978

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston St. Brooklyn, N.Y. 11201  
Director's Email Address: Bfitzge2@schools.nyc.gov  
Phone Number: (718) 935 - 3954 Fax: (718) 935-3362

## 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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Dawn Best	*Principal or Designee	
Karen Rost	*UFT Chapter Leader or Designee	
Theresa Reed	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Gemaal Britt	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nichole Hunter	Teacher/ Early Childhood	
Cynthia Torres	Parent/Early Childhood	
Cynthia Washington	Teacher/Special Needs	
Christine Christiansen	Teacher/Upper Elementary	
Geraldine Savinon	Parent/Upper Elementary	
Christina Cruz	Parent /Special Needs	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P. S. 59 William Floyd School for Professional Studies is a community school which has serviced generations of families since it was built in 1955. Our students reside, predominantly, in the housing developments which surround our school. Our faculty is a reflection of our city, some young, some more mature, and a melting pot of cultures and backgrounds. Our students are also diverse, because within the nearly fifty percent split of African American and Hispanic students, we have students whose lineage includes countries like Senegal, Ethiopia, the West Indies, Pakistan, Columbia, Puerto Rico and the Dominican Republic. We foster a belief in children that is evident in our extracurricular offerings as well as our academic programs; all are aligned to the Framework for Great School's focus on a supportive environment.

Our school community believes that technology integration is valuable for many reasons. Primarily, we see it as a staple in the lives of our students who are digital natives, having grown up with technology. Our students are all technologically savvy as consumers, but have no idea of their potential power as innovators and creators of the next generation of technology. We know that as many of our students struggle academically, they all thrive in the virtual worlds that technology brings to them daily, both within and outside of the school walls. We understand the importance of integrating a known passion as the key to unlocking other academic potential.

Our school strengths also include innovative programs to foster college and career readiness like our Rites of passage program. In this program our grade 5 students learn a number of skills and lessons to prepare them for their transition into adolescence, middle school education and beyond. In addition, our students in all grades participate in our "I Have A Dream" program where students identify the profession that interests them and professionals come and provide seminars to those students on the profession they selected. Our school counts our ability to adapt our curricula to the diverse needs of our students in alignment to the Framework for Great School's focus on rigorous curriculum. We have also been able to make growth according N.Y.S.E.D. in our previous testing year. One of our greatest accomplishments is our success at greatly reducing student incidents and creating an inclusive and supportive environment for students and staff. This also aligns to the Framework for Great School's focus on supportive environment.

We have accomplished these things amid the challenge of training teachers on the new common core standards with new materials and citywide expectations. Perhaps our most significant challenge is maintaining our level of student services despite changes in resources. Our school has made the most significant growth in tenet 4.5, our use of data and instructional practice to enhance student learning. In accordance with the Framework for Great Schools our teachers are strong in collaboration. They worked tirelessly to develop and train in protocols to improve their ability to assess student work, interpret student data and adjust instructional practice to address the needs delineated in that data. We have also looked more deeply at the types of assessments used to ensure that they are better aligned to the outcomes desired for student proficiency. We also have made gains in tenet 3.4, improving teacher collaboration by moving beyond common preps to developing an empowered instructional cabinet, developing teacher leaders, and cultivating teacher development through the use of instructional rounds, inquiry teams, and peer coaching. Finally, we have made gains in tenet 2.3, systems and structures for school development through creating teams to create student social development programs, protocols for assessment and data accountability, and R.T.I. structures to support student subgroups and under served populations. This year we will continue work on tenet three to hone curriculum to improve student outcomes. We will also work on tenet four to continue to hone instruction for improved student learning.

## 14K059 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	327	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		88.2%	% Attendance Rate	89.2%
% Free Lunch		83.2%	% Reduced Lunch	1.1%
% Limited English Proficient		10.4%	% Students with Disabilities	21.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.1%	% Black or African American	48.9%
% Hispanic or Latino		48.7%	% Asian or Native Hawaiian/Pacific Islander	0.3%
% White		1.1%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		12.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	6.67
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		11.6%	Mathematics Performance at levels 3 & 4	11.1%
Science Performance at levels 3 & 4 (4th Grade)		65.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

**Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	W
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul> <p>The greatest challenge that exists for our school is ensuring that curriculum planning, implementation and evaluation remain relevant to students needs and maintains rigor. As our school population changes, what was relevant or effective to one group may not be effective with another. What has helped us move from developing to effective in the area of collaboration and curriculum opportunities is our emphasis on using assessments more effectively to plan not only instruction but intervention supports as well. This has become a school strength but we must look deeper in this area if we are to effect greater growth. Our greatest need is to move our sub populations forward in equitable margins to close the gap that exists between them. Student comprehension is an area of need. Student led conversation has helped to elevate student comprehension of text. Our goal is to integrate more conversation this year.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June of 2016 100% of our teachers will engage in effective teams so that in all classrooms reflect the higher order thinking, student lead discussion, and multiple entry point tasks that provide for challenging and rigorous teaching and learning as evidence by observations and student work products.</p>



**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Students will be involved in Reciprocal Teaching, Socratic Method Discourse, and Center – based learning opportunities</p>	<p>Gen. Ed, Sp. Ed., Lowest Third, Highest students, Ells</p>	<p>09/04/2015 -6/26/2016</p>	<p>Administration, Lead Teachers, Classroom Teachers, Consultants</p>

Lead teachers will be trained in; reciprocal teaching facilitation, Socratic discourse instruction, data disaggregation for lesson adjustment. Teachers will meet collaboratively with Teacher leaders and Administrators for support weekly and bi weekly respectively. Progress will be monitored through learning walks, observations, and periodic data analysis to ensure this action plan is implemented.	Lead teachers on each grade, classroom and Cluster teachers	09/04/2015  -6/26/2016	Administration, Lead Teachers, Instructional Cabinet
Opportunities for parents to visit classrooms and work alongside of students to better understand the common core expectations and school-wide beliefs about learning will be a major Parent involvement shift	Parents	09/04/2015  -6/26/2016	Administration, Teachers, Parent Coordinator, CBOs
School will continue to survey parents and maintain regular communication to ensure that the strategies are relevant to them.	Parents, Students	09/04/2015  -6/26/2016	Administration, SLT, Instructional Cabinet

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers, paraprofessionals, Parent Coordinator, Administration, Consultants, Guidance Counselors, myOn, Ready Gen, Go Math, ReadWorks, Johnny Can Spell											
<b>Part 4b.</b> 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 SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The instructional cabinet meets once every fortnight, and the SLT meets once per month. The instructional cabinet will provide a timely monitoring and evaluation tool to determine both classroom and parental involvement effectiveness. This tool (surveys) will be implemented in October, February and May. The findings of the Instructional Cabinet will be relayed to both teachers and the SLT for feedback and strategy

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul> <p>Our school worked with various CBO’s to support and augment the schools’ goals in the areas of social and emotional learning. Digital Girl has supported us in STEM instruction and helped foster parental involvement through various parent workshops and student work showcases. These activities showed a 5% rise in parent participation over other activities in the 2014-2015 school year. Our partnership with the Department of Health has supported students’ needs for dental care in a venue that is projected reduce student absenteeism and/ or lateness. In addition, our strength is evident here in our ability to utilize limited resources to develop stronger community ties while taking a holistic approach to meeting student needs. The work was facilitated by a new guidance position.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June of 2016 our SIT, CBOs, SLT will strengthen community partnerships and develop additional partnerships to support children and families and a Supportive Environment as evidenced by a 50% increase in community partners over those in place as of June 2015</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Socio-emotional supports for at-risk students, coordinated approaches to program development and strategies to support ELL students. We will continue to incorporate Habits of Mind principles as researched-based to improve student meta-cognition. We will also incorporate Whole Child Learning through partnership with Responsive</p>	<p>STH, Lowest third, Ells, Sp. Ed, At- Risk, Economically Disadvantaged</p>	<p>09/04/2015  -6/26/2016</p>	<p>Administration, Dean, Teachers, Paraprofessionals, Support Staff</p>

Classroom.This will be monitored by learning walks and regular cycles of observations.			
Teachers and staff will continue to receive training on how to adapt strategies for subgroups in alignment with the research based Whole Child teaching approach. The adaptation will be differentiated to support Students in Temporary Housing (STH), our Lowest Third, ELLs, Special Education, At Risk an Economically disadvantaged students. This will be monitored by learning walks and regular cycles of observations.	STH, Lowest third, Ells, Sp. Ed, At- Risk, Economically Disadvantaged	09/04/2015  -6/26/2016	Administration, Dean, SIT, CBO
Partnership development with family support agencies, and organizations to support students and families of students with developmental learning delays.This will be monitored by parent surveys and teacher-parent outreach.	Parents	09/04/2015  -6/26/2016	Administration, Dean, Teachers, Paraprofessionals, Support Staff
Develop partnerships with organizations which support physical and emotional health through student fitness initiative. This correlates to research which supports fitness activities and heightened brain function.Training the entire staff in the Responsive Classroom techniques is the most effective method of building trust across the entire school community. This process of integrating these strategies benefit, children, staff, and parents. The benefits of the process reinforce the care we have for every community	STH, Lowest third, Ells, Sp. Ed, At- Risk, Economically Disadvantaged	09/04/2015  -6/26/2016	Administration, Dean, Teachers, Paraprofessionals, Support Staff

member and reinforces community trust.			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Responsive Classroom kits, PTA, Title I Committee, Parent Advisory Committee, Parent Coordinator, Guidance Counselors, Administration, Teachers, Paras, CBO's, Character Counts, schedule adjustments for lab sites and grade wide assemblies.											
<b>Part 4b.</b> 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 SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016 50% of teachers will show evidence of the use of Responsive Classroom strategies in their Morning Meetings. By April 2016 70% of teachers will show evidence of the use of Responsive Classroom strategies in a common language used with students. In January and April staff and administration will evaluate the progress towards the goal of nurturing current, and developing additional partnerships to support students and families. In addition the staff and administration will engage in monthly review and monitoring of the effectiveness of our partnerships.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul>		
<p>Our work to keep students highly engaged is an ongoing process. It is clearly difficult for teachers to compete with the high engagement found in the video games that are a regular staple in our students’ lives. Because the level of engagement that our students find recreationally, classroom instruction must be constantly revised not only to meet students’ academic needs but interests and levels of engagement. We have revised instruction to be more student centered with an emphasis on student dialogue both teacher led and student led. This revision has resulted in an Quality Review score that went from Developing in 2013 to Well Developed in 2015. We have developed a conversation rubric to assess students’ level of discussion participation. While this work has become as strength however there still remains a need for us to hone the use of rubrics and other methods of student self-assessment to improve meta-cognition and self-efficacy. We also are working to refine our use of rubrics to assist in integrating more opportunities for student inquiry.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June of 2016 our teachers will work collaboratively on our system of assessments and benchmarks to better hone and align them to state assessments in order to support greater proficiency among our various student subpopulations.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Through Instructional Cabinet collaboration an assessment calendar will continue to be used to keep the school community informed of assessments and scoring dates. Students will be assessed through end of unit tests, performance based assessments, practice assessments and observations. Teachers will continue to be trained on how to evaluate and align assessments to standardized assessments.</p>	<p>STH, Lowest third, Ells, Sp. Ed, At- Risk, Economically Disadvantaged, Parents, Staff</p>	<p>09/04/2015 -6/26/2016</p>	<p>Administration, Dean, Teachers, Paraprofessionals, Support Staff</p>

<p>The data from these assessments will be used to determine student areas of need and strength. Teachers will collaborate on how this will inform intervention groups. Students are assessed weekly and intervention time is scheduled three days a week where skills from the previous week are re-taught and reinforced. Students in grades 3-5 will also be offered after school support in preparation for state assessments. Students will also receive assessments in a variety of ways including via computer and student response modules on Smartboards.</p>	<p>STH, Lowest third, Ells, Sp. Ed, At- Risk, Economically Disadvantaged, Parents, Staff</p>	<p>09/04/2015 -6/26/2016</p>	<p>Administration, Dean, Teachers, Paraprofessionals, Support Staff</p>
<p>Seminars for parents will continue to be held to inform and educate parents on the expectations of the Common Core and how they are presented in standardized assessments. Parents will also be welcomed to curriculum night and other classroom shared learning experiences with their children to afford parents the opportunity to experience the assessments first hand.</p>	<p>Parents</p>	<p>09/04/2015 -6/26/2016</p>	<p>Administration, Dean, Teachers, Paraprofessionals, Support Staff</p>
<p>The focus on my effective assessment structures and protocols will result in more rigorous instruction, greater student engagement and better student performance. These elements are core to the capacity framework's overarching element of trust. Teachers will collaborate on fostering student trust in teachers, teacher trust in student capacity and parents' trust in the communities</p>	<p>STH, Lowest third, Ells, Sp. Ed, At- Risk, Economically Disadvantaged, Parents, Staff</p>	<p>09/04/2015 -6/26/2016</p>	<p>Administration, Dean, Teachers, Paraprofessionals, Support Staff</p>

commitment to meet student needs.			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers, Consultants, and Administration, SmartBoards, tablets, laptops, computer desktops, testing materials, intervention materials, authentic literature, math manipulatives, science assessment materials, testing scheduling adjustments for student testing.											
<b>Part 4b.</b> 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 SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Students will be tested weekly for intervention support. By December 2015 students should show progress as evidenced by the comparison of baseline to interim assessments. By January of 2016 students will have taken one standardized assessment aligned tests to provide data to support student progress. By February of 2016 students will have taken two standardized assessment aligned tests to show evidence of student progress from the previous assessment. Teachers and administration will review continued progress and make necessary adjustments to instruction weekly until the end of May 2016.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul>		
<p>Adapting to change continues to be a strength at PS 59. As a result there has been a collective effort by the staff to adopt a sense of urgency to have students meet proficiency across grade levels. Our teachers come in early and stay late to work collaboratively on lesson planning to improve instruction and practice. We still need to hone our transition from Pre-K, K to first grade, first to second and second to upper grades. We also need to create a more seamless transition from grade five to grade six. Our data from grade K to 1 shows that 80% of students leaving Kindergarten are reading grade level appropriate texts however only 30% are reading on that level in September of grade 1. Administration is further honing Effective School Leadership strategies to building better summer supports.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015 90% of teachers will be fully engaged in a deeper level of differentiated instruction through center-based learning. as evidenced by a regular cycle of observations and professional development through effective leadership support.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers, consultants, and consultants will facilitate professional development by facilitating lab sites and peer coaching colleagues in effective differentiation strategies. These research based methods are meant to build building capacity and foster professional learning communities. This will be supported and monitored through learning walks, PD presentations, effective feedback and a regular cycle of observations</p>	<p>STH, Lowest 3rd, Ells, Sp. Ed, At- Risk, Eco Disadvtg, Parents, Staff</p>	<p>09/04/2015 -6/26/2016</p>	<p>Administration, Dean, Teachers, Paraprofessionals, Support Staff</p>

as a part of effective leadership strategies.			
The centers afford teachers to better reach students in the best modality to meet their learning needs. Students will have access to blended learning opportunities, audio-visual support, reinforcement if taught skills and small group instruction. This will be supported and monitored through learning walks, PD presentations, effective feedback and a regular cycle of observations as a part of effective leadership strategies.	STH, Lowest 3rd, Ells, Sp. Ed, At- Risk, Eco Disadvtg, Parents, Staff	09/04/2015 -6/26/2016	Administration, Dean, Teachers, Paraprofessionals, Support Staff
We will provide parents with opportunities to engage with their children in center-based activities. In addition parents will continue to be offered seminars on learning in the classroom and the alignment to common core standards. This will be supported and monitored through learning walks, PD presentations, effective feedback and a regular cycle of observations as a part of effective leadership strategies.	Parents	09/04/2015 -6/26/2016	Administration, Dean, Teachers, Paraprofessionals, Support Staff
The practice of having parents view student work in centers, teachers seeing progress and increased engagement builds trust between parents, students, and the educational community within the school. This will be supported and monitored through learning walks, PD presentations, effective feedback and a regular cycle of observations as a part of effective leadership strategies.	STH, Lowest 3rd, Ells, Sp. Ed, At- Risk, Eco Disadvtg, Parents, Staff	09/04/2015 -6/26/2016	Administration, Dean, Teachers, Paraprofessionals, Support Staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to accomplish our objectives the use of: smartboards, document cameras, Core Curriculum aligned content area instructional materials, Laptops, tablets, teachers. Consultants, Teacher Leaders, administrators, professional texts, audio equipment for listening centers, practice materials in literacy, math and science will be needed. Common preparation period planning.											
<b>Part 4b.</b> 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 SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016 90% of classrooms will be engaged in center-based activities in the classroom with no less than two centers introduced, with student choice integrated in center planning. This will be supported and monitored through learning walks, PD presentations, effective feedback and a regular cycle of observations as a part of effective leadership strategies conducted weekly until June of 2016.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul> <p>Parental involvement has been an ongoing priority for our school. While we can acknowledge as a strength our increased parental involvement over the past few years. What is a strength however, still remains an area of need as well. We seek to still increase involvement in ways that will enhance the learning experience for every child and strengthen the partnership with every parent. We will do this in collaboration with our PTA and SLT.</p>		

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June of 2016 we will increase parental involvement in school related events and activities by 10% over the 2014-2015 school year.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>We will provide additional activities which involve shared learning with their children. We will develop Parent Tuesdays where teachers and parents can spend parent time exploring learning opportunities together since research supports that these partnerships aid in retention of skills. This will be monitored and supported by collaboratively developed</p>	<p>STH, Lowest 3rd, Ells, Sp. Ed, At- Risk, Eco Disadvtg, Parents, Staff</p>	<p>09/04/2015  -6/26/2016</p>	<p>Administration, Dean, Teachers, Paraprofessionals, Support Staff, PTA,. SLT</p>

surveys, meetings, and communications between administration, the PTA and SLT.			
We will provide English Language Learners and their parents the opportunity to strengthen both their native language and their second language together in Dual Language opportunities. We will offer parents of Special Education students, additional seminars and partner learning opportunities to make more transparent the work we do to support these learners. This will be monitored and supported by collaboratively developed surveys, meetings, and communications between administration, the PTA and SLT.	STH, Lowest 3rd, Ells, Sp. Ed, At- Risk, Eco Disadvtg, Parents, Staff	09/04/2015 -6/26/2016	Administration, Dean, Teachers, Paraprofessionals, Support Staff,PTA,. SLT
In addition to providing many opportunities for joint parent/student learning, will meet with parents to inform them when their students have failed to meet proficiency on weekly examinations and provide strategies for home support. We will also provide engagement opportunities for parents which will be student driven like learning tours. This will be monitored and supported by collaboratively developed surveys, meetings, and communications between administration, the PTA and SLT.	Parents	09/04/2015 -6/26/2016	Administration, Dean, Teachers, Paraprofessionals, Support Staff, PTA,. SLT
The practice of having parents engage in their child's learning and be supported in assisting their child learn, seeing efforts to build progress and increased engagement builds trust	STH, Lowest 3rd, Ells, Sp. Ed, At- Risk, Eco Disadvtg, Parents, Staff	09/04/2015 -6/26/2016	Administration, Dean, Teachers, Paraprofessionals, Support Staff, PTA,. SLT

between parents, students, and the educational community within the school. This will be monitored and supported by collaboratively developed surveys, meetings, and communications between administration, the PTA and SLT.			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
In order to accomplish our objectives the use of: smartboards, document cameras, Core Curriculum aligned content area instructional materials, Laptops, tablets, teachers. Consultants, Teacher Leaders, administrators, professional texts, audio equipment for meetings, practice materials in literacy, math and science will be needed. schedule changes for teacher participation in collaborative planning.											
<b>Part 4b.</b> 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 SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By December 2015 administration, PTA and SLT will review data from parent involvement activities to that point to determine if we have met a benchmark towards our goal; increased 10% over June 2015. Teachers and administration will review continued progress and make necessary adjustments again Monthly until the middle of June 2016.											
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Exit slips and reading assessments, and observations	Close reading of text, shared reading, interactive writing and guided reading, center activities	Small group One – on – one tutoring as indicated by student need .	During the school day Extended day After school
<b>Mathematics</b>	Exit slips and math assessments, and observations	Use of math exemplars  Number Sense  Word problems  Geometry,	Small group One – on – one tutoring as indicated by student need.	During the school day Extended day After school
<b>Science</b>	Science assessments, and observations	Use of math exemplars  Number Sense  Word problems  Geometry,	Small group One – on – one tutoring as indicated by student need.	During the Day
<b>Social Studies</b>	project based learning artifacts, assessments, and observations	Document based questions  Writing in the content areas project based learning tasks	Small group One – on – one tutoring as indicated by student need.	During the Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	I.E.P mandates, observations, teacher referral, parent referral, student requests.	Life skills, conflict resolution, coping strategies, violence prevention, bereavement and loss support	Small group One – on – one tutoring as indicated by student need.	During the Day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<p>Teaching candidates from Brooklyn College are actively recruited to fill positions due to their preparation for teaching students within our demographics. In addition, these teachers have content knowledge and data evaluation preparedness that puts them firmly on the path of highly qualified teacher status. In order to facilitate effective selection a panel of staff establish interview questions designed to meet the needs of the school and determine if the teaching candidate is a highly qualified teacher.</p> <p>Professional development, and buddy teachers provide support for newly hired and existing teachers to ensure that they are effectively supported. Ongoing rounds of observations and feedback aligned with the Charlotte Danielson Framework is implemented in order to assist teachers and administrators in the process of collaboratively setting professional goals for continued pedagogical growth.</p> <p>Collegial walkthroughs, observations and feedback is encouraged and nurtured to sharpen the lens of teachers and to encourage teamwork and reflection. Teacher data is reviewed and results form the basis of administrative-teacher dialogue in order to ensure that teachers are placed in assignments where they can best foster greater student achievement and continue their own professional growth.</p> <p>Providing support with accountability to outcomes provides a sturdy foundation of a program designed to develop, retain, and nurture highly qualified teachers at our school.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>a . Align professional development topics to improve and increase teachers' knowledge of core curriculum state standards alignment across subjects the teachers teach.</p> <p>b. Ensure that training is intensive, and ongoing while maintaining a classroom focus in order to have a positive and lasting impact on classroom instruction and teachers' performance in the classroom;</p> <p>c. Provide research-based professional development to improve student academic achievement.</p>

- d. Increase and enhance the knowledge and teaching skills of teachers;
- f. Ensure delivery by individuals who have demonstrated qualifications and credentials in the focus area of the professional development;
- g. Support the success of all learners including children with special needs, economic disadvantage, and limited English proficiency;
- h. Technology integration as professional development that prepares students for the 21st century and beyond.
- i. Use data and assessments to determine topics and as training to assist teachers in improve instruction; and they are effectively supported. Ongoing rounds of administrative observations, instructional rounds of teachers, and inquiry teams who provide collegial feedback aligned with the Charlotte Danielson Framework is implemented in order to assist teachers and administrators in the process of collaboratively setting professional goals for continued pedagogical growth. Professional development, and buddy teachers provide support for newly hired and existing teachers to ensure that they are effectively supported.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

- Including talking with the children about their feelings about the change. Share their own feelings as well.
- Children should have many opportunities to talk about their fears and concerns. It is okay to say they will miss the students and that they are also proud they're growing up and moving on.
- Write and illustrate a class book about children's and teachers' feelings about going to kindergarten.

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

We encourage families to:

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

Shop for school supplies (prior grade teachers provide a list)

#### 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.

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

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

Knowledge of additional factors unique to their respective grades and child development levels.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	339,933.00	X	11,14,16,18,21
Title I School Improvement 1003(a)	Federal			11,14,16,18,21
Title I Priority and Focus School Improvement Funds	Federal	65,496	X	11,14,16,18,21
Title II, Part A	Federal	37,626.00	X	11,14,16,18,21
Title III, Part A	Federal	11,200.00	X	11,14,16,18,21
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,472,879.00	X	11,14,16,18,21

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

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

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

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

- 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.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **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).
- **Title I School Improvement 1003(a):** To 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.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **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 an 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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 SCEP 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**Padre-Escuela Compacto**

**P.S. 59 William Floyd School va a:**

- Asegurar que cada estudiante sea proveído con **un curriculum de alta calidad** , y instrucción efectiva e intensa através de muchas áreas de contenido alineado con las normas comunes básicas del Estado. Los estudiantes serán proveídos con oportunidades de trabajar en un ámbito conductor al aprender y cumplir los estándares.
- **Convocar conferencias de padres/maestros bianualmente durante las cuales este Compacto se discutirá como relaciona al logro de cada estudiante.**
- Proveer a los padres con reportes frecuentes sobre el progreso de sus hijos. Los boletines de los estudiantes se distribuirán 3 veces al año y cartas de "promoción en duda" se mandarán a casa un mínimo de dos veces al año.
- **Proveer a los padres acceso razonable a la planilla. Específicamente, los maestros estarán disponibles para consultas con padres durante períodos de preparación, y dos veces al año para la semana de "escuela abierta."**
- **Proveer a los padres oportunidades para ser voluntarios y participar en la escuela de su hijo/a, y observar las actividades dentro de la clase, Equipos de Liderazgo Escolar, y reuniones mensuales de PTA**

**• Nosotros los Padres de PS 59 William Floyd School vamos a:**

- Nosotros, como padres, apoyaremos el aprender de nuestros hijos en las maneras siguientes:
  - Apoyar al aprender de mi hijo/a por priorizar la educación en nuestro hogar por:
    - o Asegurar que mi hijo/a esté presente y llegue a tiempo preparado cada día
    - o Hablar con mi hijo/a sobre sus actividades cada día.
    - o Hacer un horario par alas tareas y asegurando que sean completadas.

- Monitorizar la cantidad de televisión que mira mi hijo/a.
- o Participar en actividades escolares en una basis regular.
- Quedarnos al día sobre la educación de mi hijo/a y comunicar con la escuela por leer toda correspondencia de parte de la escuela o el distrito recibida por mi hijo/a o por correo y responder como sea apropiado.

**Nosotros los estudiantes de PS 59 vamos a:**

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E escolar Fecha Padre Fecha Estudiante Fecha

**PS 59 Parent Involvement Policy**

**Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to**

strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive
- Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

- **providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.**

### **PS 59 POLÍTICA DE PARTICIPACIÓN DE LOS PADRES**

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

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

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

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

- la participación activa de los padres y participar en la planificación, revisión y evaluación de la eficacia del Título I de la escuela programar como se indica en la integral
- Plan para la Educación, incluida la aplicación de la política de la escuela Título I Participación de los padres y la escuela y los padres;
- involucrar a los padres en las discusiones y decisiones sobre el Título I requiere la retirada de tierras, fondos que se asignan directamente a las escuelas para promover la participación de los padres, incluyendo la alfabetización familiar y la crianza de los hijos;
- asegurarse de que el Título I fondos asignados para la participación de padres se utilizan para llevar a cabo actividades y estrategias que se describen en la Política de Participación de los Padres y el Acuerdo entre la escuela y los padres;
- apoyo a nivel escolar comités que incluyen a los padres que sean miembros del Equipo de Liderazgo Escolar, la Asociación de Padres (o Asociación de Padres y Maestros) y el Título I del Comité de Padres. Esto incluye la prestación de apoyo técnico y el desarrollo profesional continuo, especialmente en el desarrollo de habilidades de liderazgo;
- mantener un coordinador de padres (o un miembro del personal dedicado) para servir como enlace entre la escuela y las familias. El coordinador de padres o un miembro del personal dedicado a proporcionar talleres para padres sobre la base de las necesidades evaluadas de los padres de niños que asisten a nuestra escuela y trabajar para asegurar que nuestro ambiente escolar acogedor y atractivo para todos los padres. El coordinador de padres también mantendrá un registro de los eventos y actividades programadas para los padres cada mes y presentar un informe a la oficina central.;
- Llevar a cabo talleres para padres con temas que pueden incluir: habilidades de crianza de los hijos, la comprensión de la responsabilidad educativa a nivel de grado y plan de estudios de evaluación de las expectativas, servicios de alfabetización, el acceso a la comunidad y apoyo y capacitación en tecnología para desarrollar la capacidad de los padres para ayudar a sus hijos en el hogar;
- proporcionar oportunidades a los padres para ayudarles a entender el sistema de rendición de cuentas, por ejemplo, NCLB / sistema estatal de rendición de cuentas, los niveles de competencia académica, tarjeta de informe escolar anual, informe de progreso, Informe de Revisión de Calidad, Informe de Aprendizaje Encuesta de Medio Ambiente;
- acoger el título requerido Anual I Reunión de Padres en o antes del 01 de diciembre de cada año escolar a los padres de niños que participan en el programa Título I sobre el Título I de la escuela financiada programa (s), su derecho a participar en el programa y el requisitos de participación de los padres en el Título I, Parte A, Sección aplicables las secciones 1118 y otro bajo la ley No Child Left Behind Act;
- programar reuniones adicionales padres, reuniones trimestrales, por ejemplo, con horarios flexibles, tales como reuniones por la mañana o por la noche, para compartir información sobre el programa educativo de la escuela y otras iniciativas de la Canciller y permiten a los padres a proporcionar sugerencias;
- traducir todos los documentos de la escuela críticos y proporcionar servicios de interpretación durante las reuniones y eventos, según sea necesario;
- realizar un Anual del Título I de Padres Feria / Evento en el que todos los padres están invitados a asistir a las presentaciones formales y talleres que abordan su habilidad académica del estudiante necesita y lo que los padres pueden hacer para ayudar;

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

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

### **Padre-Escuela Compacto**

#### **P.S. 59 William Floyd School va a:**

- Asegurar que cada estudiante sea proveído con **un curriculum de alta calidad** , y instrucción efectiva e intensa a través de muchas áreas de contenido alineado con las normas comunes básicas del Estado. Los estudiantes serán proveídos con oportunidades de trabajar en un ámbito conductor al aprender y cumplir los estándares.
- **Convocar conferencias de padres/maestros bianualmente durante las cuales este Compacto se discutirá como relaciona al logro de cada estudiante.**
- Proveer a los padres con reportes frecuentes sobre el progreso de sus hijos. Los boletines de los estudiantes se distribuirán 3 veces al año y cartas de “promoción en duda” se mandarán a casa un mínimo de dos veces al año.
- **Proveer a los padres acceso razonable a la planilla. Específicamente, los maestros estarán disponibles para consultas con padres durante períodos de preparación, y dos veces al año para la semana de “escuela abierta.”**
- **Proveer a los padres oportunidades para ser voluntarios y participar en la escuela de su hijo/a, y observar las actividades dentro de la clase, Equipos de Liderazgo Escolar, y reuniones mensuales de PTA**

#### **• Nosotros los Padres de PS 59 William Floyd School vamos a:**

- Nosotros, como padres, apoyaremos el aprender de nuestros hijos en las maneras siguientes:
  - Apoyar al aprender de mi hijo/a por priorizar la educación en nuestro hogar por:
    - o Asegurar que mi hijo/a esté presente y llegue a tiempo preparado cada día
    - o Hablar con mi hijo/a sobre sus actividades cada día.
    - o Hacer un horario par alas tareas y asegurando que sean completadas.
  - Monitorizar la cantidad de televisión que mira mi hijo/a.

o Participar en actividades escolares en una basis regular.

- Quedarnos al día sobre la educación de mi hijo/a y comunicar con la escuela por leer toda correspondencia de parte de la escuela o el distrito recibida por mi hijo/a o por correo y responder como sea apropiado.

**Nosotros los estudiantes de PS 59 vamos a:**

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- Ser
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- leer
- Leer en la
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Firmas

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E escolar Fecha Padre Fecha Estudiante Fecha

**PS 59 Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to

strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive
- Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

- **providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.**

### **PS 59 POLÍTICA DE PARTICIPACIÓN DE LOS PADRES**

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

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

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

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

- la participación activa de los padres y participar en la planificación, revisión y evaluación de la eficacia del Título I de la escuela programar como se indica en la integral
- Plan para la Educación, incluida la aplicación de la política de la escuela Título I Participación de los padres y la escuela y los padres;
- involucrar a los padres en las discusiones y decisiones sobre el Título I requiere la retirada de tierras, fondos que se asignan directamente a las escuelas para promover la participación de los padres, incluyendo la alfabetización familiar y la crianza de los hijos;
- asegurarse de que el Título I fondos asignados para la participación de padres se utilizan para llevar a cabo actividades y estrategias que se describen en la Política de Participación de los Padres y el Acuerdo entre la escuela y los padres;
- apoyo a nivel escolar comités que incluyen a los padres que sean miembros del Equipo de Liderazgo Escolar, la Asociación de Padres (o Asociación de Padres y Maestros) y el Título I del Comité de Padres. Esto incluye la prestación de apoyo técnico y el desarrollo profesional continuo, especialmente en el desarrollo de habilidades de liderazgo;
- mantener un coordinador de padres (o un miembro del personal dedicado) para servir como enlace entre la escuela y las familias. El coordinador de padres o un miembro del personal dedicado a proporcionar talleres para padres sobre la base de las necesidades evaluadas de los padres de niños que asisten a nuestra escuela y trabajar para asegurar que nuestro ambiente escolar acogedor y atractivo para todos los padres. El coordinador de padres también mantendrá un registro de los eventos y actividades programadas para los padres cada mes y presentar un informe a la oficina central.;
- Llevar a cabo talleres para padres con temas que pueden incluir: habilidades de crianza de los hijos, la comprensión de la responsabilidad educativa a nivel de grado y plan de estudios de evaluación de las expectativas, servicios de alfabetización, el acceso a la comunidad y apoyo y capacitación en tecnología para desarrollar la capacidad de los padres para ayudar a sus hijos en el hogar;
- proporcionar oportunidades a los padres para ayudarles a entender el sistema de rendición de cuentas, por ejemplo, NCLB / sistema estatal de rendición de cuentas, los niveles de competencia académica, tarjeta de informe escolar anual, informe de progreso, Informe de Revisión de Calidad, Informe de Aprendizaje Encuesta de Medio Ambiente;
- acoger el título requerido Anual I Reunión de Padres en o antes del 01 de diciembre de cada año escolar a los padres de niños que participan en el programa Título I sobre el Título I de la escuela financiada programa (s), su derecho a participar en el programa y el requisitos de participación de los padres en el Título I, Parte A, Sección aplicables las secciones 1118 y otro bajo la ley No Child Left Behind Act;
- programar reuniones adicionales padres, reuniones trimestrales, por ejemplo, con horarios flexibles, tales como reuniones por la mañana o por la noche, para compartir información sobre el programa educativo de la escuela y otras iniciativas de la Canciller y permiten a los padres a proporcionar sugerencias;
- traducir todos los documentos de la escuela críticos y proporcionar servicios de interpretación durante las reuniones y eventos, según sea necesario;
- realizar un Anual del Título I de Padres Feria / Evento en el que todos los padres están invitados a asistir a las presentaciones formales y talleres que abordan su habilidad académica del estudiante necesita y lo que los padres pueden hacer para ayudar;

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

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

**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: <u>PS 59 William Floyd</u>	DBN: <u>14k059</u>
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: <u>30</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ Teachers need additional support in aligning the new instructional and curriculum shifts to the common core. The ESL and Bilingual teachers will receive training. Title III Teachers will receive a minimum of 50 hours of professional development over the course of the school year, starting in January. Support will be given through professional learning circles after school for 1 hour once every two weeks. During the day teachers (at no cost to Title III), will receive in class coaching and preparation period planning assistance 50 minutes to and hour in duration depending upon scheduling. Teachers will be trained on small group instruction, guided reading, socratic discourse in reading and math, building number sense, and effective problem solving strategies using exemplars. This professional development will be provided by Literacy Support Systems.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ Parents are an important link to student success in school. To that end parents need to understand the new curriculum shifts and how they can support student progress at home. Often parents of ELL students don't feel included in the school community due to language

**Part D: Parental Engagement Activities**

barriers. The parental involvement component is integral to school parent partnerships especially for ELL families. Parental involvement will include 1 workshop each held for parents on how ELL students can meet the common core mandates in ELA and Math. The workshops will be of a two hour duration. One workshop will be held in December the other in February. The workshops will be conducted by the ESL/Bilingual teacher. Parents will be notified of these workshops by backpacked flyers and phone messaging announcements.

**Part E: Budget**

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

Allocation Amount: \$11,200

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

**Part I: School ELL Profile**

**A. School Information**

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>059</b>
School Name <b>William Floyd</b>		

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

Principal <b>Dawn Best</b>	Assistant Principal <b>Cherry Ann Joseph Hislop</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Charlie Vargas</b>	School Counselor <b>Aime Ferdinand</b>
Teacher/Subject Area <b>Claudia Whittingham/IEP</b>	Parent <b>Theresa Reed</b>
Teacher/Subject Area <b>Christine Christiansen/ Gr 3</b>	Parent Coordinator <b>Nilsa Torres</b>
Related-Service Provider <b>Pavan Clemmons</b>	Borough Field Support Center Staff Member <b>Camilla Holmes</b>
Superintendent <b>Alicja Winnicki</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>269</b>	Total number of ELLs	<b>35</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	1	1												0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	42	<b>Newcomers</b> (ELLs receiving service 0-3 years)	4	<b>ELL Students with Disabilities</b>	10
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	8	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	2	0	0	0	0	0	0	0	0	0
<b>ENL</b>	9	0	3	15	0	7	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

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

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	4		5		6		6		10	1	8	2							0	0
Arabic							1				1	0							0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0

### Freestanding English as a New 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	0	0	6	7	11	10								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2	0	0	0	1	1								0
<b>Emerging</b> (Low Intermediate)		2	2	2	7	1								0
<b>Transitioning</b> (High Intermediate)	2	2	2	0	1	2								0
<b>Expanding</b> (Advanced)		1	2	5	1	2								0
<b>Commanding</b> (Proficient)					1	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	1								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total					2	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	0	0	0	0
4	3	2	0	0	0
5	3	0	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	8	0	0	0	0	0	0	0	0
4	2	0	2	0	1	0	0	0	0
5	3	0	0	0	0	0	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	10	0	10	0	15	0	6	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
**Students in ENL and Dual Language classrooms use multiple assessments. In literacy students are assessed through Estrellita and TCRWP assessments.**
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
**Upon reviewing the NYSITELL and NYSESLAT data we see that students are making movement up and out of ENL services however more student growth is needed.**
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
**The AMAO data reveals that for the last two years we have met the AMAO 1 objectives as compared to the two years previous.**
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?**The patterns we notice at our school with regards to performance levels and grades in accordance to state assessments is that our ELLs need to improve with both comprehension as well as reasoning. To ensure that is concern is addressed, school leaders meet with teachers to set up goals for our ELLs as well as weekly check-in assessments to help promote stamina and language development. Leaders provide resources and assistance with the areas of concerns as well as support from the ENL teacher.**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
**The school uses the data to inform instruction, grouping and next steps in learning. Teachers sit during professional development time as well as inquiry learning time to create plans that ensure proper decisions according to the data.**
- How do you make sure that a student's new language development is considered in instructional decisions?

This decision is made when the child's language development severely hinders the overall comprehension of work.

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

Our dual language programs are non-testing grades, but still take the NYSESLAT. With such score, our school applies the modalities of language and determines the language proficiency. The level of proficiency in the target language is expanding.

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

According to our AMAO estimator, we are on track to meet our goal but more intervention for ELLs is necessary.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

The steps we take are the following: meet with parent and child, administer home language survey, interview child and if determination is made that English is not first language, administer NYSITELL, Spanish Lab. I, Charlie Vargas, ENL teacher am solely responsible for this identification process.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Through a collection of sample of work, meeting with parents as well as student meeting.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Our LPT team consists of assistant principal, school psychologist as well as the ENL teacher.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

This is done and enforced by having the letters mailed, hand delivered and making calls to parents to come up to school. This has been done very effectively.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

Paste response to question here:

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are invited to meet with the ENL teacher to watch and discuss the NYC DELLS parent orientation video to discuss their options.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are reached out to discuss their options. Parents are ensured to have those important documents returned to school with phone calls, parental invites, emails as well as personalized letters. Parents are made aware of the default to bilingual education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL teacher as well as the parent coordinator tracks through calls, as well as assist the parent with translations, spacing and time provisions.

9. Describe how your school ensures that placement parent notification letters are distributed.

The school ensures that copies are made and that the child's parent(s) are called in to meet and receive the letters.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Through a file for our ELL documentations and the originals are placed in the child's cumulative folder.

11. 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.

Create a testing schedule that details each component and the block of time that would be used to administer each part of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The school does this annually as well as during open school conferences. Parents are also invited to a monthly meeting and receive the parent notification letters.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend tends to be the ENL model at our school. The model is offered and parents select and consent to having their child participate in this program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Beginner / Entering 360 minutes- 180minutes standalone / 180 minutes of integrated ENL  
Low Intermediate / Emerging- 360 minutes- 90 minutes standalone / 180 integrated ENL  
Intermediate / Transitioning 180minutes - 90 minutes integrated / 90 minutes integrated with ELA or other content area  
Advanced / Expanding 180 minutes of integrated ENL  
Proficient / Commanding 90 minutes / 90 minutes integrated ENA / ELA or other content areas
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
**See above response for break up**
3. Describe how core content is delivered in each program model. 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.  
**Content-core is delivered as a workshop model with a language development component. Students receive instructional approaches with a kid friendly approach with UDL, big ideas in learning as well as small group instruction.**
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
**This is done alined to proficiency questions, tur-and-talk as well as discussion protocols in their home language.**
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
**With a tracking system that tracks regular progress monitoring, baseline, benchmarks and next steps.**
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status**Differentiation of instruction is done accordingly in compliance to indivual student needs and wants, strengths and weaknesses as well as through a combination of language levels. There are 0 SIFE students currently at our school and those who are newcomers, developing, long-term and former ELLs are ensured proper scaffolding and differentiation with graphic organizers, charts and picture dictionaries.**
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

Chart (10 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

Paste response to questions here:

8. 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?  
Through the use of SOLOM, charts, graphs and proficiency questions, we tend to meet this demand. At times, the proper use of total physical response.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
Our school meets this demand through our school implementation meetings as well as meeting with our school based support team.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

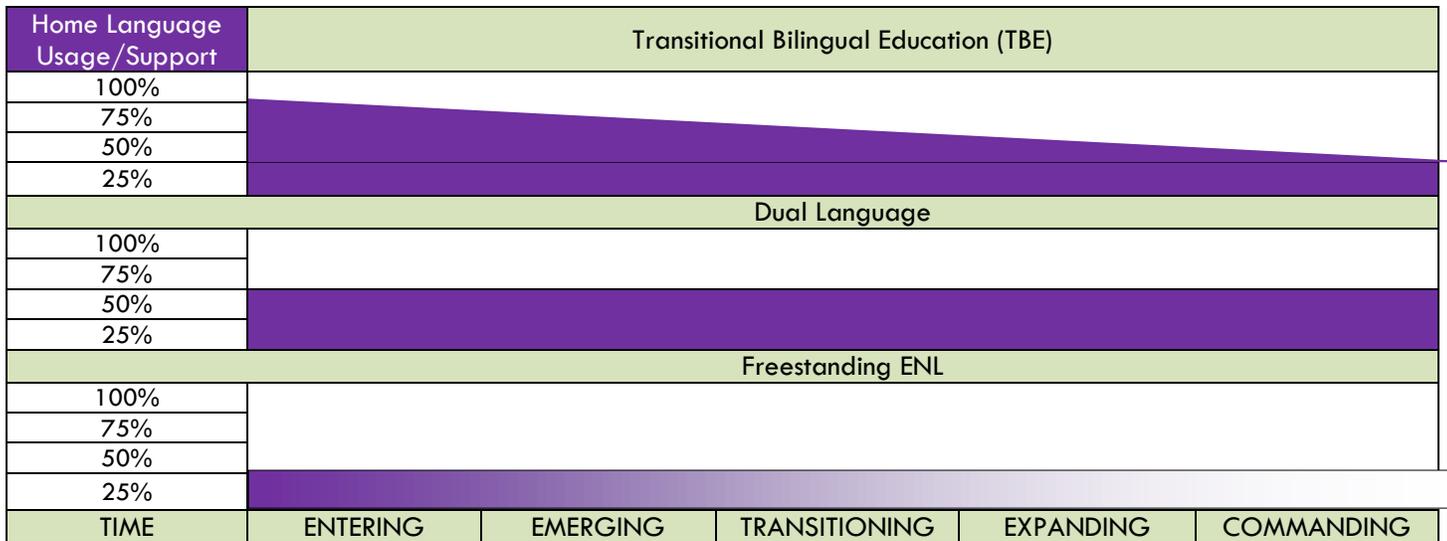


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
Our targeted intervention programs for ELLs in ELA, Math and other content areas are aligned to the skill of the week for our ELLs and then deliver an intervention time 3 days a week where we focus solely on meeting the demands of that individual ELL.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our programs are rigorous and intensive and it's tailored to serve our ELL in all language development as well as strategies. Our programs have already embedded an ENL component that makes it simple to deliver and group.
12. What new programs or improvements will be considered for the upcoming school year?  
Our ELL clubs, ENL Community Services.
13. What programs/services for ELLs will be discontinued and why?  
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our ELLs receive access to all after-school related activities as well as special school-wide clubs like journalism.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
We use various instructional materials like ReadyGen, GoMath, Word study as well as integration of technology. Our emergent ELLs receive intensive word study, language development as well as links to on-line resources like Rosetta Stone and Starfall.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Both our DL and ENL programs support the home language through our embedded language support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Through ongoing monitoring of schedule, flow of the day activities, conversations with teachers.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly enrolled ELLs are introduced to other school-wide community members. The ENL teacher, Principal, Assistant Principal, Guidance Counselor and Parent Coordinator all assist the ELL and guidance and monitoring of all in-door and out door activities like gardening, field trips as well as participation with Fun Day activities.
19. What language electives are offered to ELLs?  
none
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Our emergent literacy is taught sequentially. English is the key language of instruction taking into consideration the child's home language. The dual language mode of instruction in self-contained having days identified for English and Spanish instruction.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
**Monthly district-wide meetings, turnkey sessions, professional readings, inquiry meetings.**
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
**Through NYC DOE webinars, training, as well communication from engageny.**
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
**On going communication with the next ENL teacher to ensure proper transitions and tracking their progress.**
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

**Teachers meet for professional development receiving adequate resources, strategies for working with ELLs. We believe that all teachers are teachers of ELLs and with such teachers are sent to other schools to receive the training that would enhance their practice. ENL and Dual Language teachers are aware of CR Part 154 as well as monolingual teachers. After attending our teacher training, teachers receive a certificate entailing their time.**

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
**We hold our annual ELL Parent Conference during the evening. This event is held in our library / research center. At the meeting, translators are available to meet with parents to foster a sense of appreciation.**
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
**Paste response here:**
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
**Our ELL parent involvement includes volunteering, assisting students and staff on field trips.**
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
**Currently we meet with local officials as a meet and greet.**
5. How do you evaluate the needs of the parents?  
**Through our parental involvement time we survey those needs of our parents and then make determinations.**
6. How do your parental involvement activities address the needs of the parents?  
**It is a critical component in our program. Having parents participate in our monthly activities helps us better serve our parents.**

## D. Additional Information

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

**Paste response here:**



**School Name: William Floyd School**

**School DBN: 14K059**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dawn Best	Principal		9/29/15
Cherry Ann Joseph Hislop	Assistant Principal		9/29/15
Nilsa Torres	Parent Coordinator		9/29/15
Charlie Vargas	ENL/Bilingual Teacher		9/29/15
Theresa Reed	Parent		9/29/15
Christine Christiansen	Teacher/Subject Area		9/29/15
Claudia Whittingham / IEP	Teacher/Subject Area		9/29/15
	Coach		9/29/15
	Coach		9/29/15
Aime Fernidad	School Counselor		9/29/15
Alicja Winnicki	Superintendent		9/29/15
Camilla Holmes	Borough Field Support Center Staff Member _____		9/29/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 14k059      School Name: PS 59 William Floyd**  
**Superintendent: Alicja Winnicki**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The school reviews the HLS surveys of students enrolled in PS 59 to determine home languages of students. In addition, non-English speaking parents whose language can't be identified when coming to enroll students, are given a chart to identify their language. In addition we collect language information from ATS, the Blue Card, Parent Surveys, Teacher Surveys, and parent interviews, We generate a report monthly which is updated regularly to reflect the languages parents speak. This information is generated and reviewed by class and grade. Once the languages in the school were determined, all correspondence is translated into that language to provide parents with timely information.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Seneca, Arabic

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The school will provide translation services to any parent whose primary language is other than English for any and all communication from school to home. Translation will be conducted by in-house staff, including but not limited to; our Parent Coordinator, teachers, school aides, and volunteers. For translation services required after the instructional day staff will be compensated per session. Where translation services are not available for a parent's language the Office of Translation and Interpretation services will be utilized. In order to ensure that translation services are provided in a timely fashion we notify the office of Translation services the by August 30 for the September 17 parent conferences, by October 15th for the November 5th parent conferences, February 9th for the March 3rd conferences and April 11th for the May 12th conferences. All school newsletters, General School letters, calendars, letters regarding discipline, safety, and health will be translated. In addition, teachers will be required to translate all letters home where 10% of the class has a home language other than English. Where possible students with translation needs will be placed in a classroom where the teacher or paraprofessional can perform this service. If translation is not possible in a timely fashion, the information will be conveyed via an interpreter until translations can be completed. While all major communications to parents are translated (Principal's letters to parents, notices of school closings and events, etc.) some communications home from teachers are not translated at present. Presently, the only translated language needed at our school is Spanish.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the year parents typically are involved in a variety of formal and informal meeting opportunities including: General inquiries, parent-teacher conferences (Nov. & Mar.), school curriculum nights (Sept. & May), educational planning meetings, workshops, and student progress conferences. In the event of unscheduled calls staff are required to check the blue emergency card of the student to identify the preferred language and arrange for the call to be conducted by a staff member fluent in that language.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school will provide interpretation services to any parent whose primary language is other than English for any and all communication from school to home. Interpretations will be conducted by in-

house staff, including but not limited to; our Parent Coordinator, teachers, school aides, substitute teachers/paraprofessionals and parent volunteers. For interpretation services required after the instructional day staff will be compensated per session. Where interpretation services are not available for a parent's language the Office of Translation and Interpretation services will be utilized. Parent conferences with teacher or other staff will be made with a translator. Parent Meetings will also utilize the services of a translator.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In the event that translation services are needed for an unscheduled meeting translations will be procured over the telephone. If the meeting is pre-scheduled the translation services will be provided by a teacher, paraprofessional either permanently on staff or substitute. In addition, school aides, related service providers like SBST members, and school aides are also used. Parent volunteers are only used if it is the parent's preference. We maintain a list of bilingual staff upon whom staff may call to interpret.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers are provided professional development on the process for securing translation services to communicate with parents. Staff are provided the contact information with the translation unit and our Language Access Coordinator facilitates this professional development and provides the "I speak" card to staff for assistance with translation needs for which staff members sign receipt.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS 59 provides each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We distribute this upon the enrollment of a new student. This process is done in connection with the mandates under Title III Bilingual/ESL services regulations stipulating a conference with non-English speaking parents to apprise them of their right to

bilingual classes for their child. In addition, we post in a conspicuous location at or near the primary entrance and main office a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Our safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. We afford parents the opportunity to connect with a person to translate for them during any efforts to communicate with the school. We review these provisions as part of our safety meetings a minimum of twice per year. We provide the parents of more than 10% of the children at our school who speak a primary language that is neither English nor a covered language through the Translation and Interpretation Unit a translation into their language, any signage and forms required per Chancellor's Regulations A-663.

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents are interviewed at the time of enrollment to determine their language preference. In addition, parents are surveyed to determine their language preference among other communication preferences. We will also conduct a focus group of parents representing the different languages we currently host in our school to solicit ideas for best practices and ways to improve our language services to parents and families.