



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	29Q059
School Name:	I.S. 059 SPRINGFIELD GARDENS
Principal:	CARLETON GORDON

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: SPRINGFIELD GARDENS I.S. 59 School Number (DBN): 29Q059
Grades Served: 6, 7, 8
School Address: 132-55 RIDGEDALE STREET, SPRINGFIELD GARDENS, NY 11413
Phone Number: 718-527-3501 Fax: 718-276-1364
School Contact Person: TAMIKA NATER Email Address: TNATER@SCHOOLS.NYC.GOV
Principal: CARLETON E. GORDON
UFT Chapter Leader: HALLIE BURGESS-WILSON
Parents' Association President: CHRISTOPHER GLOVER, SR.
SLT Chairperson: GINA PETERSON
Title I Parent Representative (or
Parent Advisory Council
Chairperson): LOUISE GALLOWAY
Student Representative(s): N/A

District Information

District: 29 Superintendent: LENON MURRAY
Superintendent's Office Address: 222-14 JAMAICA AVENUE RM 217, QUEENS VILLAGE, NY 11428
Superintendent's Email Address: LMURRAY3@SCHOOLS.NYC.GOV
Phone Number: 718-264-3146 Fax: 718-712-1598

Borough Field Support Center (BFSC)

BFSC: QUEENS SOUTH/ D29 Director: MARLENE WILKS
Director's Office Address: 82-01 ROCKAWAY BOULEVARD, QUEENS, NY 11416
Director's Email Address: MWILKS@SCHOOLS.NYC.GOV
Phone Number: 718-281-3259 Fax: 718-281-3509

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)
CARLETON E. GORDON	*Principal or Designee	
HALLIE BURGESS-WILSON	*UFT Chapter Leader or Designee	
CHRISTOPHER GLOVER, SR.	*PA/PTA President or Designated Co-President	
ALICE VANDERPOOL	DC 37 Representative (staff), if applicable	
LOUISE GALLOWAY	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	
SUSAN ESANNASON	STAFF	
GINA JOSEPHS	STAFF	
TAMIKA NATER	STAFF /	
MARIE ADAM-OVIDE	Parent/	
CONNIE GORDON	Parent/	
GAMEL BYFIELD	Parent/	

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.

Intermediate School 59Q is located in the Springfield Gardens, Southeast Queens section of NYC. The community is comprised of working middle class families with single-family homes. I.S. 59Q is a zoned middle school consisting of grades 6 – 8 with an incoming student body of 525 students; 420 General Education, and 105 Special Needs students. The student body is relatively homogeneous with 96% African/Caribbean American students, and approximately 3-4% Hispanic. I.S. 59's mission statement is: The reason why IS 59 exists is to teach all students to read, write, compute, speak with articulation and behave in socially acceptable ways to become economically independent members of society. This will be achieved through an academically rich and rigorous curriculum.

I.S. 59Q believes in the philosophy of Small Learning Communities (SLC), but with the decline in register we had to restructure the school with a strong focus on an inter-disciplinary approach across the grade levels to increase reading and writing in the content areas. IS 59Q has also implemented the Rising Star Academy for the Gifted Student. Students in each grade level wear identifiable colored shirts; 6th graders wear yellow shirts, 7th graders wear light blue shirts, 8th graders wear white shirts and students in the gifted academy wear grey shirts. Each grade level is programmed on a separate floor or section of the floor with an attempt to use a separate staircase for the 6th graders in order for them to have complete focus on academics and not to become distracted. The new grade level structure is more conducive to better communication and supportive relationships between teachers, parents and students.

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

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

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

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

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

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

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

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

Section 5A – 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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> 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. 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. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
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.	D
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.	E
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
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> 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. 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. 		
Many sources (i.e. 2014 NYS ELA and Mathematics Test Scores, Quality Review, NYS Report Card, Measures of Leadership) have either cited or implied the need for differentiation of instruction and increased student engagement is required to bring our students to the next level. Using CMP3, CODE X, Bloom’s Taxonomy and Depth of Knowledge (DOK) will ensure that our instruction core is Common Core Standards based which will allow students to be actively engaged in rigorous tasks while developing critical thinking skills.		

Part 2 – Annual Goal

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.
At the conclusion of the 2015-2016 school year 85% of the teachers will have an effective approach on reaching each student’s learning style (by the use of differentiated student centered instruction) in the core subject areas (ELA, Math, Social Studies, and Science) to maximize student learning. The students will participate in a survey 3x's during the school year to identify the teachers that are teaching to the students' learning styles and promoting student conversation.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher team meeting times have been embedded into the teachers programs. The meetings will be structured to discuss successes and challenges of units of study, through candid dialogue looking at student work, developing and analyzing</p>	<p>All Teachers</p>	<p>September, 2015 – June, 2016</p>	<p>Coaches, APs</p>

content specific common assessments, that is CCLS based. Assistant Principals will visit classrooms monthly just to observe student conversations and look at student writing.			
Teachers will receive a Professional Development session on looking at data to increase student performance in their individual area of need which will be addressed during the school day and in small group sessions after-school. Teachers will have to submit data binders during 4 cycles to show progress and next steps.	All Teachers	September, 2015 – June, 2016	Coaches, APs
Parents/Caregivers will receive monthly workshops that will lead them to a greater understanding of the instructional shifts from the common core standards and various ways they will be able to support their children daily.	All Parents, Caregivers	September, 2015 – June, 2016	Parent Coordinator, Coaches, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
With the assistance of the Borough Field Support Center Instructional Staff we will be able to implement this goal. Teachers will be sent to various professional development opportunities, where we will use substitute teachers, to cover classes while teachers are out. The teachers will turn-key the information on the PD Mondays.											
Part 4b. 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		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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.
Common assessments are administered throughout each unit to ensure that all students are mastering all topics with a proficient level of success. Teacher Teams meet to align outcomes of common assessments on a bi-weekly basis.

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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> 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. 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. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
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>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. 		
<p>Based on feedback from the Spring 2015 Tripod survey, students are challenged and believe that the teachers care about their welfare. Our SBST and PPT are very active in identifying students with special needs and/or behavioral issues. The Child Health Clinic, Student Response Team, provides additional resources for students and families.</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>Prior to the students receiving the Tripod, the school will conduct an informal paper/pencil survey (per teacher) to determine if there was improvement in the areas of challenge and care. In the 2016 Tripod Survey, there will be an decrease of students’ feeling from neutral to favorable in these two components.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will constantly model for students how to support each other in the classroom by encouraging student to student conversations and fostering an environment of community.</p>	<p>Students</p>	<p>September, 2015 – December, 2015</p>	<p>Teachers</p>
<p>ELLs and SWDs will be encouraged to participate in all classroom activities. The teachers will ensure that all students are taught in the same learning environment</p>	<p>Students</p>	<p>September, 2015 – June, 2016</p>	<p>Teachers</p>

and provided the same opportunities.			
Teachers will invite parents into the classroom to observe the environment and the students are invited into being apart of the learning process.	Parents	October, 2015 – May, 2016	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
With the assistance of the Borough Field Support Center Instructional Staff we will be able to implement this goal. By adjusting teachers' schedules, they will be allowed to do inter-visitations within the school and at neighboring schools that uses student engagement, effectively, that improved student achievement.											
Part 4b. 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		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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 principal and APs will conduct weekly walkthroughs with a different foci to ensure student centered conversations and learning is taking place in each class. Based on the noted observations, during the walkthroughs, the principal will meet with the teachers to provide feedback and next steps, if necessary.
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 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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> 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. 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. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
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.	D
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
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. 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. 		
For the 2015-2016 school year, 5 teachers have been accepted into the Teacher Leadership Program (TLP). The teachers that are participating will facilitate professional developments and workshops, after school, that they observe will improve student achievement through collaboration and shared ideas.		

Part 2 – Annual Goal

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.
Throughout the 2015-2016 school year administration will meet monthly with the teachers of the TLP to ensure their workshops and professional developments sessions are fostering the goals that will promote collaboration to improve student achievement.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The teachers accepted into the TLP will facilitate workshops based on several key themes that will increase collaboration in the school.</p>	<p>Teachers</p>	<p>October, 2015 – May, 2016</p>	<p>Teachers in the TLP</p>
<p>On alternate Tuesdays, teachers will take an active role in facilitating conversations around instruction, during the 35-minute blocks, that will focus on improved performance amongst the ELL students and SWDs.</p>	<p>Teachers</p>	<p>September, 2015 – January, 2016</p>	<p>Teachers in the TLP</p>

On alternate Tuesdays, teachers will use the 35 minutes on Tuesdays to share instructional ideas and communicate in an open forum to gain trust amongst them and to become a part of the learning culture in the school.	Teachers	September, 2015 – June, 2016	APs and Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
With the assistance of the Borough Field Support Center Instructional Staff and the Teacher Leadership Program, we will be able to implement this goal. Teachers will be paid per session to attend the workshops through TLP and teachers, will also, be allowed to plan for collaboration during the parent engagement time on Tuesdays.											
Part 4b. 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		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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 the end of January 2016, the school will conduct a brief Survey Monkey to gauge the teachers feedback on the feedback they are receiving in the classroom and any ideas on professional development.
Part 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 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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> 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. 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. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
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).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
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.	E
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).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> 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. 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. 		
Based on the 2013-2014 NYC School Survey we will provide more opportunities for teachers to attend and participate in professional development trainings inside and outside the school as well as online. The teachers will also participate in facilitating PD's in areas of concerns on Mondays and Tuesdays when needed. During the first faculty conference of the school year the SCEP will be shared and discussed with the staff. The administration will visit classrooms and provide immediate feedback to the teachers that will increase student achievement.		

Part 2 – Annual Goal

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.
50% of the teachers will have an opportunity to attend professional development trainings during school hours to further their instructional capacity to promote student achievement. The teachers will turn-key the information learned in collaborative learning groups. By June, 2016 50% of the teachers would have had an opportunity to share and attend PDs where the administration would have supported the professional growth in each of the teachers.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will be encouraged to look for professional development opportunities that the administration feels will lead to professional growth within the teacher.</p>	<p>Teachers</p>	<p>2015-2016 School Year</p>	<p>Principal</p>
<p>The principal will meet with the teaching staff to receive feedback on how to further the learning more effectively, if necessary.</p>	<p>Teachers</p>	<p>Quarterly during the year</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
With the assistance of the Borough Field Support Center Instructional Staff we will be able to implement this goal. By adjusting teachers' schedules, they will be allowed to attend outside professional development sessions that will foster professional growth within both teacher and student.											
Part 4b. 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		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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 the end of March the principal will have received critical feedback, by the use of Survey Monkey, from 100% of the teaching staff to gauge instruction from the perspective of the teacher.											
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 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>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> 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. 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. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
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.	HE
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>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> 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. 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. 		
<p>Based on the 2015 NYC School Survey 72% of families have never volunteered at the school. By the 2016 NYC School Survey, we are going to focus on decreasing the time parents do not volunteer in the school to 45% by hosting events that are appealing to parents at various times during the day.</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>Throughout the 2015-2016 school year parents will be asked, through Survey Monkey, what types of activities interest them and will encourage them to be more involved in the school. During the Fall Parent-Teacher Conferences, parents will be asked to provide suggestions to the parent coordinator. We will attempt to implement 2 programs for the parents before the Spring conferences.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Every month, the PC will welcome the parents into the school for workshops on various topics, ie CCSS, how to assist children at home and other school/teenage related topics.</p>	<p>Parents</p>	<p>2015-2016 School Year</p>	<p>Parent Coordinator</p>
<p>Every Saturday parents and students are welcome to participate in the mentorship program with the CBO, Our Brother's Guardian Group.</p>	<p>Students and Parents</p>	<p>2015-2016 School Year</p>	<p>Principal</p>

Invite more parents into the classroom during the school day to encourage more academic parental involvement.	Parents	2015-2016 School Year	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
With building on teacher strengths, we will encourage teachers to use their extra-curricular talents to encourage parents to become more involved with the school community.											
Part 4b. 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		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. 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.											
During the Spring Parent Teacher Conference, the parent coordinator will use Survey Monkey to identify the percentage of parents that have volunteered at the school either during the day or in an after school activity.											
Part 5b. In February 2016 , 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Based on teacher schedule, a re-teaching day, based on previous week's assessments of instruction and learning, will be embedded into the program. Saturday School will be for students that are able to move to the proficient level.	Write ON! NY Ready	Whole group based on need.	During the day and Saturday School.
Mathematics	Small group and one-to-one tutorial services provided to ELLs and SWDs students during the school day to develop test-taking skills and strategies through the use of motivational classroom strategies and interactive technology. Saturday School will be for students that are able to move to the proficient level.	Identified Test Prep Material, ie. NY Ready, Reflex Math	Small Group	During the day and Saturday School.
Science	Students are instructed during the school day, after-school in small group and one-to-one instruction	Hands-On Activity	Small Group	During the day and teacher identified after school assistance

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
I.S. 59 will continue its commitment to teacher development continuing our weekly common planning, by providing our staff with needs-based professional development, by building staff capacity through peer coaching model and inter-visitations.
I.S. 59 will continue to use highly qualified allocation to support staff in meeting their certification requirements – professional development hours, coursework and external professional development.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Central professional development series for teachers, administrators and related personnel.
School professional development series on CCSS and Danielson Teaching Framework.
Partnership with North Shore/LIJ.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	210,164.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,998,158.00		

¹**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.

²The **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.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. I.S. 59, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. I.S. 59 will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 29	Borough Queens	School Number 59
School Name I.S. 59		

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 Carleton Gordon	Assistant Principal Tamika Nater
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Lily Song	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	500	Total number of ELLs	8	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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 type="checkbox"/>	No <input checked="" 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	1
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									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	
TBE										0
DL										0
ENL	5	1		3						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE																					0	0	
SELECT ONE																						0	0
SELECT ONE																						0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
TOTAL	0	0	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): _____	Number of students who speak three or more languages: _____
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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								1	1					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1	2						0
French									2					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other GA								1						0
TOTAL	0													

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
Entering (Beginning)								1						0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)							1	1	1					0
Expanding (Advanced)								2	1					0
Commanding (Proficient)								1						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

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	1						0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									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									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.
 Assessment tools used to assess early literacy skills of our ELLs include the NYSITELL, Spanish LAB., and ESL baseline MOSL exams. We also use Acuity and Teacher Made Common Assessments to assess the students' learning. Our schools' instructional plan is guided by these data as it allows us to strengthen areas of the needs of our ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on data patterns across proficiency levels on the ESL exams, we find lower grades in the R/W modalities among our students. ELLs struggle the most with the reading and writing portion of the NYSESLAT.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 In order to improve the Reading and Writing of our ELLs, we need to devote more time and effort in providing support to the ELLs in their content classes through the Integrated ENL Instruction. In class, with the support of both the General Ed teacher and the ENL teacher, ELLs will be given plenty of tasks to enable them to build the essential vocabulary in order to comprehend a text. We will focus on main idea and details, author's purpose, inferencing, and other literacy skills/strategies. By analyzing the AMAO data together, the general ed teachers and the ENL teacher can work together to come up with solutions that will help move the ELLs forward.
- 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?
 - Based on the patterns shown across the performance levels and grades, we can conclude that regardless of the students' proficiency levels, we find lower grades in the Reading and Writing compared to Listening and Speaking portion of the test. Our students are offered the Math and Science exams in the home language but opt out of using them. Therefore, we have no data reflection NL exam grades vs. English version exam grades.

b/c. Our ESL periodic assessment is used by the school leadership and teachers to determine areas in ELA which need addressing to strengthen English academic knowledge. We are learning our ELLs need to concentrate on reading, specifically, main idea, inferencing and setting, NL is used to support ELL academic language through language supported translations from staff and bilingual glossaries. We evaluate success of the program for our ELLs through progress shown on the NYSESLAT, and on the RNMR for a three year span of test results and progress in modality areas.

5. 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](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
When creating a lesson, keeping the home language of the ELLs in mind, we first identify the essential vocabulary and phrases they would need to know for the lesson. We build background knowledge of the content by introducing new vocabulary, both in English and in their home language. While teaching the language through other content subjects, we include various activities that require the usage of all of the four major components of English - Listening, Speaking, Reading, and Writing. Through guided practices, modeling, and small group instructions, teachers can provide the necessary support to meet the needs of individual ELLs.
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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate success of our program for the ELLs through the progress shown on the ELL Periodic Assessment and the NYSESLAT.

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 following structures are in place at our school to identify ELLs in our school:
 - At enrollment, the parents fill out the HLIS and the ENL teacher (Ms.Song) meets with the parents to determine the child's home language. (The survey is given to the parents in English or in their native language)
 - After collecting the HLIS the ENL teacher conducts an informal interview with the parents and students in English.
 - If the student does not speak any language other than English, the student is not an ELL and enters general education program.
 - If it is determined that the student speaks a language other than English and speaks little or no English, then the child is administered the NYSITELL by Ms.Song which is a formal initial assessment that establishes English proficiency level within 10 days of enrollment.
 - A student's performance on the test will determine if the student is entitled to ESL services
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).
e use the SIFE oral interview questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS) to identify SIFE students.
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).
 - Student with an IEP and HL other than English enters NYCDOE school
 - LPT team is formed and reviews the English language development of the student
 - Student will either take/not take the NYSITELL based on the decision of the LPT
 - If student is administered the NYSITELL and is identified as ELL, entitled to receive ELL services
 - If the student does not take the NYSITELL, principal determines whether or not the student should take the NYSITELL
 - If the student is not administered the NYSITELL based on the principal's determination, this information is sent to the superintendent for review. Parent/guardian will be notified of the decision within 3 days.
 - Based on the decision of the superintendent, student will either take/not take the NYSITELL and continues the process as an ELL, if he/she is identified as an ELL.

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.
After a student is administered the NYSITELL, based on the result of the exam, the parents will receive entitlement/non-entitlement letters. In addition to the letter being mailed to the students' homes, the ENL teacher will also distribute the parent notification letters to the students. The letter will indicate the ELLs NYSITELL results and inform the parent whether or not they are entitled to ELL services.
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).
If parents do not agree with the results of the NYSITELL, they have the right to appeal ELL status by having their children's English proficiency be re-evaluated by the ENL. Once a child is administered the NYSITELL, parents will receive an entitlement letter and the ENL teacher will follow up with a phone call to the parents.
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 informed of their child's placement in an ESL classroom via placement letters. Parents are also informed, via Entitlement letters that their child is eligible for ESL servicing and are invited to a parent orientation via letter, which are backpacked. The date of the orientation within 10 days of registration is scheduled for the parent's availability. The parent orientation, an ongoing process, offers parents the opportunity to become familiar with the three models of ESL offered in the city system. Facilitated by Ms. Song, our ENL teacher, the parents view an online video, available in the major languages represented in the city, which explains Freestanding ESL, Transitional Bilingual and Dual Language programs. If further translation is needed or the video is not available in a parent's language of communication we tap into our staff or the T/1 unit for support. The parent is asked to fill out the Parent Survey and Program Selection form which shows which program they prefer for their child.
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 asked to fill out the program selection survey at the ELL parent orientation. However, if a parent needs time to fill out the survey we ask that it be returned completed within 2 days. In the event a parent does not attend the orientation we send a second invitation along with a information brochure, the link to the online video, and the parent survey/choice form. Parents are informed, after filling out the form, that at this point we offer only the Freestanding ESL program. They are told if we receive indication 15 or more parents of one language group on one or two contiguous grades opt for a bilingual program, we will open their program of choice, as per the Aspira Consent Decree. Record of parent participation in the orientations is kept on file. If we do not get surveys back we place students in our default freestanding ESL program, although we are aware the default program is bilingual education as per CR154, we have only an ESL program at I.S. 59, and students are placed in that program. Parents who prefer a bilingual program are offered support to find a program. We give information of schools offering the Bilingual program desired., and if need be will give information to contact the appropriate placement office
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
If a parent did not complete and return the Parent Survey and Program Selection forms, the ENL teacher will reach out to the parents and invite the parents to visit the school and go over the different program options to choose the best program for their child.
9. Describe how your school ensures that placement parent notification letters are distributed.
Entitlement letters are distributed by the ENL teacher within the first ten days of admittance, as well as non-entitlement letters and continued entitlement letters. A copy of such letters are kept in the Main Office and/or with the ENL teacher.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documents for each student is kept in file with the school secretary in the main office and with the ENL teacher.
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.
 1. Check ATS for the RNMR report to ensure that all ELL identified students are tested.
 2. A modified schedule is created in order to test each student individually for the speaking component. There is a secondary evaluator in the room for this portion of the exam.
 3. All students may take the listening, reading and writing section at the same time (by grade bands), without time limits.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued Entitlement and Transitional Support parent notification letters are distributed and mailed to the parents by the ENL teacher within the first ten days of schools.
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).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is 100% freestanding ENL, which aligns with our school programming. In the event of a surge of program choices for TBE, we will adhere to Aspira and create the programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
Integrated ENL: The ENL teacher will provide support in the ELLs content classes (ELA/SS). Depending on the proficiency level of the ELL, the ENL teacher will provide 180 minutes or 90 minutes of services through the Integrated ENL instruction. While the general ed teacher works with the whole class, the ENL teacher will lead a small group instruction for guided practice/reading with 2 -3 ELLs at a time. The general ed teacher will share the week's lesson plan and supplement materials with the ENL teacher and the ENL teacher will made adjustments and modifications to meet the needs of all ELLs.
Standalone ENL: During standalone ENL instruction, ELLs will focus on enhancing and mastering skills necessary to succeed in other content classes (Ex. Inferencing, Summarizing, etc.) Similar to Integrated ENL instruction, depending on the proficiency level of the ELL, the ENL teacher will provide 180 minutes or 90 minutes of services to the ELLs. The ENL teacher will provide extra support if the ELLs needs help with the work from their content classes. When ELLs are pulled out for standalone ENL instruction, ELLs will also work on vocabulary, grammar, and other basic feature of the English language through various topics in Social Studies.
 - 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)?
 - Entering/Emerging: ELLs receive 360 minutes of instruction per week (180 minutes of Integrated ENL Instruction & 180 minutes of Standalone ENL Instruction)
 - Transitioning/Expanding: ELLs receive 180 minutes of instruction per week (90/90 minutes Integrated ENL/Standalone ENL instruction for Transitioning or 180 minutes of Integrated ENL for Transitioning and Expanding)
 - Commanding: ELLs receive 90 minutes of instrution per week (90 minutes of Integrated ENL instruction)

* The ENL teacher will push into the ELLs ELA or SS class to provide support for English language in their content classes.
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.

The ENL teacher will push into the ELLs content classes (ELA, SS, Science, and Math) and provide the necessary language support using ESL methodologies.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

As we only offer Freestanding ENL at this point, we assess ELLs' home language through the Spanish LAB and conversation between ELLs and school staff members in the home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

hroughout the year, the ENL teacher will give the ELLs Listening/Speaking Comprehension quizzes such as dictation, answering to oral prompts using both the verbal and written language. Speaking will encourage proper usage of grammar and pronunciation and it will be assess through practice questions and conversations with the ELLs. Reading and Writing will be

evaluated on regular basis. ELLs will be assessed on their ability to summarize, paraphrase, identify the main idea, provide supporting details, answer text dependent questions, and much more.

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

a. SIFE: SIFT students receive extended instruction time, offered through after school classes or tutoring. Small-group work enhances participation and teacher assessment. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of our SIFE students with the collaboration of the ENL teacher, while targeting grade level/course standards. Extended day support and one-on-one tutoring is provided to students who require additional support to meet the standards.

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

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

d. Long Term ELLs: For Long Term ELLs, we will develop a plan which includes more challenging work while focusing on the area of greatest need as shown in the NYSESLAT and other data such as the NYS ELA/Math exams and student work. Long Term ELLs are also offered one-to-one support from our ENL teacher after school.

e. Former ELLs: We established an individualized intervention plan based on students' areas of weaknesses.

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

ENL and General Education teacher monitor student progress and provide extra support to the student. Then there will be a meeting with the principal, ENL teacher, student, and the parent/guardian to make necessary adjustments.

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?

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

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

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?

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

Chart

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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

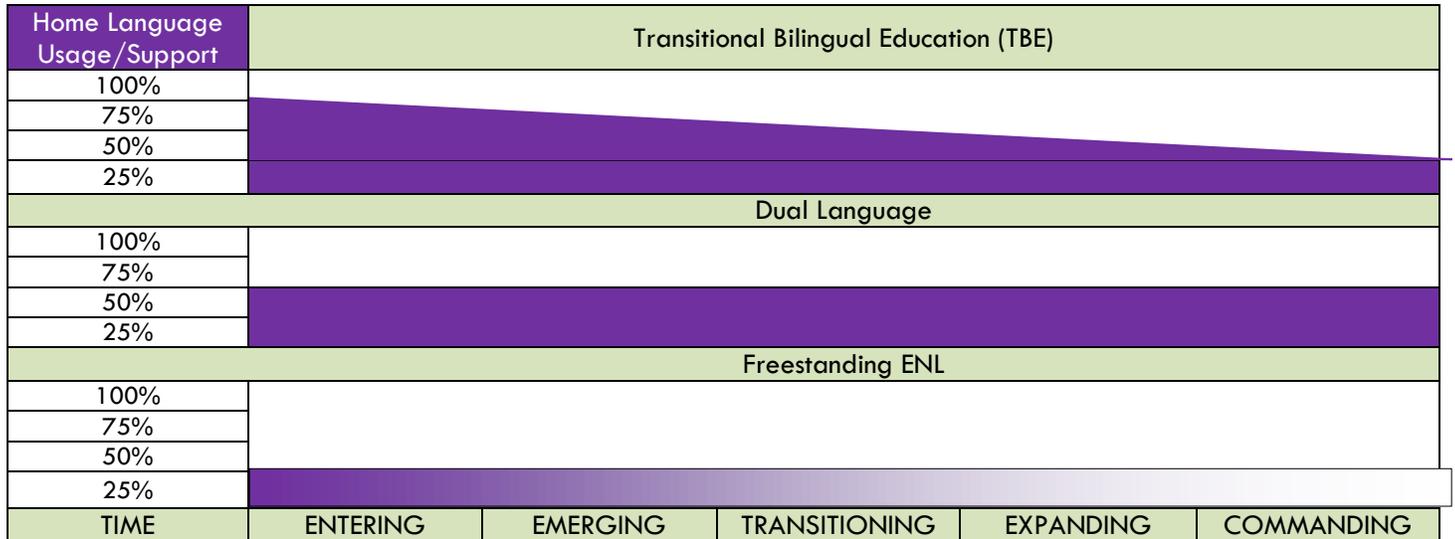


*Note “other approved services” does not apply to New York City at this time.

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.
Targeted intervention programs for our ELLs include:
ELA: Additional instructional time (extended day) as well as differentiated instructional practices: graphic organizers for analysis of text, planning tools for composing writing tasks, guided reading/conferencing during instructional time. In Math, modeling, repetition, cold call, call and response help students focus and pay attention. Academic language/vocabulary are used especially with the ELLs. Science teachers differentiate by allowing more hands-on science practices to be used with lower proficiency ELLs, and the use of classroom computers to look up information in the NL for better comprehension of the content being addressed. The Science teacher stays after school for tutoring our ELLs as well as offering Saturday classes when needed for extra support.
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 current program allows the ENL teacher to provide support in the ELLs content classes as well as during standalone ENL instruction for the required time of ENL instruction. Students spend the majority of their week immersed in an English only setting, allowing for faster language acquisition.
12. What new programs or improvements will be considered for the upcoming school year?
As per new CR Part 154.2 regulations, our ELLs will receive instruction through two ways: Integrated ENL Instruction and Standalone ENL Instruction.
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 are included in all programs offered to every student in our school, both during and after school, including: Dance, Art, Band, Chorus, YMCA after school program, Basketball team. General postings and flyers inviting all students are written in multiple languages, and call for our school population to participate in schoolwide activities and distributed to all homeroom classes and made visible in hallways
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.
Instructional materials include classroom glossaries in ELL languages, and bilingual texts. Computers are readily available to our ELLs to use for resource (translation programs online).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided via bilingual content word-word glossaries, NL classroom and library resources. Bilingual staff members (Spanish, Haitian Creole, Tagalog, French) assist with translation and explanations when necessary.
All required services support and resources available are age and grade appropriate, and differentiated when necessary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
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).
Before the first day of school in September, information will be provided to parents both in English and native language to ensure effective communication and parent involvement. New ELLs and parents will be invited to come to the school to meet the administrators and learn about the programs and activities that are offered in our school. Also, during the school year, when there is a new ELL, we make sure to allow new ELLs to form a positive relationships with the other ELLs by working on a cultural projects together.
19. What language electives are offered to ELLs?
We offer Spanish as an elective to ELLs.
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)?

N/A

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.)
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?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe 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.

All school Personnel receives Professional Development to help work with ELLs. At the workshop, they are instructed on how to focus on best practices, Language Acquisition Stages and Teachers; Role. We are kept up to date on workshops and other offerings through the Department of English Language Learners. At our Network meeting, Parent Coordinator learn how to work with ELL parents and ways to help them. Our ENL teacher regularly attends the workshops given by the ELL Cluster in order to always be aware of new mandates, and acquire new strategies to help our ELLs. Our Principal and Assistant Principals are invited to network meetings and are given PDs on new mandates, and grants/workshops for their school to help ELLs achieve proficiency and academic growth. OT, Speech, PT, School Psychologists are also afforded PD from our network support staff- special ed and ESL specialists work with the providers to understand the needs of and the difficulties our ELLs face. Our staff meets regularly. Any ESL information is brought forth at these meetings to inform our staff and appropriate departments of new initiatives for ELLs.

Ms.Song, our ENL teacher, also shares information about the NYSITELL, NYSESLAT, the Spanish LAB, and the DOE regulations and mandates regarding the ELLs. The different ATS reports associated with the ELLs, such as the RLAT, RNMR, RYOS, parental survey forms, home language identification survey, program selection form, entitlement letters, and more are all presented and clarified to the other school staffs. In addition, she also shares different ENL teaching methodologies to help the content area teachers support the ELLs in their classes.

All of our faculty meetings, grade team meetings, and department meetings always highlight the Common Core Learning Standards, especially emphasizing on Danielson's Framework Domains 1-4.

In order to support our staff with assisting ELLs as they transition to High school, we work with the guidance counselor to understand the difficulties our ELLs might face in a large urban high school. The guidance counselor would select and recommend a few high schools that would best be suitable for our ELLs and direct the students in that direction.

As per CR Part 154.2, total 15% of PD hours for all teachers and 50% of ELL specific PDs for ENL teacher will be provided through our network supporting staffs. At each PD sessions, an attendance will be taken and the record will be kept in file.

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?
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.
On Mondays and Tuesdays after school, our ENL teacher reaches out to parents to discuss their children's progress. The ENL teacher will inform the parents of any assessment results, language development progress, and goals for each ELLs. Parents can also schedule a conference during this time to visit the school and meet with any of the teachers.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

We offer workshops to all of our parents/guardians on academic core subject matter, including the parents/guardians of our ELLs. Translation are offered for all flyers, invitations, and at all meetings by our staff members to support our ELLs family members. All DOE information sessions for ELLs are copied, translated, and available in the main office. Posters and signs are posted in English and in their home languages to get the ELLs parents involved in school activities.

In order to encourage continuing community involvement, ELL parents are provided with a venue to participate in the life of our school. At the beginning of the school year, the parents of newly enrolled ELLs are invited to attend an ELL Parent Orientation Session conducted by the ENL teacher. The purpose of this meeting is to provide information on the ENL program, standards, assessments, school expectations, and general program requirements. IN addition, the ENL teacher meets with the parents/guardians of ELLs during parent/teacher conferences to discuss the students' progress. Parents/guardians are also notified about upcoming events and assessments for ELLs. School related documents are sent to the NYCDOE Translation and Interpretation Unit to be translated into the ELLs' home languages. The role of parents in the academic success of their children is of a great importance and MS356 makes every effort to build that key partnership with the paren community. As part of our effort to strengthen the parental involvement, some mebers of our school community are proficient in the ELLs' home language and ensure on-going communicaton between the school and the home.

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:

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **29q059**

School Name: **I.S.59**

Cluster: _____

Network: _____

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

Part A: Needs Assessment Findings

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

Based on the information from the Home Language Identification Survey, it is evident that translators and interpreters are necessary to accommodate the needs of our ELL parents in various languages such as Haitian Creole, Spanish, and French. This data is used to ensure that all parents and guardians receive the appropriate information in their preferred language.

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

According to the HLIS forms completed by parents upon registration, majority of our ELL parents prefer to receive written documents from the school in a language other than English (Haitian Creole and Spanish). These findings are discussed and shared with other teachers and teaching staff to identify the best ways to communicate with the parents both in written and oral conversations.

Part B: Strategies and Activities

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

Based on the information indicated on the Home Language Identification Survey, translated documents will be sent home in the parents' preferred language. Parents will receive important documents such as school letters, student progress reports, and report cards in their preferred home language. While some of the written translation services in Haitian Creole will be conducted in-house by members of the school staff, we will also utilize the translation service offered by the DOE for other languages (Ex. Spanish or French). This ensures that all information is sent to parents in a timely manner.

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

Based on the HLIS, IS59 will need translators and interpreters in order to communicate orally with parents in Haitian Creole, Spanish, Punjabi, and French. When oral translation services are necessary for parent orientation meetings, parent teacher conferences, one-to-one meetings between the teacher and parent, phone calls, and P.T.A meetings, IS59 will call NYCDOE Translation & Interpretation Unit for support with over the phone interpretations and on-site interpretations. Oral translation services in Haitian Creole will also be provided in-house by members of the school staff.

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

In accordance with the Chancellor's Regulations A-663, IS59 will inform the parents of their right to receive written and oral translation services at the ELL parents orientation meeting in the beginning of the school year. Based on the information they filled out on the Home Language Identification Survey, parents will also be notified of this information, written in their preferred language, via letters mailed home.