

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X059

School Name:

P.S. 059 THE COMMUNITY SCHOOL OF TECHNOLOGY

Principal:

SITA BASU

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 59 The Community School of Technology School Number (DBN): 10X059
Grades Served: Prek-5
School Address: 2185 Bathgate Avenue
Phone Number: 718-584-4730 Fax: _____
School Contact Person: Kelli McDaniel Email Address: kmcdaniel@schools.nyc.gov
Principal: Sita Basu
UFT Chapter Leader: Tara Walsh
Parents' Association President: Isaura Jimenez
SLT Chairperson: _____
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Room 836, Bronx, NY 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: (718) 741-5852 Fax: (718) 741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 917-608-0230 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Sita Basu	*Principal or Designee	
Tara Walsh	*UFT Chapter Leader or Designee	
Isaura Jimenez	*PA/PTA President or Designated Co-President	
Lillian Ayala	DC 37 Representative (staff), if applicable	
Acela Mejia	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Angel Miranda	CBO Representative, if applicable	
Evelyn Garcia	Member/ Parent	
Kelli McDaniel	Member/ CSA	
Theresa O’Shaughnessy	Member/ UFT	
Marsh Weiters	Member/ Parent	
Chinenye Kenneth Gabriel	Member/ Parent	
	Member/	

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

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

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

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

The school mission statement is as follows:

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

We revised our vision statement with staff members in June, 2013. Our vision statement is as follows:

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

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

School Partnerships:

} These are the partnerships we have with the community: St. Barnabas Hospital, Partners in Health- 5th grade program on hygiene, Fordham-Tremont Mental Health Clinic- counseling and evaluation services, New Visions- eye checkups, TASC (The After School Corporation), The Committee for Hispanic Children and Families- tutoring and after-school services, and the Foster Grandparents- classroom volunteer program, Fordham Tutors, and Belmont Library.

} The Committee for Hispanic Children is an organization that is making a big difference for our students academically. They come in at the end of each day and about 30% of our students stay for this afterschool program. They take field trips, have clubs, get help with homework, and usually there is an academic and social improvement with students that are involved in this program throughout the year.

Special initiatives being implemented in the school include the following:

} Professional Learning Communities/ Professional Development Plan: Strategic professional learning plan for all staff members to encourage collaborative learning among teachers.

} Literacy Initiative: Due to a 7% proficiency rating in our NYS ELA scores (2013-2014), we have begun to implement a plan in grades K-5 to improve student literacy. This plan involves monthly student achievement celebrations, tracking of specific schoolwide reading and writing goals, and strategic instruction/intervention to support struggling readers. This plan will continue in the 2015-2016 school year.

} Teacher Collaboration: To foster a culture of professional learning, we have also created many opportunities for teachers to meet together, both formally and informally. We have deepened this goal by creating a master schedule that allows for common prep periods, an optional time every day when teachers can plan and meet with other grade team members. We also provide many opportunities for teachers to meet with their colleagues for professional learning, planning, and data analysis.

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

} Mentor/Mentee Program: In the spring of 2015, we launched a mentoring program, pairing up teachers and staff members with tier 2 students in the school. Mentors met regularly with their student mentees to develop positive relationships and to encourage social/emotional growth in students that were struggling in this area.

School Strengths:

} **Culture** : The culture and climate of the school is by far our biggest strength. It is imperative that students have a warm and safe place to come every day that sets a positive tone for learning. It is also important that staff members get along with one another and make visitors and community members feel important and valued when they come through the school doors.

} **Leadership** : The leadership at PS 59 has completely changed over the past 4 years and leaders have built capacity and empowered teachers to take on leadership roles and professional collaboration. The staff has worked hard to build a strong sense of community and leaders have involved many key stakeholders in decision-making and capacity-building. The result has been a positive shift in school culture and professional learning and collaboration to improve instruction and academic achievement.

} **Support and evaluation of teachers through observation feedback:** Administrators provide ongoing support and evaluation of teachers, giving specific and actionable feedback using the Danielson Framework.

School Challenges:

} **Academic Proficiency vs. Academic Progress:** Historically our literacy and math data shows that our students (including ELLS and SWDs) do make a certain amount of progress across the year, but are not meeting grade-level standards and are not considered to be proficient. Our ELA proficiency scores in 2014-2015 were 7%, and our math proficiency scores were 16%.

} **Attendance:** Our overall attendance rate for the 2014-2015 school year (as of June 2015) was 90.6%, which is an increase of about 1% EOY 2013-2014 school year. This is unacceptably below the citywide expectations. We believe that this low attendance rate is directly correlated to our poor student performance.

} **Parent and Community Partnerships:** This year we have made improvements in our partnerships with families, but continue to struggle with developing strong partnerships within the community. Given that the Bathgate section of the Bronx has a number of organizations such as The Bronx Zoo, Botanic Garden, Fordham University, St. Barnabas..., we have not yet been able to forge an ongoing partnership with any of these institutions.

Areas of growth:

During the 2014-2015 school year, one of our CEP goals was to increase family involvement at the school level. We have noticed a marked increase in attendance at events involving families, such as workshops, conferences, celebrations, etc. In conjunction with a library grant, our librarian implemented a series of Family Literacy Nights that encouraged parents to come in and read with their children, receive free books, and take advantage of opportunities to help children improve their literacy skills. Parents and families were also given strategies to help them support their children at home. In our prekindergarten annex, a number of parent support workshops were held by staff members and our early childhood social worker to encourage family literacy and support families of our youngest students in supporting child social and emotional development.

Coffee mornings with the principal also encouraged parents to come in who needed to come in on an earlier schedule. We additionally have an extremely active and supportive parent coordinator who makes himself available to parents at all times and truly acts as a liason between the school and the family communities.

Areas of Focus:

Our area of focus for the current school year continues to be literacy. We chose this because our students are significantly below level in reading and writing, as reflected in our recently released NYS 2014-2015 ELA cut score results. We continue to have an average of about 25% of every class (grades 3-5) who are functioning in the lowest 10%.

Looking at this year's cut scores, they appear to be very similar to the numbers we received last year, which implies that there has not been a significant growth in ELA proficiency for the 2014-2015 school year (hard data to follow once the scores are released).

We have chosen to continue focusing on struggling readers as a literacy goal, specifically with students making 1 or more years gain in reading levels, improving in retells and summaries, and implementing word work that transfers into student reading and writing.

10X059 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	608	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		96.5%	% Attendance Rate	88.2%
% Free Lunch		96.3%	% Reduced Lunch	2.8%
% Limited English Proficient		12.0%	% Students with Disabilities	27.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	29.2%
% Hispanic or Latino		68.2%	% Asian or Native Hawaiian/Pacific Islander	1.1%
% White		0.9%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.14	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.8
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		6.0%	Mathematics Performance at levels 3 & 4	18.6%
Science Performance at levels 3 & 4 (4th Grade)		66.1%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

Data Sources:

- MOTP: As of June 2015, 47% of teachers were rated effective or highly effective overall in component 3b (questioning and discussion), as compared to EOY MOTP 2013-2014 where 64% of teachers were rated effective or highly effective overall. This is a decrease of 17% in component 3b.
- Quality Review (2013- 2014) report stated that several classroom lessons were teacher dominated, limiting time for student active participation in discussions (1.2)
- NYS test results: 6% proficiency in ELA; 18.6% proficiency in Math
- December 2014 PPO feedback; March 2015 PPO feedback stated that an area of focus is to embed rigorous tasks to allow students to demonstrate higher order thinking.
- 2015 Framework for Great Schools Report

Strengths:

- Curriculum is CCLS-aligned (1.1 and 2.2 proficient rating on QR 2014-2015)
- Curriculum that is rigorous (1.1 and 2.2 proficient rating on QR 2014-2015)
- Curriculum that provides opportunities for different levels of learners
- Positive school culture that encourages and motivates students as learners and risk-takers
- Flexible scheduling that allows teacher teams to meet as needed
- Curriculum that strongly incorporates CCLS shifts in literacy and math (Framework for Great Schools Report 2014-2015)

Needs :

- Instruction that challenges students to take ownership of their learning and to make their thinking visible (PPO feedback)
- Instruction that provides differentiation for different levels of learners (QR and PPO feedback)

- Opportunities for discussion among students that are purposeful and encourage students to build on each other's thinking (MOTP results and PPO feedback)
- QR feedback (2013- 2014) suggested that instructional strategies do not consistently encourage high levels of thinking across classrooms, resulting in limited participation in learning by some students. Additionally, feedback suggested that although students participate in classroom tasks via multiple groupings for different content areas, tasks are not yet sufficiently differentiated to meet the needs of students with disabilities.
- PPO feedback that suggested teachers ensure that their curriculum and lesson plans across content areas and consistently embed rigorous tasks that allow students to demonstrate higher order thinking. According to the Capacity Framework in this area, classrooms should be interactive and encourage students to build and apply knowledge.

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 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in cycles of professional learning focused on improving questioning and discussion techniques, resulting in a 50% minimum increase in all teachers rated effective or highly effective in component 3b, as rated on EOY MOTP of the Danielson Framework for Teaching.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Admin analyzed MOTP results and identified areas of instructional needs	All Teachers	June 2015	Principal and APs
MOTP results from 2014-2015 will be shared with all staff members with a focus on next steps for improvement in component 3b	All Teachers	September 2015	Admin
School-wide instructional focus and goals developed at school retreat in May 2015, and will be refined by admin team	All Staff	September 2015	Implemented by Admin and Coaches, Overseen by Principal

<p>Beginning in September, groups of teachers will meet in PLCs to study professional books that focus on discussion strategies. Teachers will follow an inquiry cycle, trying out new questioning and discussion techniques in their classrooms and revising as needed.</p> <p>Teachers will collaborate with admin and coaches to develop a student-facing discussion rubric, to help track student growth in discussion and the link to academic achievement.</p> <p>Parent Involvement: Principal or designee will meet with parents once a month to share strategies parents can use at home to support student learning. Teachers will plan workshops during parent engagement time on Tuesdays to discuss curriculum and instruction specific to their grades and give parents suggestions as to how they can support children at home.</p> <p>Subgroups: Teachers will work closely with the ESL provider to learn and implement discussion strategies to help further develop language of our English Language Learners. Teachers of students with disabilities will work in PLCs to develop specific structures and strategies to encourage and support their students to engage in productive discussion. ESL provider will help adapt student discussion rubric to consider the needs of English Language Learners.</p>	Teacher Teams	September 2015- June 2016	Implemented by Lead Teachers, Coaches, and Admin; overseen by admin
	Teacher Teams	September 2015	Implemented by teacher teams, coaches and admin; overseen by admin
	Parents and School Community	September 2015- June 2016	Implemented by Principal, Parent Coordinator, Teachers, Guidance Counselor; overseen by Principal
	Teachers of Subgroups	September 2015- June 2016	Implemented by Admin, Special Ed Liason, and ESL coordinator. Overseen by Admin

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.											
-scheduling adjustments to provide for teacher team meetings											
-coaches and staff developers working with teachers to improve instruction in 3b											
-administration observations and feedback meetings with a focus on 3b											
-Funding for professional books purchased for PLCs											
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	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 February, 2016 (end of observation cycle 2), MOTP data will be analyzed by admin team to assess if we are on track toward meeting this goal.

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.

Part 1 – Needs Assessment

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

Data Sources:

-2015 Framework for Great Schools Report

-Overall School Attendance EOY Report, June 2015

Strengths:

-Developed an attendance committee during the 2014-2015 school year to set and track goals for school-wide attendance

-Celebrated monthly attendance during school-wide assemblies, rewarding students with awards, pencils and class incentives

-Attendance increased by 2% from June 2014- June 2015

Needs :

-According to the Framework for Great Schools Report, our school received 0 points in the Chronic Absenteeism of the Supportive Environment section, due to a 49 % chronic absenteeism rate in the 2013-2014 school year.

- Our overall EOY school attendance rate was 91%, which was an increase from the previous year, but still falling below the 92% citywide expectation.

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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the attendance team will target and mentor students identified as chronically absent based on their 2014-2015 EOY cumulative attendance. Mentors will meet regularly with these students to develop and track attendance goals, resulting in a minimum 2% increase in overall EOY school attendance reports.

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 in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Attendance team will identify students with chronic absenteeism from the 2014-2015 school year (20 days or more).</p>	<p>Students in grades K-5 with chronic absenteeism</p>	<p>September 2015</p>	<p>Attendance Team; overseen by K. McDaniel (AP)</p>
<p>Attendance team will create a plan for targeted students, including student small group meetings, parent meetings, and mentoring program.</p> <p>Attendance team will meet with teachers to discuss the plan for attendance improvement.</p> <p>Teachers will adapt the school-wide academic behavior checklist to incorporate attendance</p>	<p>Attendance Team</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>September 2015</p>	<p>Attendance team; overseen by K. McDaniel (AP)</p> <p>Attendance team; overseen by K. McDaniel</p> <p>Teachers; overseen by A. Klatt (AP)</p>
<p>Teachers will meet with parents during the September Open House to discuss the plan for improved attendance during the 2015-2016 school year.</p>	<p>Parents</p>	<p>September Open House (September 17th)</p>	<p>Implemented by teachers; overseen by admin and attendance team</p>
<p>Teachers, admin, and attendance team members will meet with identified students, including SWDs, to set goals with students and improve attendance.</p> <p>Attendance team will print and track weekly and monthly reports to identify attendance trends and issues.</p> <p>Students will receive attendance awards for good attendance at monthly attendance meetings.</p> <p>Attendance team will meet with parents regularly of students with chronic absenteeism after each month. Parents of absent students will be contacted after each absence.</p>	<p>Identified students with chronic absenteeism</p> <p>Attendance team</p> <p>Students</p> <p>Parents</p>	<p>October 2015- May 2016</p> <p>September 2015- June 2016</p> <p>October 2015- June 2016</p> <p>September 2015- June 2016</p>	<p>Implemented by staff; overseen by attendance team</p> <p>Attendance team; overseen by K. McDaniel</p> <p>Attendance team; overseen by K. McDaniel</p> <p>Attendance team; overseen by K. McDaniel</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.											
-Checklist											
-schedule adjustments to meet with teacher teams											
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	X	Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
-Checkpoint in February to ensure students are familiar with the checklist and using it to set their academic behavior goals.
-By May (parent open house), students will able to discuss with parents how monitoring their academic behaviors has had a positive impact on their learning.
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.

Part 1 – Needs Assessment

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

Data Sources:

-PPO 2014

QR 3013-14

-MOTP results from 2013-2014

-Teacher Needs Assessment (in-house beginning of year)

-Past PD reflections and Retreat Results

-EOY 2015 reading level benchmarks (Assessment Pro data)

-Framework for Great Schools Great Schools Report 2015

Strengths :

-Strong year-long professional development is developed each year

-Structures and scheduled meetings for: PLCs, weekly grade team meetings, staff retreats, lead teacher meetings

-Abundance of professional learning opportunities from outside consultants based on teacher need (Generation Ready, Teachers College)

-In house PD and teacher meetings led by coaches and staff developers

-Time for collaborative grade meetings (voluntary) built into master schedule

Needs:

Our school received a Quality Review in 2013-2014. Based on our QR report, we were given a “well developed” in 1.4, school culture. Though our school strengths are found in our school culture, our PPO feedback in 2014/2015 was to use this established trust amongst teachers to shift our focus to student learning and meaningful student data.

In looking at our EOY Assessment Pro Results (Reading levels), it is clear that teachers need to be very strategic and look closely at how they can move students through the reading levels and meet benchmarks across the year.

Based on the Collaborative Teachers element of the Capacity Framework, current data, and our most recent PPO, there is a need for teachers to continue meeting regularly with the purpose of discussing instructional techniques by looking at student data around literacy to impact 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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will work in collaborative teams to analyze student reading data and use the data to create targeted instructional plans for all level 2 students in grades 1-5 (as measured by September Fountas and Pinnel data). A minimum of 50% of level 2 students will be performing at a level 3 or 4, as measured by June Fountas and Pinnel Reading levels.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administrators and Literacy coach will meet to discuss the action plan for inquiry group.</p>	<p>Admin & Coach</p>	<p>June 2015</p>	<p>Implemented by coach and admin; overseen by principal</p>
<p>Admin and Literacy coach will use Assessmentpro data from June 2015 to target specific students for inquiry group. Identify all students performing on a level 2 in reading.</p> <p>Admin and Literacy coach will create an action plan for teachers to target instruction and gather resources for support. Reading recovery specialist will work with literacy coach to create observation checklists based on reading levels. Literacy coach will create a plan to target instruction for specific levels and reading behaviors.</p>	<p>Admin & Coach</p> <p>Admin and Coach</p>	<p>June-August 2015</p> <p>August 2015</p>	<p>Implemented by coach; overseen by admin</p> <p>Implemented by coach and Reading Recovery Specialist; overseen by admin</p>
<p>Teachers will meet with admin and literacy coach to discuss school-wide focus on level 2 readers. Teachers will look closely at data on the targeted group of students, including: previous year’s portfolio and end of year running records. Teachers will begin to make an action plan for students considering strengths and weaknesses, patterns, and reading behaviors.</p>	<p>Teachers</p>	<p>Beginning of September 2015</p>	<p>Implemented by coach; overseen by admin</p>

Teachers will begin to study resources and implement strategies based on identified levels, patterns, needs and behaviors based on data analysis.			
Teachers will implement strategies in conferences and small groups in reading to target the needs of identified group of students.	Identified students (level 2 in reading)	September 2015- June 2016	Implemented by teachers; overseen by coach and admin
Teachers will follow the inquiry cycle (analyze data, implement strategies, assess, reflect, revise, implement new strategies) for targeted group of students.	Teachers	September 2015- June 2016	Implemented by teachers; overseen by admin
Teachers will meet at least twice a month with other teachers on the grade, to examine and discuss student data. Teachers will analyze multiple sources of data (post-its, running records, reading responses, book logs, observation checklists, conference notes, etc) for these students and decide on next steps for students.	Teachers	September 2015- June 2016	Implemented by teachers and coach, overseen by admin
	Parents	September 2015- June 2016	Implemented by teachers; overseen by admin
	Teachers of SWDs and ELLs	September 2015	Implemented by teachers; overseen by admin
Parent Involvement: Teachers will meet with parents of identified group to discuss ways parents can support students in reading at home. Teachers will discuss specific data with parents, such as reading behaviors and identified next steps for improvement		September 2015	Implemented by teachers, IEP coordinator, and ESL provider; overseen by admin and coach
Supports for subgroups: Students in the inquiry group that are SWDs or ELLs will be identified. Teachers of these identified subgroups will meet with special education teachers as well as the ESL liason to discuss needed supports for student reading growth. Teachers will also look at data from the "Language Power" pre-assessment.			

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.										
- funding for professional resources (assessments, books, etc)										
- Per session funding for teachers										
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	X	Title I TA	X	Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
Teachers will have a midyear data meeting check-in with administration to discuss the progress of identified students. If students are meeting benchmark levels by this check-in, they will be transferred out of the inquiry group and other students will be identified and moved into the group.

Admin will have a midyear check-in with coaches and specialist to evaluate and reflect upon progress made and next steps to improve targeted instruction.

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.

Part 1 – Needs Assessment

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

- PPO visits (2014-2015)
- Staff Survey feedback (June 2015 pd)
- Staff Retreat feedback (May 2015)
- Handbook for Professional Learning
- MOTP June 2015 EOY reports

Strengths

- Teachers have been involved in PLC cycles for 3 years. Teachers have established trust amongst each other and developed professional learning protocols and norms. Teachers have consistently been involved in learning cycles during which they study instructional strategies and try them out in their classrooms.

Needs

- Although teachers have been regularly involved in PLCs, there continues to be more of a direct a connection between what teachers are learning and instructional strategies in the classroom, as well as student achievement.

- Teachers gave feedback during our staff retreat in May 2015, about a continued need for an awareness of effective teaching practices in all classrooms, as well as a need for opportunities for staff to observe effective teaching practices and an opportunity to share instructional strengths with peers.

- In June 2015, teachers were overall rated 64% effective or highly effective in component 3c, engaging students in learning.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create structures for peer coaching and professional learning that focuses on increasing student engagement, which will be measured by a minimum of a 30% increase in effective and highly effective MOTP EOY ratings in component 3c (engaging students in learning) of the Danielson Framework for Teaching.

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?</i></p>
<p>Teachers will Study the “Handbook for Professional Learning” section on Peer Coaching.</p>	<p>Teachers</p>	<p>September 2015</p>	<p>Implemented and overseen by admin</p>
<p>Teachers will participate in professional learning cycles, and follow the protocol for peer coaching, giving each other feedback on their instructional practice. This will include engaging in supportive rounds of preconferences, observations, and reflective debriefs with a specific focus on engaging students in learning.</p> <p>During these cycles, teachers will be expected to couple their peer coaching with ongoing learning of a research-based goal that has been collaboratively identified and studied by the group (professional book study, etc).</p> <p>meeting regularly for professional learning communities and studying a research</p>	<p>Teachers</p>	<p>October 2015- May 2016</p>	<p>Implemented by teachers; overseen by coach, lead teachers, and admin</p>
<p>Teachers will reflect upon the peer coaching after each professional learning cycle (3x during the year), giving feedback about what worked/didn’t work and how to improve upon this practice.</p>	<p>Teachers</p>	<p>December 2015 February 2016 May 2016</p>	<p>Implemented by Teachers; Overseen by SDC and Admin</p>
<p>SDC will read reflections after each PLC cycle and adjust the plan as needed based on teacher feedback.</p>	<p>SDC</p>	<p>December 2015, February 2016, May 2016</p>	<p>Implemented by SDC; Overseen by Admin</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.

- scheduling adjustments for teacher team and peer coaching meetings
- per session funding for PDC meetings and PLC leader meetings (if needed)
- funding for professional book studies

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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 school development committee will meet after each PLC cycle to read teacher reflections and make adjustments as needed. The admin team, along with the SDC will meet in February to reflect on the effectiveness of the peer coaching cycles and will plan further professional development and/or guidance as needed.

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.

Part 1 – Needs Assessment

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

Data Sources:

- Attendance from parent workshops and meetings (SY 2013-2014)
- 2013-2014 NYS School Survey
- PPO 2014-2015 feedback
- School Leadership Team Feedback

Strengths

- 2014 Parent Needs Survey (in-house)
- Parents reported on the 2013-2014 school survey that they generally feel comfortable and welcome with the school, and many
- Parent attendance in workshops has increased during the 2014-2015 school year as the school has provided more opportunities

Needs

- According to our in-house Parent Needs Survey, parents stated they wanted more opportunities to learn how to be partners in their child’s education.
- According to the PPO feedback, our next step with parent/family outreach involves developing a way to digitally communicate (ex: website) with parents to improve parent outreach and parent/school relationships.

Part 2 – Annual Goal

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, a minimum of 80% of PS 59 parent/family community will have successfully downloaded and utilized the PS 59 mobile app, to strengthen the relationship between the community and the school as measured by the Crescearance app usage reports and parent surveys.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School team researched and decided upon purchase of Crescearance mobile app provider.</p>	<p>Admin</p>	<p>May-June 2015</p>	<p>Admin</p>
<p>Created a mobile app team with stakeholders in the school. Team researched various mobile apps and gave input of initial ideas.</p>	<p>Admin and Stakeholders</p>	<p>June 2015</p>	<p>Admin</p>
<p>Begin initial app planning and development, including making decisions on the look of the app as well as the content.</p>	<p>App Team</p>	<p>June-July 2015</p>	<p>App Team; overseen by admin</p>
<p>Content and revisions made to content and meetings with Crescearance representatives to further develop the app.</p> <p>School will do a soft-launch with staff and families at the beginning of the 2015-2016 school year. Parent Coordinator will work with families to ensure that all parents/families with smart phones have successfully downloaded the school app and push notifications.</p> <p>App Team will make revisions based on the soft-launch feedback in September.</p> <p>School will do a hard-launch in October with the final revisions to the app and its content.</p> <p>Teachers and stakeholders will continue to upload news and content as needed throughout the year to inform parents and staff community of needed information and school happenings.</p> <p>App Team will track the usage of the mobile app monthly to ensure parents/families and staff are all regularly utilizing the app and benefitting from its content and notifications.</p>	<p>App Team</p> <p>School and community</p> <p>App Team</p> <p>School and community</p> <p>Families</p> <p>App Team</p>	<p>Summer 2015</p> <p>September 2015</p> <p>September 2015</p> <p>October 2015</p> <p>October 2015- June 2016</p> <p>September 2015- June 2016</p>	<p>App Team; overseen by admin</p> <p>App Team, Parent Coordinator; overseen by admin</p> <p>App Team; overseen by admin</p> <p>App Team, Parent Coordinator; overseen by admin</p> <p>Implemented by teachers and stakeholders; overseen by admin</p> <p>Implemented by App team; overseen by admin</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.											
- schedule adjustments to accommodate meetings for the app team											
- funding for purchase of the mobile application											
- resources for publicizing launch of the app (flyers, etc)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
Mobile app team will meet in February to evaluate the mobile app usage from Crescearance. The team will reflect on the usage across the year by families and school staff, and make a revised plan for outreach and/or adapt the content of the app if needed.
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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Grade 2: Fountas and Pinnell Reading Levels Grades 3, 4 and 5: 2013-2014 NYS test results, Fountas and Pinnell Reading Levels Reading Recovery Intake assessments Grades K-3	Data-based groups using shared or guided reading focused on reading skills and strategies Data-based groups using shared or guided reading focused on reading skills and strategies Reading Recovery for 1 st grade Literacy Intervention	Small Groups: 25 students serviced Small Groups: 130 students serviced One on One Small Groups	Saturday Academy (January 2016- June 2016) Saturday Academy (January 2016- April 2016) During school- September 2015- June 2016 During School Day, 5x wk
Mathematics	Grades 3, 4, and 5: 2013-2014 NYS test results, module assessment data, formative class data Grades 3, 4, and 5: Math AIS Grades 1-5	Data-based groups aligned with the CCLS based on skills that students have not yet mastered AIS push-in services in math classrooms 3-5. I-Ready Math Intervention	Small groups: 130 students serviced Small groups Expanded Learning Time groups (20 students per grade)	Saturday Academy (January 2016- April 2016) During school day (math intervention period) After school, every day
Science	Grades 2 and 3	STEM enrichment program (TASC STEM Grant)	40 students in the Expanded Learning Program	After school, 3 x wk
Social Studies	N/A	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI meeting outcomes Teacher observation	A variety of crisis management techniques to help students develop better coping	Small group and one-to-one, or as needed About 20 Students serviced at-risk	During the school day

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Prekindergarten teachers continue being trained this year in the Work Sampling System Process. This system allows the teachers to use the CCLS standards for PreK to help develop portfolios of student work samples that help them measure student growth over the school year. The AP is part of this training.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	497,361.00	X	p. 14, 16, 20, 22, 24
Title II, Part A	Federal	164,766.00	X	p. 14, 16, 20
Title III, Part A	Federal	11,200.00	X	p. 14
Title III, Immigrant	Federal	0	X	N/A
Tax Levy (FSF)	Local	3,855,153.00	X	p. 14, 16, 20, 22

¹Explanation/Background:

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

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

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

- 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 Priority and Focus School Improvement Funding:** 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’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) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

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

- Encourage parents to participate on The School Leadership Team (SLT) where 50% of memberships are parents. Parents voted onto the SLT are involved in developing and revising the documents pertaining to school improvement like the CEP, the Parent Involvement Policy, the annual school report card and the School Progress Report to discuss

the schools strengths and weaknesses, etc. PS 59 advertises and invites parents to attend the SLT meetings, which are scheduled to best accommodate both parents and staff members. PS 59 provides parents with information as to how to become a member of the SLT where collaborative conversations concerning improving Title 1 programs and parental involvement policies are discussed. We encourage parents to participate in revising and implementing the Parent Involvement Policy and all relevant information regarding meeting times, activities, etc. are publicly advertised

- Update parents of Title 1 programs and parental involvement policies. Parents participate in revising and implementing the PS 59 Parent Involvement Policy and all relevant information regarding meeting times, activities, etc. are publicly advertised. The Parent Involvement Policy will be revised and distributed to parents during the September 2015 Title 1 Parent Meeting.

- Provide the parents with workshops based on the assessed needs of the parents of children who attend our school and work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator maintains attendance of events activities scheduled and conducted for the parents, on a monthly basis and submits a report to the central office. The Parent Coordinator, Administrators and educators work collaboratively to provide parents with information/training regarding expectations for students/promotional criteria, NYS standards, NYS testing, curriculum, etc. Simple reading materials will also be provided and displayed in English and Spanish, in locations in the school that are easily accessible to parents and where they can easily browse and collect them

- Parent Open House Orientations will be held during the first month of the school year for all grades.

Parents will be provided with information regarding Citywide academic expectations for the grade their child is in, as well as the PS 59 Parent Handbook and specific information for parents of Special Education and ESL students where needed

- Parents will be invited to a series of ongoing workshops on understanding the CCLS and how their implementation will impact their child's education. Parent will be provided a year long Parent Workshop schedule at the beginning of the year so that they can schedule their attendance at these workshops.

- Coffee with the Principal mornings, scheduled once a month will be held to encourage a more informal dialogue between parents and the Principal.

- Offer parents ongoing workshops and trainings on topics of great interest and importance to them, often in collaboration with neighborhood agencies and organizations, e.g., How parents can best and most effectively support their student's success; Recommended questions to ask during parent teacher conferences; ARIS Computer Trainings; Smoking Cessation; Living with High Blood Pressure; Preventing Child Abuse and Neglect; Living with Asthma; and Maintaining good oral health. Nutrition workshops facilitated by Cornell University for healthy eating, learning leaders parent training that encourage parents to become active participants in the school environment. We will also provide an abundance of reading materials from the Parent Lending Library established with literature from The Parent Institute, Home & School Connection, St. Barnabas Partners in Health, Teachers College and other organizations that serve as effective educational resources. Parents remain active participants by completing the Learning Environment Surveys and also play an active role in the Quality Review process

- Offer parents an ESL class that they will be able to attend at PS 59.

- Supply information such as: newsletters, monthly calendars, announcements, reminders, invitations, flyers and other school and community information will be distributed to parents when appropriate keeping them abreast of current and upcoming events occurring in the school and throughout the community. The information will be provided in Spanish and English and be publicly displayed in locations easily accessible to parents. Communication using School Messenger reminding parents about upcoming events, authorized school closings and emergency situations.

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

School-Parent Compact (SPC) Template

PS 59x, 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 Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>36</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here:

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

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

Part C: Professional Development

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

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

Begin description here: _

Our ESL Coordinator as well as other ESL/Bilingual teachers in many professional development opportunities including: Teachers College, network conferences, and the Office of English Language Learners in an ongoing basis at no cost to Title III. On October 24, Ms. Matos attended a conference at Teachers College entitled "Tackling the Challenges with Small Group Work" which will help us during the the planning for our ELLs. Ms. Gonzalez, Ms. Montemoino, Ms. Matos and Ms. Mancini will meet on a weekly basis to discuss the program, analyze data, and plan pacing guides to meet the needs of our ELLs. The teachers will guide their planning by formal and informal data. Such as weekly and monthly data reports that are provided by the Imagine Learning program. The ESL Coordinator and Ms. Matos participated in the Bilingual/ ESL Teacher Leadership Academy through Bank Street College. All participants in professional development are required to turn key the information obtained. The professional development attended by staff members this year at no cost to Title III program is the following: Implementation Essentials/Imagine Learning professional development on October 22, 2014 from 8:30 a.m. to 1:00 p.m. by Mr. Kai Pearson. Participants were Mr. Leviatin and Ms. Montemoino who turned key on October 27 to the rest of the staff. On November 8, 2014, Ms. Montemoino, will

Part C: Professional Development

attend the Language Series 2014 at Bank Street College from 8:00 a.m. to 4:00 p.m. The topics will be Exploring Academic Language and Literacy Development: Connections to Common Core. Integrating Content/ Expanding Language: Young Children Wonder, Learn and Talk About Their World. Whole Novels & Whole Stories: An Experiential Approach to Reading, Response, and Analysis for all ages. Ms. Montemoino will then turn key with Ms. Gonzalez, Ms. Matos and Ms. Mancini and gather together on a weekly basis to adapt strategies, guide and plan according to the needs and data findings of the ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: _____

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>9,200</u>	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>11,200</u>	_____

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

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 Sita Basu	Assistant Principal Fiona Tierney
Coach Justine Elezaj	Coach
ENL (English as a New Language)/Bilingual Teacher Carmen Montemoino	School Counselor Liza Lugo
Teacher/Subject Area Ruth Levantis	Parent rtype here
Teacher/Subject Area	Parent Coordinator Robert Ramirez
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 <u>not</u> currently teaching in a bilingual program	6	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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]	0	Number of special education teachers with bilingual extensions	12

D. Student Demographics

Total number of students in school (excluding pre-K)	605	Total number of ELLs	102	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 checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <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	102	Newcomers (ELLs receiving service 0-3 years)	93	ELL Students with Disabilities	24
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	102					7				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

* 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

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	33	24	10	11	10	5								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								0
Haitian														0
French		1												0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2			1	4									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)	7	7	1	3	5	3								0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)	5	4	6	4	3	2								0
Expanding (Advanced)	9	7	3	4	7	1								0
Commanding (Proficient)	13	1	3	5	3	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	2	1		0
4	12		1		0
5	6	1	3		0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	9	1	1	1	1				0
4	11	3	2						0
5	7		1		3				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	2	3	6		1		3		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.
 The assessment tool P.S.59 uses to assess the early literacy skills of our ELLs is the Teachers College Running Records Assessments Levels A-Z. This assessment is through Fiction Narratives. This tool assesses Reader's Accuracy Rate (decoding which needs to be 96% in order to be at the specific level. It assesses Letter Identification and Sound High Frequency Word List (4 wrong out of 25 to be on the level), Fluency and Comprehension. Our ELLs tend not to do well on this assessment at the beginning. However, they show progress as time goes by. The ELLs generally tend to increase their reading level by one. We also use informal assessments and unit assessments as well to drive instruction. The NYSITELL and Spanish R-LAB are also administered to students who are eligible for NYSITELL testing. It help us get a picture of ELLs' early literacy skills. We also use The Program "The Language Power Building Language Proficiency." This program provide us with several assessments to measure the literacy skills of our ELLs. These assessments are: formative assessments (Pretest and Posttest), Progress- Monitoring (Progress check in each lesson with log sheets for individual students and individual lessons, talking opportunities with each lesson and a fluency rubric to be used with each text), and Summative Assessments: (A performance-based Theme Assessment and rubric at the end of each theme as well as a Posttest that can serve as a measure of student progress at the completion of a kit level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 On the Kindergarten NYSITELL, students tend to score at the beginner and advanced levels. However, upon taking the NYSESLAT, the score decreases one level at times. The majority of first graders make progress or achieve proficient levels at the end of first grade. Upper grades showed improvement by advancing a level or two. In the Overall NYSESLAT Proficiency Results,26 scored at the beginning level, 25 at the intermediate level, 32 at the advanced level and 26 at the proficient level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 . Our school uses the data and information provided on the AMAO to guide instructional interventions for our ELLs. The data reveals that we need to focus our instruction on strategies that will help our ELLs reach AMAO 2. Additionally, emphasis in instruction needs to be placed on helping our Entering ELLs gain a firm basis in listening, speaking, reading and writing, accelerating Emerging ELLs progress in listening, reading and writing, enhancing reading and writing abilities in our Transitioning ELLs and explicitly teaching the

writing process to Advanced ELLs. To achieve these goals we will initiate a program that encourages our ELLs to read more often and for longer periods of time with the support of an ENL teacher using guided reading practices to teach specific strategies and skills each level of students requires instruction in.

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

English Language Learners develop their basic skills rapidly and it takes a little longer for academic skills to develop. The patterns that the data shows is that the Listening and Speaking skills are higher across the grades and the reading and writing, though show improvement are lower. Due to excessive assessments taking place the administration decided not to use the ELL Periodic Assessments. However, we are using a new program named "The Language Power Building Language Proficiency". So far the data shows that newcomers are internalizing information because they are showing improvement in Listening even though, in instances they cannot speak the language as of yet according to the ELL Assessment Listening component. The home language is used through incorporating the cognates, dual language books are available in the library and the Imagine Learning technology program which translate text in many languages.

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](#).]

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

6. How do you make sure that a student's new language development is considered in instructional decisions?

During Learning Team meetings, articulations among teachers and when in need, the following strategies are used to address the second language development: the use of cognates in content if applicable, partnering students to help each other, the use of dual language materials from the school library, glossaries and dictionaries. At P.S.59 we celebrate the connection between home and school through validating the home language. During interviews and parent orientations, parents are encouraged to cultivate, expand and associate the home language to the learning experience of ELLs at P.S.59. The Spanish LAB results and informal interviews at the time of registration are taken into account as well. In classroom settings, students are encouraged to communicate in the first language when needed. Key concepts are provided in the Home Language in order to clarify the content material being covered. P.S.59 does not have a bilingual program due to the outcome of the Parent Selection but we ensure the Home Language is embraced as an asset for our school.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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).

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

Part IV: ELL Identification Process

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

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 home language of a new entrant is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. A licensed pedagogue (Ms. Montemoino, ENL Coordinator) completes the HLIS with the parent and ensure timely entry of this information into the designated ATS screens, like the ELPC. The completed HLIS forms and other pertinent forms are placed in the student's cumulative file and remain a part of the student's permanent record. If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues. Ms. Montemoino administer a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of:

- A school administrator: Ms. Basu
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages: Ms. Montemoino (ENL Coordinator/ ENL teacher, Ms. Perez (The Speech teacher) and Ms. Maroselli (Special ED Coordinator)
- The student's parent or guardian . A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures are used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including the results of the individual evaluation which includes assessments administered in the student's home language. Also the LPT use information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review
- The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is administered to the student immediately. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL. Within 5 school days of ELL determination, our school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which include the:

- Entitlement Letter
- Placement Letter
- Non-Entitlement Letter

Continued Entitlement Letter

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

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).

At P.S.59 we have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as outlined below to identify an ELL.

- Newly identified ELLs, • In grades 3 to 9, and

- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. If any indication demonstrate eligibility to determine SIFE status we:

1. Administer the oral interview questionnaire

2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status;

therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

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).

Once Ms. Montemoino reviews and completes HILS and determines NYSITELL eligibility the following will take place for students entering P.S.59 with IEPs. IF newly enrolled students with IEPs (from within the United States) and HILS and interview determines eligibility to take the NYSITELL, The LPT (Language Proficiency Team) determine whether or not the child is eligible. The LPT is minimally comprised of:

- A school administrator: Ms. Basu
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages: Ms. Montemoino (ENL Coordinator/ ENL teacher), Ms. Perez (Speech teacher) and Ms. Maroselli (Special ED. Coordinator).
- The student's parent or guardian.

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures are used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL. The timeline to accept or reject the LPT recommendation for students entering with IEPs is 20 school days. The LPT considers evidence of the student's English language development, including the results of the individual evaluation which includes assessments administered in the student's home language. Also the LPT use information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review

- The principal must accept or reject this recommendation or If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is administered to the student immediately. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL. Within 5 school days of ELL determination, our school informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which include the:

Entitlement Letter

- Placement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

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.

The ENL Coordinator (Ms. Montemoino) with the assistance of the Parent Coordinator (Mr. Ramirez) and the Pupil Accounting Secretary (Ms. Diaz) ensures that the following protocols take place: Within 5 school days of ELL determination, P.S.59 informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), the following letters include (with school letterhead):

- Entitlement Letter
 - Placement Letter
 - Non-Entitlement Letter.
- Continued Entitlement Letter

Parent orientations to view videos and select ELL program occur throughout the school year.

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).

At the beginning of 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows P.S.59, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

P.S.59 initiates a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must

be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel, Ms. Montemoino (ENL Coordinator and ENL teacher) of the student's abilities in listening, speaking, reading and writing in English.
7. Administration and ENL Coordinator consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to the principal (Ms. Basu), parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154 and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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 will receive the Entitlement Letter in their preferred language the day after their child has been tested. Their Parent Orientation Meetings will be scheduled for two school days after the receipt of the Entitlement Letter to ensure Parent Survey and Program Selection Forms are completed within the allowable time frame. Orientation Meetings will be offered daily in the month of September during 9:00 a.m. The ENL Coordinator, Ms. Montemoino with the assistance of the Parent Coordinator, Mr. Ramirez will conduct Parent Orientation Meetings at the library with access to computers for parents to view the parent video. Translation and Interpretation when necessary will be accessed through the DOE Over-the-Phone Interpretation Services. Parents will watch the parent video in their preferred home language, learn about the Common Core Standards, grade level curriculum, assessments as well as complete the Parent Survey and Program Selection Forms in their appropriate home language. All written materials will be available in the preferred language of the parent. After the parents select the program choice, he or she must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in the bilingual program as a default placement if one exists at the school; otherwise, the student is placed in ENL. We will also be offering Parent Tuesdays all year, where parents of newly enrolled ELLs can come in during the afterschool hours of 2:20-3:00 to have their initial Parent Orientation meeting with Ms. Montemoino. Parents of students enrolled after September will be scheduled to come for the Parent Orientation Meeting on the Tuesday after they have received the Entitlement Letter. In the event that a parent is unable to meet at a specified time, a phone call will be made by Ms. Montemoino, in the preferred home language of the parent to schedule a more convenient time for them to attend the meeting. Outreach will be conducted as well at dismissal time by the Parent Coordinator. Over-the-Phone Translation and Interpretation services will be used when Ms. Montemoino can't speak the preferred language of the parent.

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.

At the beginning of every school year, the RLAT report is generated through ATS and entitlement letters are generated in English and the parents' preferred languages for those students who are entitled to receive ENL services. A copy of the letter is placed in our ELL binder for every ELL. We strive to collect the Parent Survey and Program Selection Form, if it has not been already collected. We make calls home with the assistance of the Parent Coordinator and the classroom teacher. This helps us ensure appropriate program placement within the ten days of enrollment. We continue to diligently keep parents informed of service options throughout the year offering parent orientation sessions on Parent/Teacher School days/nights and on an individual need basis. The instructional program for our ELLs, offered at P.S.59 are a direct result of the parents' request, based on the completed parent survey and selection forms. The trend for parent choice of program for the past 2 years has been the ENL program. Also after each parent orientation, the ENL Coordinator will also monitor parent choices and keep the school principal abreast of parent choices. During these sessions, we ensure all parents' have an opportunity to talk to the ENL Coordinator to have a complete understanding of the programs available for their children. For those parents who did not attend the parent orientation, the default program in which their child will be placed is the Transitional Bilingual Education program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parent Survey and Selection Forms that have not been completed are placed in a binder that is maintained in Ms. Montemoino's Office in room 302A . A list of students with unreturned/uncompleted forms will be kept in Ms. Montemoino's office in a binder labeled Uncompleted Forms along with a log of attempts to contact the parent via phone and copies of all letters in the parents' preferred languages attempting to get the parent to complete the survey. Furthermore, Ms. Montemoino along with the cooperation of the school office and classroom teachers of these students will get updated contact information when necessary.
9. Describe how your school ensures that placement parent notification letters are distributed.
After Parents have completed the Parent Survey and Selection Form, Ms. Montemoino will place originals in the cumulative record of the students and maintain copies of all pertinent documents in a binder. The Placement Letters will be sent home to parents and a phone call will follow to ensure parents received the Placement Notification Letter. In the event that a program the parent chose is not available to their child in our school, their child could be transferred to a different school where the program is available with Parent permission. Ms. Montemoino will contact schools in the area which offer the program of parent choice. Students awaiting transfer will be placed in an ENL Program. After this process, Ms. Montemoino will send home the Program Placement Letter two school days after the Parent Orientation Meeting. A copy of this letter will be placed in the child's cumulative record and Ms. Montemoino will maintain a copy in an ELL binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All original critical ELL documents are placed in the student's cumulative record folder including dated and signed copies of Home Language Identification Survey, Agendas, Parent Orientation and Program Selection Session with signatures, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter (newly identified ELLs and Continued entitlement Letter (continuing ELLs) as well as Non- Entitlement Letters. A copy of all these documents will be maintained in Ms. Montemoino's Office in an ELL Binder of Critical Documents.
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.
The ENL Coordinator/ENL teacher, Ms. Montemoino and teachers of ELLs; Ms. Gonzalez, Ms. Matos, Mr. Herrera, Ms. Jimenez and Ms. Elezaj administered the NYSESLAT. The ATS reports used to determine NYSESLAT eligibility are RLER, NYSITELL and RLAT. Ms. Montemoino administered the Speaking subtest to grades 1-5. Ms. Gonzalez administered the Speaking subtest to grades 3-4. Mr. Herrera administered the Speaking subtest to Kindergarten. Ms. Matos administered the Speaking subtest to grades 1-2. Ms. Elezaj and Ms. Jimenez administered the Speaking subtest to the Special ED. component. Teachers use the first several weeks to administer the Speaking subtest. Proctors chosen by Ms. Maroselli are assigned to assist the teachers. The test is given one on one in designated rooms by Ms. Maroselli the Testing Coordinator. The last two weeks of the NYSESLAT are devoted to the other three sections. These sections are administered in designated rooms by Ms. Maroselli. Students are given the test in grade level groups following a schedule created by Ms. Maroselli. The test is untimed and students have as much time as they need to finish it.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Ms. Montemoino will prepare the student Continued Entitlement and Transitional support letters upon receipt of the Spring NYSESLAT scores in the parents' preferred languages. A copy of this letter is maintained in an ELL Binder in her office under Critical ELL Documents. Parents are sent home the letter the first week of school and are asked to date, sign and return the letter promptly. Signed and dated letters are placed in the student's cumulative record folder.
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 Form from the past few years, we find the trend to be that our parents overwhelmingly choose for their children to be placed in the ENL Program. In 2012-2013 and 2014-2015 Parents of ELLs chose ENL as their preferred Program Selection and we had no other program chosen. However, in 2013-2014 only

one parent chose Dual Language and eventually changed her mind because there was no seats available and opted for the ENL Program. In the year 2014-2015 the same pattern continues; ENL is the program parents choose at P.S.59. Our school offers an ENL Program which is aligned to our parent requests. Currently, we do not have enough speakers of the same language on a grade to create Bilingual classes. We will monitor these numbers carefully to be in compliance with the Aspira Consent Decree. If we notice different trends in our Parent Survey and Program Selection Forms we will reevaluate our program offerings to be more in line with parent requests. Data of parent requests will be maintained in Ms. Montemoino's Office in an ELL Binder and will be reviewed monthly.

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.
 In the freestanding ENL Program : ELLs at beginner (entering) and low intermediate (Emerging) levels receive 360 minutes per week of 2 units of study in ENL, 1 unit of study in ENL stand alone (pull out) and 1 unit of study in ENL/ELA. For Emerging students .5 unit of study for stand alone services will be provided. .5 unit of study can be stand alone ENL or intergrated ENL/content area. Students who are at the intermediate (transitioning) level receive 180 minutes per week of 1 unit of study in ENL, .5 unit of study in ENL/ELA. .5 unit of study can be stand alone or intergrated ENL/content area. For advanced (expanding), ELLs receive 180 minutes per week of 1 unit of study of ENL, 1 unit of study in ENL/ELA or other content area. For proficient (commanding) ELLs students receive services for 2 years. .5 unit of study per week of integrated ENL in ELA or content area. The instruction is delivered by a certified English to speakers of other languages and a certified teacher who co-teach.
 - b. TBE program. *If applicable.*
 At the current time we do not have a TBE program due to not having enough students who speak the same language on a grade level. We will monitor our intake of ELL students this year monthly and if sufficient numbers of students do arise we will comply with the Aspira Consent Decree
 - c. DL program. *If applicable.*
 At the current time we do not have a DL program due to lack of parent interest. We will monitor our Parent Survey and Program Selection Forms for an increase in parent choice of DL programs and offer a DL program if our Parent Choice supports it.
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)?
 Ms. Montemoino is responsible for ensuring that the mandated number of instructional minutes are provided according to students' proficiency levels. For next year, ELL students will be grouped in two classes in all grades and 3 classes in grade 1 to facilitate the Integrated ENL/ELA units. ELLs with Entering and Emerging proficiency levels will be placed into the same class to simplify scheduling for Stand Alone ENL Service. All ENL teacher Schedules are kept on file in the main office and reviewed monthly to make revisions as necessary due to incoming enrollment. In the event of a large increase of ELLs, the Principal will be notified of the need for additional ENL service providers.
 2a. Ms. Montemoino has planned the ENL units of study to simplify scheduling for our ENL teachers. Entering and Emerging students will receive 1 unit of Stand-Alone ENL Instruction. Entering, Emerging, Transitioning and Expanding students will receive 1 unit of Integrated ENL/ELA service through the Push-In Collaborative Teaching Model for ELA. Commanding ELLs have been placed in ELL classes and will receive .5 units of Integrated ENL/ELA .5 units a week. ELLs placed in Self-Contained Special Education classes will receive 1 unit of Integrated ENL/ELA in either a Push-In Collaborative setting or a Pull-Out setting with Ms. Montemoino, the ENL teacher.
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 Stand-Alone ENL program will provide instruction in literacy specifically Listening, Speaking, Reading and Writing that will be aligned with the ELA classroom instruction and also provide students with the academic language, vocabulary and content found in texts to be read in the classroom. Literacy instruction will be built around Guiding Questions that are interesting and complex to encourage higher level thinking skills including close reading and developing an argument. Multicultural themes will be embedded in these lessons to engage ELL students and provide a connection to their culture and experiences. Students will engage in word study and morphemic analysis to broaden their academic vocabulary. Additionally, students will focus on phonics and reading fluency so that they can easily navigate new texts. Lessons will be delivered using the SIOP model. Teachers plan for a language objective in each lesson and scaffolds are built into the lesson to support our ELLs. Strategies that we use include front loading vocabulary, vocabulary translations in the native language, building background, rereading, teacher modeling, student pairs, small group work, graphic organizers and the development of academic conversations. Finally, students will be assessed formally and informally so that teachers can plan for their students' academic needs. The Collaborative Teaching Integrated ENL/ELA Program will foster a partnership between the ELA classroom teacher and the ENL teacher to help ELL students meet the demands of the Common core Learning Standards. The ELA teacher will plan for the content area lesson and the ENL teacher will provide the linguistic support for the ELL students in that classroom. The ENL teachers will infuse the content area with SIOP strategies including incorporating a language objective, building background, native language vocabulary translation, front loading vocabulary, rereading, paraphrasing, sentence stems, graphic organizers, teacher modeling, the development of meaningful academic conversations and teaching transition words to help students organize their writing as well as rubrics. Assessments will be designed to allow all ELLs to be evaluated.

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

Our school currently offers only an ENL Program, however, we evaluate the home language through an oral interview question-based available in several languages provided by the DOE during the intake interview. If a need arises throughout the year to evaluate an ELL of a home language not provided by the DOE, we will contact the ELL Compliance Leader to find appropriate materials to evaluate the student.

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

. Each ESL/ENL lesson that we provide to our ELL students incorporates the four modalities of language: listening, speaking, reading and writing. Students are informally assessed in each area. Assessments include oral presentations or peer discussions, answering questions from a reading passage on a CD, running records, and comprehension based questions of a reading passage and completion of writing tasks. Students will work with rubrics in all four modalities and be asked to assess themselves

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiation for SIFE students requires instruction in concepts learned at least two years prior to the grade that the student is currently placed in. Our ENL Teachers look at the Common Core Standards for the grade that the students are currently in and plan an instructional program for these students that will bridge the gaps that they will have. By looking closely at the two previous grades of instruction in the areas of ELA and Math we can locate areas of instructional emphasis that will help support the students in their learning. By teaching prior skills along with grade level content, the students are better equipped to keep up with the demands of grade level instruction. Bilingual glossaries in all content areas will be used as well as the teaching of cognates. b. Newcomer ELLs require a great deal of native language vocabulary translation in the content areas. This is provided by the use of glossaries, Picture Dictionaries and the teaching of cognates in content areas or Bilingual translation lists created by ENL teachers specific to content being taught. Front loading vocabulary, building background and the use of graphic organizers and paraphrasing are strategies that we use which are essential to the success of these students. Connecting what is learned to students' home cultures is also a strategy we implement. When available, these students are assigned a native language speaking buddy/translator. Differentiating assessments by using graphic organizers, paraphrasing the text and modifying assessments according to ELL student level enables the teachers to track growth in students.

c. Developing ELLs have a beginning foundation in English Language skills that can support them in the content areas. At this level we focus on building background and increasing students' academic vocabulary through word study, morphemic analysis and reading comprehension strategy instruction. We also work with students to build fluency and automaticity when reading so that they will be able to quickly navigate longer texts. Since Developing ELLs have strong oral language skills we focus on embedding academic language in their discussions by using sentence stems. Students are taught to specifically use academic words in their writing and to use transitions to help frame their sentences. Rubrics are used to assess students in all four language strands. Students are also responsible for self-assessment. d. Long Term ELLs have mastered the listening and speaking of English. They have deficits in academic vocabulary that impedes their learning. These students are performing at

least two years behind grade level in the areas of reading and writing. To support growth in these students we focus heavily on the development of academic vocabulary in the content areas. Vocabulary is front loaded for these students in content area lessons. Background is built to connect students to the subject they will be learning. Word study and morphemic analysis is also taught routinely. Students are responsible for using this vocabulary orally through the use of sentence stems and during peer conversations. Reading Fluency skills are also addressed through repeated readings of text and focusing on automaticity to develop reading speed to help these students improve their reading rate. Teacher modeling of writing assignments and the use of rubrics helps students become responsible for their own work. The use of academic vocabulary is ifused throughout all four language modalities.e. Former ELLs will now receive .5 units of Integrated ENL/ELA which will be delivered in the Collaborative Teaching Model. These students have a firm grasp of the English Language however; they may need support in the areas of academic vocabulary, reading comprehension and writing. To support these students, the ENL teacher will front load academic vocabulary that students may have difficulty with during ELA lessons. Word study and morphemic analysis will continue to be used when necessary. Reading strategies to encourage close reading of text and paraphrasing will be incorporated into lessons. Teacher modeling of writing assignments will assist students with these tasks. Providing lists of academic words and transition words to support their writing will help to improve student writing quality. Rubrics will be used to help students become responsible for their own learning.

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.

Our school will insure that re-identified as ELL or non-ELL students have not been adversely affected by the re-identification process by reviewing these students' progress after six months. The Principal, Ms. Basu, will be contacted by Ms. Montemoino, the ENL Coordinator when the six month deadline arrives. She will organize a meeting with the student's classroom teacher, Ms. Montemoino, Ms. Basu and the Parent/Guardian of the child to discuss the student's academic process. The parent and all meeting members will receive a letter of the time and date of the meeting. A determination will be made at this meeting as to whether the child has been adversely affected by the re-identification process. The Principal, Ms. Basu will provide additional support services as needed and may reverse the determination within the six to twelve month time frame with consultation from the Superintendent. A notice of this determination will be sent out to the parent on school letterhead in the parent's preferred language. A record of all letters sent to the parent will be placed in the child's cumulative record folder and an a copy of these letters will remain on file in the ENL Coordinator's Office under the file ELL Critical Documents.

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?

The instructional materials utilized for ELL-SWD that both provide access to academic content areas and accelerate English language development are the following: Benchmark Education-Non-fiction materials for Science, Social Studies and Math with e-books and graphic organizers, Finish Line Writing to develop the writing skills. Finish Line for ELLs: English Proficiency Practice, Sadlier Phonics, Textbooks, Reading and Writing sources, glossaries, dictionaries, role play (Students reading and acting out a series of steps that later they will develop an introduction for a scenerio to connect to the steps along with a conclusion in writing), group projects from the unit of study, and literacy materials to develop language development. The Language Power Building Language Proficiency through Themes and the Imagine Learning Technology Program is also used to support their needs. The Imagine program can be accessed in many languages. The school library also has many native language materials available in many different genres such as, fiction, social studies, science, biographies and novels. The P.S.59Library.org website also has materials in different languages available for students. In class support is given to assist the teacher, ie. best practices modeled and scaffold for the students. If in need of intervention, the Instruction Support Team along with every staff member involved will conduct meetings to have plans in place to support their academic achievement. The Instruction Support Team is a standing committee created to maximize a student's success in the classroom setting who may be experiencing consistent academic or behavioral difficulties. This committee consists of all staff members who work with the student. Once a student is recommended to the IST committee, a review of the student's specific needs begins and an action plan is created. These strategies will then be employed for a specific period of time. At the end of this time, a follow up meeting will be held to determine if the student has made progress. If needed, the team may recommend further strategies or interventions.

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?

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

Chart special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

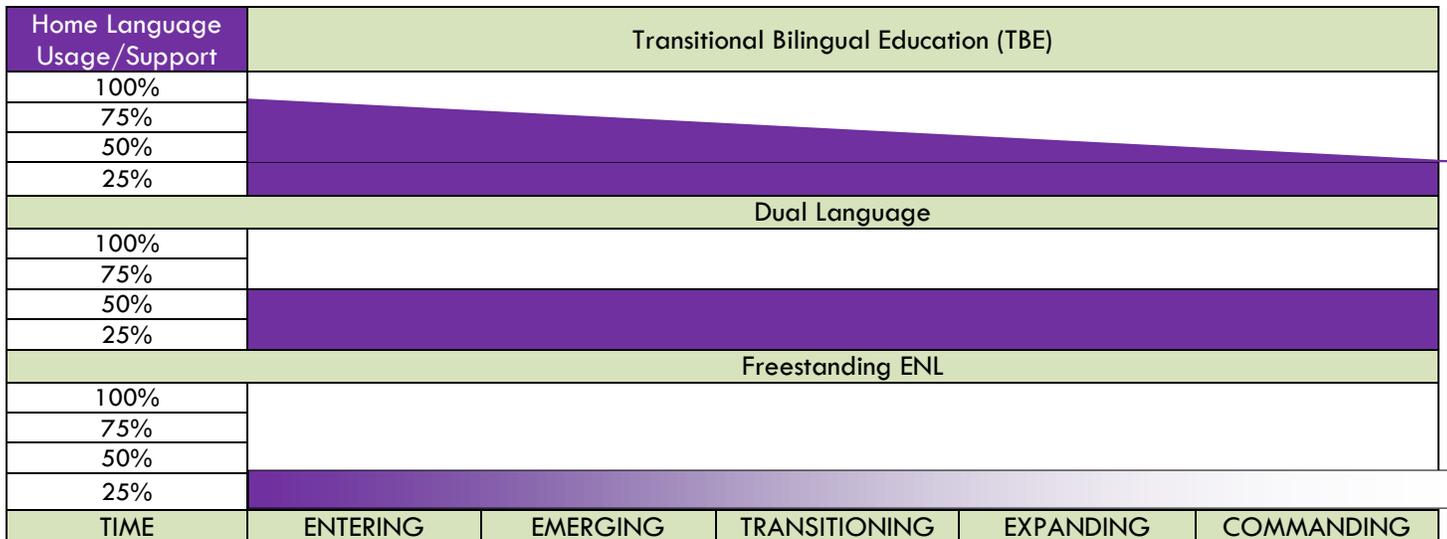


*Note: “other approved services” does not apply to New York City at this time.

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 Interventions program for ELLs in ELA takes place during the week. This intervention is conducted through small group and multiple pathways. Teacher scaffolds ELA materials through the use of visuals, thinking maps, graphic organizers and the Teachers College strategies for ELLs. Vocabulary recognition, decoding, word splash maps, double meaning word maps, alphabox dictionary and sentence structure are also strategies used. Home Language is used through cognates, dictionaries, glossaries and translation when applicable. Interventions for ELLs in Math take place through small group and multiple pathways. Students have manipulatives to aid them with comprehension of the material. NY Engage Math strategies for ELLs are also integrated. Graphic Organizers are used where appropriate. Native Language is used through translation, cognates, dictionaries, glossaries and the use of website [www.scholastic.com/activities/adventure.Maggies' Earth Adventure/](http://www.scholastic.com/activities/adventure.Maggies'EarthAdventure/) spanish (math, reading, science and grammar). Targeted Interventions for ELLs in Social Studies are conducted through small group, multiple pathways, graphic organizers, thinking maps, Common Core Learning Standards, Instructional Shifts and using the textbooks. Information is scaffolded. Thinking maps, graphic organizers, visuals, maps, glossaries and dictionaries are used. Students are also part of hands-on- activities and projects. The Home Language is accesible through the use of cognates, Spanish/English dictionaries and translation where applicable. Targeted interventions for ELLs in Science are through small group and multiple pathways, the Commom Core Learning Standards, Instructional Shifts, textbooks and other sources .
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Instructional practices are modified, augmented and differentiated, based on students' linguistic and academic needs, using strategies that ensure student success.
 - Teachers continue to have high expectations for all students and take responsibility for their success.
 - Students continue to have access to appropriate materials and software aligned to standards based on core curriculum.
 - Classrooms are structured and organized to enhance achievement for students with differences in language proficiency.
 - Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and library.
 - Content area teachers will provide meaningful lessons that strengthen background information and promote the literacy of the student.
12. What new programs or improvements will be considered for the upcoming school year?
- N/A
13. What programs/services for ELLs will be discontinued and why?
- There will be no discontinued program at P.S. 59.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- English Language Learners participate along the monolingual population entirely in the full schedule and programming. The schedule we function under is an integrated one. ELLs along with monolingual students participate in all subjects . There are no distinctions between ELLs and Non- ELLs when it comes to participating in activities or programming. This practice ensures a cultural understanding among students and personnel. The school ensures that the ELLs ' and non-ELLs' social, academic and emotional needs for that matter are addressed while participating in the programs of the school. The After School and Supplemental Services for ELLs is through the Title III Program . This takes place after school once a week from 2:30-5:30. The goal of this program is to accelerate The English language through the use of many activities through literacy in the content areas, hands-on activities in exploration, reading and writing are incorporated in social studies and science areas.
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.
- Accessibility to technology, which includes computers and audiovisual equipment, is available and utilized in the classroom, laboratories and the library.
 - Newcomers use [reading a-z.com](http://readinga-z.com) which combines basic vocabulary development with phonics-based beginning reading instruction to create integrated learning through technology.
 - Transitional students are assisted for two years. Students are placed in a Monolingual setting with ENL services on a weekly basis. Articulation among staff members, parent coordinator, school leadership and guidance coundelor is ongoing throughout the year to support ELLs. The guidance counselor's objective is for all students to achieve. The guidance program offers ELL students various approaches to acquiring a sense of ease, being aware of potential language barriers yet encouraging them to achieving high standards. The guidance counselor presents ELL students a comprehensive guidance program designed as an integral part of the overall school curriculum and includes; Making and Keeping Friends, Respect Yourself and Others, Avoid and Prevent Bullying and Teasing, Identify Your Personal Strengths. Articulation is an integral part of the school program providing students and parents with information about new schools, offers parents and students support in completing applications, addresses questions and concerns as they arise and provides students with social support during the transition. Transitional students attend the After School program Expanded Learning Time, (ELTNYC) Content Areas: English Language Arts, Math, Science and Social Studies. The school Library

has many native language materials available for students in different genres such as novels, fiction, social studies, science, biographies, glossaries and dictionaries. The Library also has the P.S.59Library.org link which has information in many languages on the left hand side of the page.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

During orientations at the beginning of the school year with parents of newly enrolled ELLs, pertinent information is shared along with a tour of the school premises to make them feel welcomed. The ENL Coordinator, Parent Coordinator along with the Guidance Counselor ensure that the parents and students are aware of all the activities and programs available for them and all concerns are addressed. The students are introduced to the pertinent personnel to provide social support during the transition.

19. What language electives are offered to ELLs?

N/A

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)?

We do not offer a DL program at this moment. However, if the need arises one will be created.

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.)
The Professional Development plan for ENL and all other teachers of ELLs will be a series of workshops that will take place over the course of the 2015-2016 school year from September 2015 to March 2016. Each session will take place on professional development Mondays and run 45 minutes in length. ENL teachers will provide themselves with their own professional development plan. ENL teachers will also create and provide ELL professional development for all other teachers of ELLs. ENL teachers will also attend Professional Development offered by The Department of English Language Learners and Student Support when applicable

Administrators and Secretaries are offered P.D through out the year by the BSFC, Principals meetings and D.O.E.

PS59 Professional Development Topic Overview 2015-2016

Monthly:

September 21, 28	: Developing rigor across the curriculum
October 5, 19, 26	: Looking closely at student work products
November 2, 9, 16, 23, 30	: Close Reading
December 7, 14, 21	: Shared Reading
January 4, 11, 25	: Word Study
February 1, 22, 29	: Fundamentals of teaching Reading
March 7, 14, 21, 28	: Unit Planning across the curriculum
April 4, 11, 18	: Planning for Multiple Entry Points
May 2, 9, 16, 23	: Danielson Framework PD
June 6, 13, 20, 27	: Using Technology in the classroom (SmartBoard training)

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?
Professional Development will be provided to ENL and Teachers of ELLs according to the following schedule of dates and topics to be covered:

9/21/15-ENL Teachers-Examining Spring 2015 NYSESLAT Results-Teachers will examine test results to align instruction for ELLs, record student progress and use NYSESLAT Data to Target Instruction for ELLs.

9/28/15-All Teachers of ELLs-Teachers will review scaffolding strategies and examine their own use of these strategies in the classroom.-Article: The Power of Teacher Collaboration by Lily Jones, Video: Collaborating to plan a CCSS Lesson for ELLs from theteachingchannel.org

10/05/15-ENL Teachers-Introduction to Co-Teaching and Collaboration-Teachers will read an article on Collaboration and preview a video about it to plan a CCSS Lesson for ELLs, Q and A following video. Web article via Reading Rockets from the U.S. Dept. of Education: Best Practices for ELLs: Small-Group Interventions

10/19/15-All Teachers of ELLs-Reading Interventions for ELLs-Teachers will examine common characteristics of successful reading programs and discuss way to implement best practices. Web article via Reading Rockets from the U.S. Dept. of Education: Best Practices for ELLs: Small-Group Interventions

10/26/15-ENL Teachers-Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners-Chapter 2: Why is Collaboration needed?-Teacher will generate a list of challenges and solutions within the co-teaching models. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove.

11/02/15-ENL Teachers- -Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners-Chapter 7- Design for Co-Teaching (Section 1.)Teachers will discuss changes that are needed to facilitate the co-teaching model. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove.

11/9/15-ENL Teachers-Launching the Co-Teaching Team: ENL and Administration Collaboration-Teachers will meet with an administrator and discuss the implementation of the ELL-Co-Teaching model. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove, Pg. 96.

11/16/15-ALL Teachers of ELLs-Writing Interventions for ELLS-Teachers will review eight writing strategies in grade level groups and apply them to a current writing lesson. Web article: Considerations for ELLs-www.brow.edu/academics/education-alliance/teaching-diverse-learners/strategy-1

11/23/15-ENL Teachers--Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners-When do Collaborative Teams meet? Teachers will focus on three main parts of collaboration: lesson planning, delivery, personal reflection. Teachers will generate planning pages/checklist to incorporate all three crucial areas into their co-teaching. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove, pg.122.

11/30/15-ENL Teachers---Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners Chapter 4: Essential Components of a Collaborative ESL Program-Teachers will focus on the following instructional activities: E.S.C.R.O.W.

checklist and Curriculum mapping (pg. 67). Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove

12/7/15-ENL Teachers- Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners Chapter 4: Essential Components of a Collaborative ESL Program: Co-Teaching Models-teachers discuss advantages and challenges of each models. These will be revisited at a future P.D.). Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove

12/14/15 All Teachers of ELLs-Writing Prompts: Making them more accessible for ELLs-Teachers will practice rewording writing prompts for ELLs. Ready-Gen and Code-x Teachers' Manuals, theteaching channel.org video-The Writing Recipe.

12/21/15-ENL Teachers- Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners Chapter 4: Non-Instructional Activities of of Co-Teaching. Teachers will read and discuss joint professional development, teacher research and preparation for joint parent-teacher conference.). Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove

1/4/16-ENL Teachers-- Book Study: Collaboration and Co-Teaching: Strategies for English Language Learners Chapter 4: Lesson Study Teams. Teachers will read the Lesson Study Teams section of the book and watch a video about observing lessons to evaluate them and revise if necessary. Teachers will plan for peer lesson observations and feedback. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove. Video: Observing for Learning- theteachingchannel.org.

1/11/16-ENL Teachers-Co-Teaching Observations: Collaborate with an administrator. Teachers will create an assessment for the ELL collaborative model with an administrator that will coincide with the MOSL Teacher Rating System. . Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove. (Pages 172-173)

1/25/16-ENL Teachers-Revisit Co-Teaching Models. Teachers discuss challenges and solutions for prior and future instruction. Collaboration and Co-teaching: Strategies for English Language Learners by, Andrea Honigsfeld and Maria G. Dove. Video-Working together to reflect and adjust lessons-theteachingchannel.org

2/1/16-All Teachers of ELLs-diverse Learners: Meeting the needs of ELLs and all other students in your classroom. Teachers will review and discuss six differentiation strategies for ELLs. Article-Meeting the Needs of Diverse Learners. Video: Teaching Practice: Using Sentence Frames to Jumpstart Writing. Theteachingchannel.org

2/8/16-ENL Teachers-Frontloading for ELLs. Teachers will read an article about the importance of frontloading and implement strategies into lessons. Article: frontloading for ELLs: Building Concepts and Vocabulary before Reading. www.literacyspecialists.com

2/22/16 -All Teachers of ELLs-Reviewing SIOP Strategies. Teachers will view a slideshow and review the checklist of strategies. Focus will be on which strategies need to be strengthened in the co-teaching classrooms and in pull-out groups. SIOP Practice and Application M. Maehara, E. Garcia.

3/14/16-ENL Teachers-The Power of Two. Teachers will watch the first part of the Power of Two DVD. Topic: Co-teaching defined, essential components, 5-part framework. DVD: The Power of 2 by, Marilyn Friend.

3/21/16-ENL Teachers-The Power of Two. Teachers will watch the second half of the Power of Two. Topics: Shared System of beliefs, prerequisite skills, collaboration and classroom practice. DVD: The Power of 2 by, Marilyn Friend.

3/28/16 -ENL Teachers-The Power of Two plus 1. Teachers will meet with an administrator and view the Administrative roles and perspectives piece of the video and discuss revisions of school implementation of the model. DVD: The Power of 2 by, Marilyn Friend.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? The support that we provide our staff to assist ELLs as they transition from Elementary to Middle School is provided through training and data. Classroom Teachers of ELLs will attend a PD given by the ENL Teachers to address progression levels of ELLs and how to differentiate the common core curriculum for these students at the Middle School level. Teachers of ELLs will also receive a list of the ELL students in their class with their performance level on the 2015 NYSESLAT and the number of years they have been in the program as well as any other pertinent information about the child. The date of the PD is 9/15/15. The PD Entitled ELL Descriptors and Differentiation will focus on teachers aligning the ELL students in their class to the WIDA Descriptors and learning how to differentiate for these descriptors in the content areas. Materials to be used are WIDA Descriptors grades 3-5 and WIDA Focus on Differentiation Part I, May 2012 WIDA Consortium. The Guidance Counselor works with parents (in their preferred language), staff and ELL students in visiting middle schools, attending open houses that explain middle school expectations of students, hours of operation, dress code, as well as services offered to ELL students. In their preferred language, the Guidance Counselor assists parent in completing middle school applications as well as discussing the process that follows.
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.

Our school makes sure that the professional development requirements as per CR Part 154 are met for teachers of ELLs and ENL teachers by coordinating Monday Afternoon and Staff Development Day PD with Ms. Basu, the Principal and all coaches and staff developers in our school who all will receive the ELL PD calendar before the start of the next school year. PD was specifically aligned to the new requirements of CR Part 154 to assure complete compliance. All attendance rosters, agendas, materials provided and meeting notes will be maintained in a binder in Ms. Montemoino's Office named ENL/Teachers of ELLs PD 2015-16. All PD records such as agendas, attendance and materials are kept in binders.

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?

Our ENL teacher will offer ELL Parent meetings on Tuesdays from 2:20-3:00. All parents of ELLs will be requested to meet with their child's ENL teacher at least one time during the school year to discuss their child's language development progress, results of the NYSESLAT, child's language development in the content areas and the goals of the ENL program. Ms. Montemoino speaks Spanish so she will provide translation for Spanish speakers. For all other languages, The Translation and Interpretation Unit Over-the-Phone translation service will be used. A letter written in the parent's language of choice on school letterhead will be sent home to invite the parent to the meeting. Parents unable to attend on a specified day and time will be rescheduled through another letter or a phone call. In the event that the parent is unable to come to school, a phone call conference will be conducted.

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.

A copy of all letters sent home will be kept on file in a binder under Annual ELL Parent Meetings in Ms. Montemoino's office. Additional communication needed through letters sent home to parents will also be maintained in this file. ENL teachers will create a documentation log of phone calls made to the parents inviting them to the Annual Parent Meetings and or conferences conducted by phone with the parent. These logs will include notes of what was discussed and will be kept in Ms. Montemoino's Office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our school offers many opportunities for our ELL parents to become involved in the school community. There is a PA in our school that is very active in supporting our students and the school. The PA meets monthly in the evening and encourages all parents to become members. We also offer ELL parents an Afterschool ENL Program. This program teaches basic English language skills to our parents. There are several staff members who are bilingual in Spanish, French, Italian and Igbo languages who will assist the parents if the opportunity presents itself. We also have the Translation and Interpretation Unit services offered by the D.O.E will assist parents with written translation and over the phone interpretation services.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school partners with various agencies and organizations in the community such as St. Barnabas Hospital Partners in Health who conducts various health related workshops. The Committee for Hispanic Children who provide family resources and workshops. We also have the Translation and Interpretation Unit services offered by the D.O.E will assist parents with written translation and over the phone interpretation services.

5. How do you evaluate the needs of the parents?

The needs of parents are evaluated through a series of avenues in their language such as Parent Surveys, phone calls, Parent/Teacher Conferences at the end of workshops, Title 1 Parent Involvement and ongoing orientations. The role of the Parent Coordinator is to create a welcoming environment between parents and staff. Also to promote parent involvement in school and at home. The parent coordinator is there to assist any parent concern with their child in the classroom setting. We also have the Translation and Interpretation Unit services offered by the D.O.E will assist parents with written translation and over the phone interpretation services.

6. How do your parental involvement activities address the needs of the parents?

Parental activities address the needs of parents through various literacy resources, attending to the concerns of the community, illnesses, empowering parents to become involved and help their children become involved with the community as well. Their needs are also assessed by parent polls that are conducted during PA meetings. We will also address parents' needs at the Annual ELL Parent Meetings and bring them to the attention of administration if necessary.

D. Additional Information

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

Paste response here:

School Name: 059

School DBN: 10

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)
Sita Basu	Principal		1/1/01
Fiona Tierney	Assistant Principal		1/1/01
Robert Ramirez	Parent Coordinator		1/1/01
Carmen Montemoino	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Ruth Levantis	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Justine Elezaj	Coach		1/1/01
	Coach		1/1/01
Liza Lugo	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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

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

Before you begin, please check the following:

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

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

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

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

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

When a parent enters our school building to register a student, the school secretary makes contact with the ENL Coordinator or trained pedagogue to quickly identify whether a language interpretation/translation service is required. Language interpretations can be provided by the school or the translation and interpretation unit. Upon evaluation by the ENL Coordinator, she determines whether the parent need further assistance with translation and or oral interpretation. If the parent does not speak Spanish the office makes contact with the translation and interpretation unit for further assistance. The ENL Coordinator, Parent Coordinator and most of the staff in the main office speak Spanish; which is the major language spoken at our school. They translate or interpret any information to that parent in Spanish. According to our data, the ATS reports, completed HILS forms and NYSITELL information shows that Spanish is the major language at P.S.059. Any letters send from our school is also provided in English and Spanish. Also other ways to collect data are ATS report of preferred languages , Blue card data, Parent Surveys, Teacher survey collected by class.

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

Currently in our school we have 605 students. According to the Home Language Report for our school student population consists of the following:
383 English speaking students
203 Spanish, French 3, Arabic 3, Bengali 1,

EWE 2, Fulani 1, Hausa 1, Mandinka 2,
Sonike 1, TWI 3, Wolof 1, and Yoruba 1

In order to meet the needs of the different types of languages the school utilizes translation and interpretation unit services provided by the DOE. The school also utilizes the language translation kit for parents to guide the school with providing the necessary support for our parents. The school community which includes administration, teachers and parent coordinator are aware of the language needs of our school via parent newsletters and its report findings that are discussed in committees.

Part B: Creating a Communications Calendar

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

PS 59 provides parents with translated communication in their preferred language, including all bulletins, messages, newsletters, etc.

When needed, or upon parent request, written translation services can be provided by an outside agency, such as The Translation Unit Service or a capable in-house school staff or parent volunteer. We also use the Language Access Kit for Schools to access written translation and oral interpretation services for Parents of English Language Learners. The following services were requested on November 13, 2014 for an IEP translation on December 2, 2014. For testing interpretation the requests were on 3/2/15 for 3/9/15 and a request was made 11/13/2014 for 11/20/14.

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

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

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

Part C: Providing Language Assistance Services

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

Each parent whose primary language is other than Spanish or English at our school we will contact the translation and interpretation unit via phone for assistance. All written communication between the home and school is distributed in both English and Spanish. However, in special cases where the language is not English or Spanish we will utilize the resources-language translation and interpretation kit- that was provided by the Department of Education as much as possible to ensure that parents are notified about issues of safety and instruction in their Home Language. Many compliance documents that have been translated and provided for at the schools.nyc.gov site will also be utilized to help meet the needs of our parents prefer language. The Translation and Interpretation Unit Services will be utilized as needed. The "Big Word" vendor will be used for P.T.C and IEP, Testing interpretations.

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

Oral interpretation will be provided by the bilingual (Spanish) Parent Coordinator, with the assistance of interpreters from the Translation and Interpretation Unit via phone when the need arises. Oral interpretations will be available during curriculum nights, parent meetings, parent workshops and parent-teacher conferences. Since most of our families and a high percentage of our staff are Spanish speaking, it is easy to communicate. For those families that speak other languages the school will reach out to members of the community who would be willing to provide interpretation services during these events or utilize the translation and interpretation services provided by the DOE.

Part D: Training Staff on Policies and Procedures

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

The ENL and the Parent Coordinators provide the staff in September the following resources: T and I brochure, language ID guide, language palm card and the Parents Bill of Rights via e-mail and a meeting as well at the beginning of the school year.x Teachers will also receive the phone number of the interpretation service unit. On 9/21/15 all teachers and staff received a copy of "I Speak" card which include the phone number for over the phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

Each parent whose primary language is a covered language and who requires language assistance services will receive a copy of the Bill of Parent Rights and Responsibilities. All written communication between the home and school is distributed in both English and Spanish. However, in special cases where the language is not English or Spanish we will utilize the resources-language translation and interpretation kit- that was provided by the Department of Education as much as possible to ensure that parents are notified about issues of safety and instruction in their Home Language. Copies of chancellor regulations A-663 will be made available to all staff and parents. A display at the lobby of the school will exhibit all the documentation of the Checklist of Notification Requirements and the pertinent documents will also be available at the main office and the security desk. All notification documents can be found at the Translation and Interpretation Units intranet site. http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

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

The school will gather parent surveys at the beginning and at the end of the school year. Surveys will also focus on the quality and availability of translation and interpretation services. These surveys will help P.S.059 monitor the progress for these services. Parents of all languages will be asked to attend a meeting to gather feedback and best practices on services available for them.