



P.S. 58 – THE CARROLL SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 15K058
ADDRESS: 330 SMITH STREET BROOKLYN, NY 11231
TELEPHONE: (718) 330 – 9322
FAX: (718) 596 – 2969

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot	6
SECTION IV: NEEDS ASSESSMENT	9
SECTION V: ANNUAL SCHOOL GOALS	10
SECTION VI: ACTION PLAN	11
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	19
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..Error! Bookmark not defined.	13
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	23
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	17
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS	18
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT	23
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) ..Error! Bookmark not defined.	24
APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICSError! Bookmark not defined.	25
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10Error! Bookmark not defined.	35
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)Error! Bookmark not defined.	36

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 58 **SCHOOL NAME:** The Carroll School

SCHOOL ADDRESS: 330 Smith Street Brooklyn, New York 11231

SCHOOL TELEPHONE: (718) 330 – 9322 **FAX:** (718) 596 – 2969

SCHOOL CONTACT PERSON: Giselle McGee **EMAIL ADDRESS:** Gmcgee@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jayne Perlman

PRINCIPAL: Giselle McGee

UFT CHAPTER LEADER: Danielle Lehtinen

PARENTS' ASSOCIATION PRESIDENT: Lisa Baker

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 15 **SSO** CFN 306

SSO NETWORK LEADER: Margarita Nell

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Giselle McGee	*Principal or Designee	
Danielle Lehtinen	*UFT Chapter Chairperson or Designee	
Lisa Baker	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Stephen Cedarmark	UFT Member	
Katie DelloStritto	UFT Member	
Leslie Richmond	UFT Member	
Jayne Perlman	Assistant Principal	
Magda Cruz	Parent Member	
Chelsea Mauldin	Parent Member	
Julie Overeynder	Parent Member	
Erin Kelly	Parent Member	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 58 is a community elementary school with classes in grades pre-Kindergarten through five. In 2007, we celebrated our 50th Anniversary. Some of our current students are children or grandchildren of former students and some have recently joined us from around the globe: Europe, Central and South America, Asia and Australia. We are a diverse community with families from all socio-economic groups. We value the involvement of our families—students and parents—who together with our staff shape the heart and soul of our community.

We tailor our teaching to the individual needs of our students. We differentiate our instruction to support those who need extra help and to engage those who require additional challenges. Our primary literacy program is the Columbia Teachers College Reading and Writing Workshop Model. We use Everyday Math as our primary mathematics program, adding elements of TERC investigations and Math in the City as enhancements in some areas. Teachers confer frequently with students and collect data through observations and assessments to identify the specific needs of each student throughout the year.

P.S. 58 believes that each child's special interests, talents and gifts should be nurtured and used as a springboard to enhance their learning in school, and out of school. Our approach to teaching is based on the School-wide Enrichment Model, which seeks to infuse enrichment learning opportunities into all aspects of the school curriculum. We offer students access to stimulating educational experiences in multiple subject areas. We have a strong arts program, which includes visual art with one of two certified art teachers and music instruction for all grades, including our well-known strings music program. Our faculty includes two science teachers. Students in all grades learn to use the scientific method to answer questions about their world.

Additionally, we offer our students frequent trips, a visiting authors program and talks with other guest speakers, performances and special projects for individuals and small groups. This exposure leads to independent and active learning in which students are meaningfully engaged.

Some of our many collaborative partnerships include: Pratt Institute, American Ballroom Theater, Classic Stage Company, Days of Taste, the Guggenheim Museum of Art, the Brooklyn District Attorney's Office Legal Lives Program, the French Embassy, French Education in New York, the Piano School of New York, Chess in the Schools, and the Gowanus Dredgers. Our P.T.A. runs a strong and vibrant after school program, with interest courses offered in drama, robotics, music, language, sports and more.

Recent initiatives include the introduction of a Dual Language French/English Program which includes two classes in Kindergarten, First, Second and Third Grade and will eventually be offered from Kindergarten to Fifth Grade. Our new web site, www.ps58.org, will be a nexus of communications among all parts of our school community. Our Technology Committee, comprised of staff and parents, has outfitted our computer lab, library and classrooms with state of the art equipment. Student community service initiatives include overseeing school-wide recycling, a computer Mouse Squad, the Little Grass Roots environmental blog, classroom and specialty blogs, and the Penny Harvest philanthropic roundtable. In addition we have introduced Project Based Learning to our children.

P.S. 58 is part of the CFN 306, Grapevine.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	The Carroll School			
District:	15	DBN #:	15K058	School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	71	70	74		93.4	93.3	93.3		
Kindergarten	68	87	102						
Grade 1	71	78	93	Student Stability: % of Enrollment					
Grade 2	55	69	67	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	71	66	67		93.6	96.8	97.9		
Grade 4	53	64	66						
Grade 5	50	51	72	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2006-07	2007-08	2008-09		
Grade 7					38%	Univers al system	Univers al system		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					1	1	2		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	444	485	547		0	0	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-	31	34	35						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	12	19	18	Principal Suspensions	22	4	1
Number all others	31	37	35	Superintendent Suspensions	10	7	2
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	4	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	4				
# receiving ESL services only	23	24	27	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	5	4	2	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	27	36	42
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	8	9
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	9	8	15
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	.4	.2	.0	Percent more than two years teaching in this school	51.9	47.2	59.5
Black or African American	13.1	12.6	12.1	Percent more than five years teaching anywhere	37.0	33.3	31.0
Hispanic or Latino	32.7	29.1	24.3				
Asian or Native Hawaiian/Other Pacific Isl.	7.7	8.2	8.6	Percent Masters Degree or higher	74.0	69.0	71.0
White	46.2	49.9	55.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED)	92.0	100.0	100.0
Multi-racial							

DEMOGRAPHICS						
Male	52.0	53.2	52.6	definition)		
Female	48.0	46.8	47.4			

2008-09 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance	<input checked="" type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>	If yes, area(s) of SURR identification:		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="radio"/> In Good Standing	<input checked="" type="radio"/> Improvement – Year 1	<input checked="" type="radio"/> Improvement – Year 2	
<input checked="" type="radio"/> Corrective Action – Year 1	<input checked="" type="radio"/> Corrective Action – Year 2	<input checked="" type="radio"/> Restructured – Year ____	

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	In Good Standing	ELA:	
	Math:	In Good Standing	Math:	
	Science:	In Good Standing	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	√	√				
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander						
White	√	√				
Multiracial						
Other Groups						
Students with Disabilities	√	√				
Limited English Proficient						
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	6	5	2			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor	-	Insufficient Number of Students to Determine AYP Status		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Target

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	93.2	Quality Statement Scores:	N/A
Category Scores:		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	10.2	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 30% of the Overall Score)	20.0	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 55% of the Overall Score)	60.0	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	N/A
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

** What student performance trends can you identify?

- In Social Studies we have noticed that for the past two years, boys have scored significantly lower than girls
- In Social Studies, last year blacks and Hispanics scored less than whites and Asians
- Over the past few years our bottom third and IEP students have been showing tremendous improvement in ELA and Mathematics

** What have been the greatest accomplishments over the last couple of years?

- Level of improvement amongst our IEP students
- Over the past few years our bottom third and IEP students have been showing tremendous improvement in ELA and Mathematics
- As a school our ELA and Mathematics scores continue to rise

** What are the most significant aids or barriers to the school's continuous improvement?

- Identifying Economically Disadvantaged students, who we know are underperforming compared to all students
- Bringing these students to the attention of teachers and other staff in the school to provide additional support to them

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. We will improve the quality and stamina of our writing by increasing writing across the curricula. There will be a 3% increase in scores in either TC running records, Acuity/IT/Predictive exams, writing on demand pieces and/or NYS ELA exam
2. To improve our problem solving strategies as measured by internal and external assessments. 3% increase in scores in either Everyday Mathematics unit assessments, Acuity/Predictive and ITA, Project Based Learning math activities or the NYS Math exam in regard to problem solving
3. Use the New York City “Blueprint for The Arts in the Moving Image” to introduce project based learning in order to support and advance our IEP students. We will see a 2% increase in English Language Arts state scores
4. To support our French dual language program growth. We will sustain our (2) two self-contained kindergarten and first grade classes as well as implement a side by side instruction model for second and third grade and prepare to implement two fourth grade side by side classes for September of 2011. We will increase our dual population by 48 children each September
5. Begin to align the Common Core State Standards to our school's instructional initiatives. By June 2011, curricula will be aligned to key standards

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will improve the quality and stamina of our writing by increasing writing across the curricula. There will be a 3% increase in scores in either TC running records, Acuity/IT/Predictive exams, writing on demand pieces and/or NYS ELA exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to improve our ELA and meet the needs of all children we have:</p> <ul style="list-style-type: none"> • Used our budget to hire Teachers College Staff Developers to work with our K-2 teachers and students and our 3-5 teachers • Empowered a teacher to become a coach who will support all teacher with the reading and writing curriculum • Purchased additional calendar days so that more teachers can attend professional development at Teachers College • 2 teachers will attend a Leadership Study Group at Teacher’s College • 2 teachers will attend a Specialty Study Group at Teacher’s College • The coach will attend the Coach Study Group at Teacher’s College • The Assistant Principal will attend the Assistant Principal Study Group at Teacher’s College • Hired a part time librarian to enhance the literacy curriculum, teach students research skills, improve literacy and promote a love for reading and writing • Through an SBO vote teachers are given an hour lunch so that once a week they can meet and look at students’ work, plan and brainstorm ideas • Teachers are given a sixth preparation period a week where they are given continuous instruction on how to look at data, analyze it, and ways to use it to plan for instruction • Through an SBO vote, every Monday morning for 37 ½ minutes teachers will meet in teams to analyze high, medium and low pieces of student work which will help drive instruction • Through professional development opportunities, lessons are modeled for teachers so that best practices are shared across the grades and curriculum areas

	<ul style="list-style-type: none"> • A “Vertical” ELA team was created to focus on student work in each grade, and discuss the expected growth from one year to the next • We encourage and provide coverage for inter-visitations and intra-visitations to learn from one another and build capacity • Our teacher of English language learners receives training to better support these students, in part using a push-in model • All faculty members are encouraged to attend various professional development opportunities to further their teaching and learning • Our child study team reviews the needs of students who are not on level in writing and each student is provided with intervention • Organize parent workshops on a variety of topics from understanding leveled reading to ways to helping your child in writing • SLT grant committee and administration frequently research and apply for applicable grants to meet the needs of all students • Our parent coordinator arranges for Learning Leaders to assist teachers • Partnerships are formed with local and city colleges to provide student teachers in order to share best practices as well as assist our classroom teachers, specialty teachers and service providers <p>Responsible Staff Members: Principal, Assistant Principal, K-5 teachers, AIS teachers, ESL teacher, Parent Coordinator, Child Study team, and SLT Grant committee</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Fair Student Funding and Children First Funding will be used to:</p> <ul style="list-style-type: none"> • Hire Teachers College Staff Developers to work with our K-2 teachers and students, and our 3-5 teachers and students • Purchase additional calendar days so that more teachers can attend professional development at Teachers College • Hire a part time librarian to enhance the literacy curriculum, teach students research skills, improve literacy and promote a love for reading
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of student’s writing in grade meetings • Review of Conferencing notes during writer’s workshop • Improvement on “On Demand” writing assessments • Periodic Review of Writing Journals and Teachers College Writing Assessments • Improvement in student’s daily writing across all subject areas • Improvement in student writing stamina • New York State ELA exam

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve our problem solving strategies as measured by internal and external assessments. 3% increase in scores in either Everyday Mathematics unit assessments, Acuity/Predictive and ITA, Project Based Learning math activities or the NYS Math exam in regard to problem solving</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to improve our Math progress and meet the needs of all children:</p> <ul style="list-style-type: none"> • We used our budget to hire Dev Armitage to work with our teachers, and students • We are piloting a Performance Based Assessments in Mathematics • We are working closely with our Network Math Specialist to support our growth in mathematics • Through an SBO vote, every Monday morning for 37 ½ minutes teachers will meet in teams to analyze high, medium and low pieces of student work which will help drive instruction • Several Extended Day math programs will be created so that the curriculum can be differentiated in order to meet the needs of all children • We send our teachers to various professional development opportunities offered through our CFN, UFT, and Math in the City • Through professional development opportunities, lessons are modeled for teachers so that best practices are shared across the grades • We encourage and provide coverage for inter-visitations and intra-visitations to learn from one another and build capacity • Our Science specialty teacher and classroom teachers are now collaborating and planning together to see the relationship of math across content areas • Through an SBO vote teachers are given an hour lunch so that once a week they can meet and look at students’ work, plan and brainstorm ideas • Teachers are given a sixth preparation period a week where they are given continuous instruction on how to look at data, analyze it, and ways to use it to plan for instruction • A “Vertical “ Math team was created to focus on problem solving in each grade, and discuss the expected growth from one year to the next • Our child study team reviews the needs of students who are not meeting mathematical standards and will be provided with intervention opportunities • We plan on conducting our annual Family Math Night for parents and children • Organize parent workshops on a variety of topics from understanding the different strategies of solving problems to grade specific curriculum

	<ul style="list-style-type: none"> • Our parent coordinator arranges for Learning Leaders to assist teachers • Partnerships are formed with local and city colleges to provide student teachers in order to share best practices as well as assist our classroom teachers, specialty teachers and service providers <p>Responsible Staff Members: Principal, Assistant Principal, Inquiry Team, Child Study Team, and Vertical Math Team</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Hire staff developers to work with our teachers and students • Provide mathematics remediation and enrichment during Extended Day
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of student’s math and science work • Math conferring notes • Periodic Review of Math Journals • Everyday Mathematics end of unit assessments • Acuity Predictive Math assessments • ITA Math exams • New York State Math exam

Subject/Area (where relevant): Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Use the New York City “Blueprint for The Arts in the Moving Image” to introduce project based learning in order to support and advance our IEP students. We will see a 2% increase in English Language Arts state scores</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Beginning in September and continuing until June:</u></p> <ul style="list-style-type: none"> • Supplement the curriculum with the introduction of project based learning • Empower a teacher already on staff to become the media teacher of the project lab • Develop innovative lessons linking technology, media arts, and environmental sciences to the curriculum to promote student interest and achievement • Students will be introduced to photography and filmmaking • Students will work in small groups in the lab and in the classroom to ensure differentiation • Students will learn about the environment and become active citizens engaging in problem solving activities • Teachers will learn how to implement project based learning throughout the year • Students will use Mac computers, flip video cameras, digital cameras, scanners, editing software, social media, and online collaboration <p>Responsible Staff Members: Principal, Assistant Principal, and Teachers in grades 1-5</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Purchase flip cameras • Purchase additional laptops
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students will complete a short film project addressing the Gowanus Canal environmental crisis • Students will present their work at the end of their class cycles • Students will understand that film can be artistic, technological, and an educational tool

Subject/Area (where relevant): French Dual Language Program

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To support our French dual language program growth. We will sustain our (2) two self-contained kindergarten and first grade classes as well as implement a side by side instruction model for second and third grade and prepare to implement two fourth grade side by side classes for September of 2011. We will increase our dual population by 48 children each September.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Beginning in September and continuing until June:</u></p> <ul style="list-style-type: none"> • Hire a Coach that will assist all teachers in assessing students; teach social studies to 2nd and 3rd grade dual language classes, lead a team of bilingual teachers in tracking students and determining an appropriate course of action for low performing students; lead a team of bilingual teachers in developing the curriculum and establishing continuity throughout the grades and provide AIS on a weekly basis for 2 small groups of bilingual children • We will establish a French After School Homework help class to meet the needs of children and provide support for parents in the program • Communicate with French dual language literacy experts • We will participate in professional development opportunities offered by the Office of English Language Learners related to Dual Language and Best Practices for Learning a Second Language, as well as the Community Learning Support Organization ELL Study Group and Native Language Arts study group led by Cynthia J. Felix • Teachers will attend bilingual conferences to enhance teaching and learning • We will implement a structured mentoring program for our new dual language teachers with greater support them previously given covering both team and grade concerns • Teachers will receive books written by experts for professional development sessions and will conduct study groups to discuss the areas they feel are most relevant to their teaching needs and students’ academic needs • We will continue to visit similar dual programs and collaborate with them • We will create a French parent group in order to build capacity. This group of parents will support one another as children travel through the grades • We will create a French Dual Language liaison committee that informs parents of all the dual language happenings • We will empower parents to establish a French lending library. Parents will make dictation tapes, poetry CDs, etc to include in the collection • Parents will create a French committee to explore Middle School opportunities • Parents will organize a Gazette newsletter at Carroll Library for and by students

	<ul style="list-style-type: none"> • We will have several parent meeting throughout the year to keep the parents informed and to be pro-active with communication • We will create a student recruitment committee where Francophone parents from our dual language program will prospect diverse communities to recruit Francophone students for the 2010-2011 school year • The Assistant Principal and coach will write grants to support the needs of the program • We will create a partnership with a French Summer Camp that will be housed in our school to serve our children and community • Our school website will have an area dedicated to the French dual language program <p>Responsible Staff Members: Principal, Assistant Principal, Parent Coordinator, French Dual Language teachers, and ESL teacher</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Purchase leveled English and French books for classroom libraries through the ELL grant • Pay for per-session planning through the ELL grant • Hire a French-speaking substitute teacher
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Feedback from faculty, parents French embassy and ELL”S specialist will be used to further develop a 4th grade side-by-side instruction model • A certified dual language French teacher will be hired • The side-by-side classrooms will have necessary materials to meet the needs of students

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Begin to align the Common Core State Standards to our school’s instructional initiatives. By June 2011, curricula will be aligned to key standards</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Conduct professional development opportunities during but not limited to grade and lunch meetings, faculty conferences, etc., for all faculty explaining New York Learning Standards; Common Core State Standards • Teachers will analyze student work and align it with the Common Core State Standards • Create (2) Common Core Curriculum Inquiry teams; K-2 and 3-5 • The Vertical Literacy and Math team will work alongside the Common Core Curriculum Inquiry teams to align the curriculum with the standards <p>Responsible Staff Members: Principal, Assistant Principal, K-5 Teachers, Parent Coordinator, PTA members, Specialty Teachers</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Provide professional development for our teachers
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teachers will develop a deeper understanding of the Common Core State Standards • Teachers will understand how to read grade level standards • Teachers will be able to explain how the Common Core State Standards align with the curriculum • Teachers will be able to explain the purpose, focus, and organization of the Common Core State Standards

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	7	7	N/A	N/A	0	0	4	0
1	30	30	N/A	N/A	0	0	3	0
2	27	27	N/A	N/A	0	0	2	0
3	25	25	N/A	N/A	1	0	4	1
4	15	15	10	0	2	0	6	1
5	17	17	5	16	5	0	4	1
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: <ul style="list-style-type: none"> ➤ Extended Day ➤ Test Prep ➤ Small Group Instruction ➤ Wilson 	<ul style="list-style-type: none"> ➤ Extended Day provides children 37 ½ minutes of individualized ELA instruction ➤ Test Prep is provided during Extended Day tutoring ➤ Small group instruction is provided either through the pull-out or push-in model ➤ Wilson in small group instruction
Mathematics: <ul style="list-style-type: none"> ➤ Extended Day ➤ Test Prep ➤ Small Group Instruction ➤ Problem Solver Curriculum 	<ul style="list-style-type: none"> ➤ Extended Day provides children 37 ½ minutes of individualized ELA instruction ➤ Test Prep is provided during Extended Day tutoring ➤ Small group instruction is provided either through the pull-out or push-in model ➤ Supplement Everyday Mathematics with the implantation of the Problem Solver Curriculum
Science: <ul style="list-style-type: none"> ➤ Extended Day ➤ Test Prep ➤ Small Group Instruction ➤ Push In 	<ul style="list-style-type: none"> ➤ Our lower and upper grade science specialists provide enrichment classes for children during Extended Day
Social Studies: <ul style="list-style-type: none"> ➤ Extended Day ➤ Test Prep ➤ Small Group Instruction 	<ul style="list-style-type: none"> ➤ In combination with English Language Arts support, the 5th grade “At-Risk” students receive additional instruction. This support will focus on constructive response and document based questions relating to the New York State Social Studies Standards and exam
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ➤ The Guidance Counselor provides at-risk individual and small group counseling sessions during the school day for students in grades 3-5. Through play therapy in both individual and group settings, the guidance counselor helps students whose emotional issues have interfered with their academic progress. Push-in sessions are also conducted to assist with behavior management
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ➤ The School Psychologist is “on call” for crisis intervention
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ➤ The Social Worker facilitates socialization groups that focus on listening skills, empathy and discipline. In addition she counsels students individually and in group settings to address discipline, anxiety, family situations, empathy and social skills. Push-in sessions are also conducted to assist with behavior management

At-risk Health-related Services:

- The school nurse facilitates asthma awareness workshops monthly for a group of students who have asthma. She also provides training for the use of an Epi-pen

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1) (a)

Grade Level(s) K-5 **Number of Students to be Served:** 52 **LEP** _____ **Non-LEP**

Number of Teachers 8 **Other Staff (Specify)**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

PS 58, the Carroll School, is a Pre-K – 5th grade elementary school in Carroll Gardens, Brooklyn. Among the 792 students, 61% are White, 20% are Hispanic, 7% are African American and 12% other. Of these 792 students, 52 are English Language Learners (ELLs). The major languages other than English at PS 58 are Spanish and French. Additional languages include Arabic, Hebrew, Italian, Japanese, Polish, Portuguese, Russian, and Chinese.

One of our goals at PS 58 is to afford students the opportunity for high academic achievement while becoming bilingual, biliterate, and multicultural. We believe that these linguistic and cultural skills will enable them to function more successfully in a global society. We support the language needs of our ELLs through a French Dual Language Program and push-in, pull-out ESL model.

ELL Identification Process:

The first step in identifying English Language Learners begins at enrollment, when parents fill out the Home Language Identification Survey (HLIS). If a parent indicates that a language other than English is spoken at home, an informal oral interview is given by our licensed ESL teacher, Wendy Sharbutt. Parents are then given the appropriate HLIS to fill out in their native language.

The HLIS is then given to Ms. Sharbutt, our LAB-R Coordinator and licensed ESL teacher. Upon reviewing the HLIS, eligible students are then given the Language Assessment Battery (LAB-R) within ten days of enrollment. The LAB-R is the formal initial assessment used to determine whether a student is eligible to receive ESL services.

Once a student is identified as being an English Language Learner, Ms. Sharbutt sends home an entitlement letter in the home language to inform the parent of the three program choices offered here in New York City – Transitional Bilingual, Dual Language, and Freestanding ESL. An orientation meeting is set up with parents to give them the opportunity to watch a video detailing these three programs. At the orientation meeting, parents are given the Parent Survey and Program Selection forms. Present at this meeting is a parent interpreter, Ms. Sharbutt, and the parent coordinator, Joan Bredthauer. If parents are unable to attend an orientation meeting, they are given the video to watch at home and asked to return the above forms within ten days.

Once a child is placed in either the Dual Language Program or Freestanding ESL, their progress is evaluated annually through the New York State English as a Second Language Achievement Test (NYSESLAT).

In order to meet the linguistic needs of ELLs, parental choice, and part 154 mandates, PS 58's Language Allocation Policy will be as follows:

- ◆ Dual Language: 50% English & 50% French
- ◆ ESL Program Pull Out/ Push In: 100% English

Dual Language:

The Dual Language program at PS 58 is a developmental, language enrichment, biliterate/bilingual educational program that integrates students who are native English speakers and native speakers of French for all or most of their content area instruction. Therefore, the students of each language group serve as language models for each other. In addition, all students are developing their second language skills while learning content knowledge in both languages.

The Dual Language model language allocation policy is 50% of instruction is in English and 50% of instruction is in French. ELLs & EP students are integrated for all or most academic area instruction. The language allocation policy is carefully planned and strictly observed. The language allocation policy for the Dual Language program at PS 58 is as follows:

Self-contained Simultaneous Literacy Grade K-3:

Teaching Configuration: Stand Alone classes K and 1:

Within the self-contained configuration, there is one teacher who provides instruction in both languages at separate times. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (i.e. color codes for language, signs indicating language of day). The teacher plans what concepts and activities s/he will conduct in each of the languages.

Team Teaching Grade 2 and 3:

Within the team teaching class configuration, there are two teachers who provide instruction; one in French and one in English. They follow an alternate day pattern. One day of instruction is in English and one day is in French. Each classroom contains instructional materials in the appropriate language and the teachers plan what concepts and activities they will conduct in each of the languages.

During the literacy block for all six of the Dual language classes, the components of the balanced reading program are introduced in both the student's first and second language according to the alternating language pattern. Units of Study in Reading and Writing will be in an alternating month pattern English and French. Students receive literacy instruction in English and French daily. During this time, teachers will schedule the various components of a balanced literacy program by language. These components include readers workshop, read aloud, shared reading, word study, guided reading, independent reading, partner reading, and writing workshop.

Content Area Instruction:

To ensure that all students meet or exceed the standards, there must be both short and long term planning for content area instruction. It is particularly essential for Dual Language teachers to carefully plan, since he/she must also integrate language objectives into those content lessons.

All content area instruction, whether in one language or the other, becomes an opportunity for language development. Teachers will plan for content-obligatory language objectives (language skills that are fundamental to the content area) in addition to content-compatible language objectives (other related language skills compatible with the content being taught).

Content-obligatory and content-compatible language objectives include the following kinds of language skills:

- Functions (requesting/giving information, comparing/contrasting, describing, retelling, and summarizing)
- Vocabulary (according to the topic/theme)
- Grammar (question formation, adjective agreement, and comparatives)

Content area will be taught as follows:

- Math- English with French previews and Reviews
- Science- English through Clusters
- Social Studies- French and English (We will use Social Studies as the vehicle to introduce French culture to the Dual Language Class and other K classes).

Instructional Resources in French and English:

Classroom libraries that include books and other printed materials are appropriate for both groups of students; those learning English as a second language and those who are second language learners of French.

- Classroom libraries will contain authentic literature, (written by authors in French).
- Content area materials in both languages
- Assessment Tools in both languages

English as a Second Language Pull out/Push in Grades K-5:

For those ELL students who are not in the Dual Language class, English as a Second Language (ESL) is offered. English Language Learners are in self-contained, monolingual classes in grades K-5, and are pulled-out according to their proficiency levels, following Part 154 mandates.

The following chart shows the breakdown by grade:

Grade	# ELLs
K	6
1	6
2	4
3	3
4	3

5	2
Total	24

Instruction in the freestanding ESL program is provided 100% of the time in English. The language acquisition level of the student more than the grade will influence the types of tasks and scaffolds needed to support not only language acquisition but also grade level content-based instruction.

Instruction is based on content and units of study. Instruction is differentiated and scaffold based on the students' language abilities. Therefore, language acquisition is incorporated into content-based studies and not done in isolation. PS 58 uses the Balanced Literacy model of instruction and the Teachers College Readers' and Writers' Workshops. Instruction is scaffolded using ESL strategies and methods as the student progresses. The Balanced Literacy model of instruction provides skills which can be transferred to L2 as a student progresses, and as the student moves through the language acquisition stages, the use of more context-based vocabulary as well as more contextualized tasks and concepts are incorporated in additional subjects.

PS 58 also recognizes the importance of native language support in developing English proficiency. We offer native language support for newcomers and have been increasing our library of bilingual and native language books. These are available for students to take home and read with their parents in their native language, which strengthens the home school connection.

Additional steps to ensure that ELLs will meet or exceed standards include; ongoing professional development for all teachers. The 7.5 hours of required Jose P. ESL training will be provided with various professional development opportunities, including workshops in our building led by Ms. Sharbutt and Mrs. Celic on ESL methodologies and best practices, through workshops in our network and our CLSO, through the UFT, and through calendar days at Teachers College.

Parental involvement and community building are also recognized as essential for student success. Our school partners with the Fifth Avenue Committee on Adult Education, a neighborhood organization that offers free English lessons for adults. Our school offers many ways for parents to get involved, including the parents of ELLs. Within the ESL program, we have popular Potluck dinners several times a year where parents can meet other parents and families. These celebrations with the families are essential for community building and for outreach to assess the needs of the parents. We also provide homework support and tutoring for students when the parents do not speak the target language.

The ESL program at PS 58 follows the Part 154 mandates providing 360 minutes of ESL for Beginners and Intermediate students and 180 of ESL and 180 minutes of ELA for Advanced students, students in the Dual language French program also receive at least 180 minutes of Native Language Arts. Students who have reached proficiency receive intervention services and participate in the 37 ½ minutes Extended Day program.

To support instruction all classrooms will have:

- ◆ Print rich materials
- ◆ Word Wall with pictures
- ◆ Multilingual and multicultural libraries
- ◆ Listening Centers
- ◆ Strategy charts related to current unit of study in Reading, Writing and Math
- ◆ Charts modeling correct language usage
- ◆ Flow of the Day times with pictures

Our plan for Students with Interrupted Formal Education (SIFE) includes identifying these students as soon as possible when admitted. We then make individual learning plans according to their needs. For any long term ELL student who needs extension of services, we offer them academic intervention based on their specific needs. AIS is available for both upper and lower grades, and in content areas.

Newcomers to this country receive mandated 360 minutes of ESL instruction a week. They are taught in small groups for maximum opportunities to work on listening, speaking, reading and writing. They are given instruction in both basic interpersonal communication skills (BICS) and content area instruction, as well as taught using collaborative interactive projects involving music, drama, and the arts. We have a newcomers group that receives additional instructional support before school as part of the extended day program.

Additional support for ELLs that are newly arrived, long term ELLs or students with interrupted education will be provided through:

- ◆ Intervention (During School for grades K-5)
- ◆ Extended Day Program (Before school grades 1-5)

The ESL teacher collaborates closely with Special Education teachers and the Resource Room to give students extra support for the ELA test. In addition, the ESL program has regular meetings with the School Based Support Team (SBST) to closely monitor the ELL students who have Individual Education Plans (IEP). This collaboration allows us to focus on our students' specific academic needs and to monitor their progress and adjust instruction as needed.

Our transition plan for students reaching proficiency level is to provide them with extra support while the ESL teacher is pushing in to their classes with word work and strategies for both reading and writing. Close communication with classroom teachers also helps to target and focus on students' specific academic goals and needs. Students reaching proficiency level are also involved in the reading buddy program and peer tutoring.

The ESL program utilizes a wide variety of instructional materials. Fiction and non-fiction books are used as part of regular and Balanced Literacy programs. Collaborative meetings with regular classroom teachers provide additional support to ELL students on the

Teachers College writing workshop and reading workshop models and benchmark books. Also incorporated in the program are photography, realia, bilingual dictionaries, picture dictionaries and computer software.

The LAP team will revisit this policy in August; changes will be made based on NYSESLAT and other data.

The LAP team members are as follows:

Giselle McGee, Principal
Jayme Perlman, Assistant Principal
Wendy Sharbutt, ESL Teacher and LAB-R Coordinator
Joan Bredthauer, Parent Coordinator
Marie Bouteillon, Instructional Coach, Dual Language French
Cynthia Felix, CLSO Special Populations and Data

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

To ensure that teachers teaching ELLs are provided with targeted professional development, PS 58 will provide extensive professional development for these teachers on the theory and practice of second language acquisition and scaffolding the balanced literacy units.

Teachers will meet twice a month beginning in October and ending in May for a total of 20 sessions. As a study group they will engage in creating benchmarks and goals for English Language Learners. They will create end-of-unit goals that include language objectives focusing on language development at all stages in all four language skill areas (Speaking, Listening, Reading, and Writing). In addition, teachers will focus on identifying scaffolds, language structures and functions for the literacy and math units of study. They will also develop rubrics for each unit and use performance-based assessment scoring guides to collect evidence of student learning and assess the progress of each student on a unit-by-unit basis. Teachers will document the curriculum and assessment process in a teacher portfolio or learning log. Participants will use various professional books and articles on second language acquisition to guide their conversations.

Parent Involvement

PS 58 will use Title III funds to purchase additional bilingual books for the Parent Resource Room. Parents will have the opportunity to borrow books and videos in English, Spanish, and French in a variety of topics including instruction, health and parenting.

Form TIII – A (1) (b)

School: P.S. 58 BEDS Code: 331500010058

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
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	\$11,935.20	Study Group 40 hours X \$49.73 X 6 Teachers
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.	0	
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.	\$2,565.00	Book Bins, Leveled Books, Listening Centers, Headphones, Classroom Furniture, General supplies
Educational Software (Object Code 199)	0	
Travel	0	
Other	\$500.00	Parent Involvement
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our school uses the parent Home Language Identification Survey (HLIS) to assess students' and their families' written translation and oral interpretation needs. Parent correspondences are sent home in the students' home language, when applicable. Translators are also provided for parents during conferences

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

Major findings of our school's written translation and oral interpretation needs indicate the dominant language is English. When necessary accommodations are made to support the needs of families who require written and/or oral translations in other languages

Part B: Strategies and Activities

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

The parent coordinator utilizes the DOE Translation Unit, as well as parent volunteers, selected teachers and professionals to translate school correspondence when necessary. In addition, selected teachers and paraprofessionals provide oral translations for telephone correspondence and meetings. If needed, outside vendors are used for translation services.

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

The parent coordinator works with bilingual members of the school community, including parent volunteers, selected teachers and paraprofessionals, to meet the needs of these families and children. When necessary, the DOE over-the-phone translation service is employed.

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

P.S. 58 will provide written and oral translations when needed for families with English as a second language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

✓ Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We are always revising instruction and assessing our curriculum for alignment to the New York State standards.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The School Leadership Team, Academic Intervention Team, Inquiry Team, grade leaders and teachers will review the curriculum to ensure all components of reading are incorporated and make revisions when necessary in order to meet the needs of all students.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process

strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers in Grades Kindergarten through Five use the Everyday Math program which provides instruction aligned to New York State standards. We also hired an AUSSIE consultant to work with teachers and students from Kindergarten through Fifth grade to provide support, supplementary materials and to ensure consistency throughout the grades.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our math curriculum, in addition to supplemental resources and assessments meets the needs of our students by providing them with a needs-appropriate New York State standards aligned curriculum

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We utilize the Reading and Writing Workshop methodology developed at Teachers College as the core of our literacy instruction. In Reading Workshop, students are explicitly taught the strategies and habits of effective reading through whole group and small group instruction, and 1:1 conferring. We tailor our teaching to the individual needs of our students so they learn to talk, think, and write well about their reading, and to live richly literate lives.

Teachers confer frequently with students and collect data through observations and assessments to identify specific needs of each student throughout the year.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Direct instruction and individual seatwork are not the predominant instructional strategies used by teachers in our school. We differentiate our instruction to support those who need extra help and to engage those who require additional challenges.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Through supervision of instruction, walk-throughs, teacher, student and parent feedback, we are able to evaluate student engagement and pedagogical practices which impact student achievement. We cultivate self-reliant teachers who are continuously improving their practice.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Informal and formal observations, teacher, student and parent feedback, our Progress Report and Quality Review support our findings that students are highly engaged in mathematical learning.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

One-to-one conversations and a review of our school demographics and organization indicate a low turnover of teachers.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

School demographics clearly show that we have a low turnover rate of all teachers.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers are given hard copies as well as e-mailed copies of monthly professional development opportunities offered by the CLSO, region, UFT, etc. The school schedule, written daily on the enlarged wipe off board, in the main office indicates staff meetings and professional development opportunities, including ELL workshops. In addition, we produce weekly notes which highlight our successes and areas of concern.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our staff attends ELL workshops and institutes sponsored by the Office of English Language Learners.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Weekly grade and lunch meetings, faculty conferences, data conferences with our data consultant and Inquiry team work address the use of data and the monitoring of student work.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data gathered from several sources (Teachers College Reading and Writing assessments, Spelling Inventories, Acuity, and Weekly Assessments) is used to differentiate instruction as well as differentiate professional development. Weekly grade and lunch meetings, and our Teacher Support group sessions are used to share data and discuss appropriate instructional strategies.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Every teacher and paraprofessional met with our IEP Coordinator and received training on how to read and implement a student IEP. Additional trainings were provided during faculty conferences and during Teacher Support group sessions. Every general education teacher and service provider received a copy of their students' IEPs and are familiar with accommodations and modifications. Every paraprofessional knows they have access to students' IEPs. The IEP teacher frequently communicates relevant information to all staff members regarding special education initiatives and best practices.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Every teacher has a copy of their student's IEPs in their classroom. The Child Study Team and the IEP teacher supply teachers with information regarding behavior modification programs and best practices for students with disabilities.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers review their students' IEPs for modifications and accommodations for each student. Teachers have promotional criteria checked for each grade they teach.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers use the promotional criteria to monitor each child's progress towards meeting the standards for the grade. They use these criteria to create the goals of the IEPs.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
As of this date 10/30/ 09 there are 2 students who reside in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
These two students are from the same family and are provided with supports. Each are seen at-risk by our social worker and are able to attend a community after-school on a scholarship. Money is put aside to cover the cost of any school trip or activity such as the purchase of books at a Book Fair. These students were also given supplies such as a back pack and notebooks. The parent is also given support with conversations with the Social Worker and Parent Coordinator.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 058 The Carroll						
District:	15	DBN:	15K058	School		331500010058	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	76	72	72		93.5	94.5	95.0
Kindergarten	121	140	146				
Grade 1	116	132	143				
Grade 2	93	120	135				
Grade 3	65	101	118				
Grade 4	67	67	100				
Grade 5	64	68	70				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	7	8				
Total	602	707	792				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.9	94.6	98.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	37.6	39.4	19.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	80	3

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	5	11

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	36	32	Principal Suspensions	3	4	2
# in Collaborative Team Teaching (CTT) Classes	28	40	55	Superintendent Suspensions	2	0	0
Number all others	35	37	54				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	12	0	TBD	Number of Teachers	42	47	53
# in Dual Lang. Programs	12	15	TBD	Number of Administrators and Other Professionals	9	9	8
# receiving ESL services only	22	28	TBD				
# ELLs with IEPs	0	11	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals	8	10	18
---	---	----	----

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.1
				% more than 2 years teaching in this school	59.5	63.8	62.3
				% more than 5 years teaching anywhere	31.0	31.9	37.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	77.0	84.9
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	100.0	97.2	98.9
Black or African American	8.8	7.2	6.6				
Hispanic or Latino	21.8	19.9	19.3				
Asian or Native Hawaiian/Other Pacific	7.6	7.4	6.7				
White	58.8	60.5	64.1				
Male	50.2	49.1	49.4				
Female	49.8	50.9	50.6				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	61	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	40.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	7						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1) (a)

Grade Level(s) K-5 Number of Students to be Served: 53 LEP 245 Non-LEP

Number of Teachers 25 Other Staff 1 (Paraprofessional)

School Building Instructional Program / Professional Development Overview
--

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

PS 58 (15K058) the Carroll School, is a Pre-K – 5th grade elementary school in Carroll Gardens, Brooklyn. Among the 792 students, 61% are White, 20% are Hispanic, 7% are African American and 12% other. Of these 792 students, 53 are English Language Learners (ELLs). The major languages other than English at PS 58 are Spanish, French, Japanese, Polish, Russian, and Chinese.

One of our goals at PS 58 is to afford students the opportunity for high academic achievement while becoming bilingual, biliterate, and multicultural. We believe that these linguistic and cultural skills will enable them to function more successfully in a global society. We support the language needs of our ELLs through a French Dual Language Program, and a push-in and pull-out ESL model. ELLs receive ESL services as per federal mandates.

Title III Program Description:

ELA & Math Test Prep for LEP students

We want to continue to reduce the achievement gap between our English Language Learners and the general education population. 2010 NYSESLAT data indicated that our ESL students' lowest scores are in the areas of reading and writing. Data also shows that ESL students performed significantly lower on the state ELA, Math, Science

and Social Studies exams than the general population. In 2010, for the first time, performance by ELLs on the state math test dropped. With a cohort of 15 ELLs in third grade, it is imperative that we prepare our students for the new tests based on both NYS and Common Core State Standards.

This year PS 58 will innovate with a new test prep program for LEP students targeting both Math and ELA, and headed by Wendy Sharbutt, an ESL certified teacher and Marie Bouteillon, a bilingual education certified teacher. The test prep program will include two parts: an after-school program and two Saturday Academies. The language of instruction during the after-school test prep and Saturday Academies will be English. The test prep workshops will focus on New York's Learning Standards for English as a Second Language, Standard 3: "Students will listen, speak, read, and write in English for critical analysis and evaluation." Language used during instruction will also mirror the language used in the Common Core State Standards to help prepare students for the new test.

Target Population:

The targeted population will be current LEP students in grades 3-5. The targeted subgroup will be the proficient / former ESL students in those grades. We currently have 23 students in grades 3-5 who are identified as LEP who would benefit from ELA test prep, according to the NYSESLAT and ELA data. Ten of these students are in the French Dual Language Program.

After-School Test Prep Program:

Ms. Sharbutt and Ms. Bouteillon will teach the after-school test prep program, which will meet once a week for 12 weeks starting in January. Each session will be two hours long from 3pm to 5pm on Wednesdays.

Greater Emphasis on Math:

In past years, our test prep program focused on ELA. In order to best meet the needs of our students, this year we will expand our Title III funded after school test prep program to include math instruction. After conferring with teachers on our Vertical Math Team, teachers will design specific lessons to address the language of math for our ELLs. At each session, teachers will focus on the language of math and assist our ELLs in understanding the wording in math problems to help them perform better on the test.

Two Saturday Academies:

Our Title III funded after school program will add two Saturday Academies the weekends before the Math and ELA exams. There will also be two Saturday Academies before the ELA and Math exams to provide extra support. Ms. Sharbutt and Ms. Bouteillon will coordinate these academies: a total of 14 groups taught by 17 other teachers. Of the 17 other teachers: all are third through fifth grade teachers; 15 are certified in Childhood Education; 2 are certified in ESL; and 5 are certified in Special Education. There will be one session prior to the ELA exam, and one session prior to the Math exam. Each session will last 3 hours.

Planning:

Ms. Sharbutt and Ms. Bouteillon will meet two hours for 14 consecutive weeks to coordinate and plan instruction the after-school and Saturday Academies.

Parental Support:

Another innovation in this year's Title III Test Prep Program is the increased communication with parents of ELLs. Ms. Sharbutt and Ms. Bouteillon will meet with parents before the start of, during and at the end of the After-School Test Prep Program. They will dedicate two extra hours four times throughout the course of the program (once in January, twice in March and once in April) to meet and confer with parents on student progress and ways to support classroom instruction at home. Handouts will be shared and translated in the home language to ensure that parents can best assist their children in preparing for these exams.

We will be providing food and beverages at these meetings to increase parent attendance. Ms. Ana Gonzalez, a bilingual Spanish-English paraprofessional, will attend meetings to assist with translation for our parents. Ms. Gonzalez will also assist in the translation of handouts for parents. We anticipate that she will dedicate an additional two hours to the translation of these materials.

Supplies and Materials:

As a means to increase the home-school connection, we will use Title III monies to purchase a test prep workbook for each participating student. In addition, as the test will include more nonfiction texts, we will purchase additional materials in Spanish to support nonfiction read alouds at home. Lastly, three teacher test prep guides will be purchased to help plan a sequence of lessons targeting the specific needs of our students.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

PS 58 uses student data from past NYS exams to plan for and provide high quality professional development that spreads over several months and focuses on training teachers on how to best meet the targeted needs identified above.

After School ESL PD for General and Special Education Teachers

Per Jose P, teachers need to obtain 7.5 hours of ESL training for general education teachers and 10 hours for special education teachers. To help teachers meet this requirement, PS 58 will extend the opportunity to receive training from Ms. Wendy Sharbutt and Ms. Christina Celic, both certified with Master's degrees in ESL. Training will be provided starting February and will run through June, and will focus on how to support reading and writing in English for ELLs. There will be a total of 10 training

sessions, one hour each. Ms. Sharbutt and Ms. Celic will meet after-school to plan for the program. We anticipate a total of 10 planning hours.

French Dual Language Planning

Dual Language teachers have identified spelling and grammar to be an area in need of development for ELLs in the French dual language program. Nine teachers, certified in ESL, Bilingual Education and General Education, will meet after school three times throughout the year to plan for one hour each time.

Parent Involvement

Please refer to the After-School Test Prep description for Parent Involvement Initiatives.

Form TIII – A (1) (b)

School: P.S. 58 BEDS Code: 331500010058

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
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) - Per session - Per diem	\$12,827.08	Supplementary programs After-School Test Prep 2 teachers x 12 weeks x 2 hours x \$41.98 = \$2015.04 Saturday Academies 19 teachers x 2 Saturdays x 3 hours x \$41.98 = \$4785.72 Planning for Test Prep 2 teachers x 14 weeks x 2 hours x \$41.98 = \$2350.88 Parent Workshops 2 teachers x 4 meetings x 2 hours x \$41.98 = \$671.68 1 para x 4 meetings x 2 hours x \$19.11 = \$152.88 Translation of Materials 1 para x 2 hours x \$19.11 = \$38.22

		Professional Development ESL Jose P. PD 2 teachers x 10 hours x \$41.98 = \$839.60 ESL Jose P. PD Planning 2 teachers x 10 hours x \$41.98 = \$839.60 French Dual Language Planning 9 teachers x 3 hours x \$41.98 = \$1133.46
Purchased services - High quality staff and curriculum development contracts.	0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,000	After-School Test Prep Materials 1) Test Prep Workbooks for Students: 25 workbooks x \$7.69 = \$192.25 2) Planning Guides for Teachers: 3 guides x \$10.95 = \$32.85 3) Nonfiction read alouds in Spanish: \$1774.90
Educational Software (Object Code 199)	\$0	
Travel	\$0	
Other	\$172.92	Food & Beverages for Parent Workshops
TOTAL	\$15,000.00	

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN	District 15	School Number 058	School Name The Carroll School
Principal Giselle Gault McGee		Assistant Principal Jayne Perlman	
Coach Marie Bouteillon/Dual Language		Coach	
Teacher/Subject Area Wendy Sharbutt/ESL Teacher		Guidance Counselor Lori Glazer	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Joan Bredthauer	
Related Service Provider		Other	
Network Leader Cynthia Felix		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	4

C. School Demographics

Total Number of Students in School	791	Total Number of ELLs	52	ELLs as Share of Total Student Population (%)	6.57%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Initial Identification of ELLs:

The first step in identifying English Language Learners begins at enrollment, when parents fill out the Home Language Identification Survey (HLIS). If a parent indicates that a language other than English is spoken at home, an informal oral interview is given by Wendy Sharbutt, our LAB-R Coordinator and licensed ESL teacher. Parents are then given the appropriate HLIS to fill out in their native language. The HLIS is then given to Ms. Sharbutt. Upon reviewing the HLIS, eligible students are then given the Language Assessment Battery (LAB-R) within ten days of enrollment. The LAB-R is the formal initial assessment used to determine whether a student is eligible to receive ESL services. We evaluate the progress of our ELLs annually through the New York State English as a Second Language Achievement Test (NYSESLAT), as well as through periodic assessments. In the fall, when NYSESLAT scores are available, Ms. Sharbutt sends home entitlement letters in the students' home language.

2. Parent Choice:

Once a student is identified as being an English Language Learner, Ms. Sharbutt sends home an entitlement letter in the home language to inform the parent of the three program choices offered here in New York City – Transitional Bilingual, Dual Language, and Freestanding ESL. An orientation meeting is set up with parents to give them the opportunity to watch a video detailing these three programs. At the orientation meeting, parents are given the Parent Survey and Program Selection forms. Present at this meeting is a parent interpreter, Ms. Sharbutt, and the parent coordinator, Joan Bredthauer. If parents are unable to attend an orientation meeting, they are given the video to watch at home and asked to return the above forms within ten days. After receiving the signed Parent Survey and Program Selection, the child is placed in either the Dual Language Program or Freestanding ESL, based on parent choice. If a parent chooses a Transitional Bilingual program, which is not offered here, then we would inform the district and they would be placed on a waiting list for the program of their choice. Parents interested in the French dual language program attend an orientation session in the spring, where the principal, the parent coordinator and a French bilingual teacher introduce the program objectives in English and French.

3. Forms:

Ms. Sharbutt ensures that all forms are given to parents, following mandated timelines. If a form is not returned, Ms. Sharbutt follows up with calls and notes sent home to the family, and a native speaker would also reach out to the family. Finally, if there is no response from the family, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

4. Criteria and Procedures:

If parents are unsure as to which program to choose after watching the video and conferring with Ms. Sharbutt, Ms. Bredthauer and the native speaker, we would offer them another meeting to further answer their questions. Ms. Sharbutt would offer to let them tour the school and visit/observe in her classroom, and they would be put in touch with other families at the school who speak their home language who could talk about their experiences with the school and the ESL and Dual Language programs. Marie Bouteillon, the Bilingual Instructional Coach, often meets with parents of Francophone ELLs to clarify questions they may have about the program and their child's linguistic development. Our Parent Coordinator is also available to speak with parents about their questions or concerns.

5. Trend in Program Choices:

After reviewing the Parent Survey and Program Selection forms, the trend in program choices that parents have requested is as follows: Families in the neighborhood who speak French choose the Dual Language French program 100% of the time when it is offered to

them. Families who speak other languages choose to have their child placed in the Freestanding ESL program 100% of the time.

6. Program Models Aligned with Parent Requests:

We created the Dual Language French program after receiving numerous requests from parents and establishing that there was a need in this neighborhood area for such a program, thus building alignment between parent choice and program offerings.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	2	2	2	2	0	0								8
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In		1	1	0	1	1								4
Total	2	3	3	2	1	1	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	48
SIFE	0	ELLs receiving service 4-6 years	4
		Special Education	4
		Long-Term (completed 6 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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0

Dual Language	28	0	0	0	0	0	0	0	0	0	0	0	0	28
ESL	20	0	0	4	0	4	0	0	0	0	0	0	0	24
Total	48	0	0	4	0	4	0	0	0	0	0	0	0	52

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French	11	41	6	41	3	47	8	37	0	0	0	0						28	166	
Other																			0	0
TOTAL	11	41	6	41	3	47	8	37	0	28	166									

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
Spanish									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 69

Number of third language speakers: 13

Ethnic breakdown of EPs (Number):

African-American: 9

Asian: 15

Hispanic/Latino: 5

Native American:

White (Non-Hispanic/Latino): 120

Other: 17

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	2	3	3	2	0	0	0	0	0	0	0	17
Chinese			1											1
Russian		1												1
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other	2		1											3
TOTAL	6	6	4	3	3	2	0	24						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. In order to meet the linguistic needs of ELLs, parental choice, and part 154 mandates, PS 58's Language Allocation Policy has several organizational models. Instruction is delivered as follows:

- Dual Language: 50% English & 50% French
- ESL Program Pull Out/ Push In: 100% English

- French Dual Language Program in Grades K-3:

The Dual Language program at PS 58 is a developmental, language enrichment, biliterate/bilingual educational program that integrates students who are native English speakers and native French speakers for all or most of their content area instruction. ELLs & EP students are integrated for all or most academic area instruction. Therefore, the students of each language group serve as language models for each other. In addition, all students are developing their second language skills while learning content knowledge in both languages.

The Dual Language program uses two models to support sequential biliteracy: self-contained classes in K-1 and side-by-side classes in 2-3. Within the self-contained configuration, there is one teacher who provides instruction in both languages at separate times. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (i.e. color codes for language, signs indicating language of day). The teacher plans what concepts and activities s/he will conduct in each of the languages. Within the side-by-side class configuration, there are two teachers who provide instruction; one in French and one in English. They follow an alternate day pattern. One day of instruction is in English and one day is in French. Each classroom contains instructional materials in the appropriate language and the teachers plan what concepts and activities they will conduct in each of the languages.

- English as a Second Language Pull out/Push in Grades K-5:

For English Language Learners who are not in the Dual Language program, English as a Second Language (ESL) is offered. English Language Learners are in self-contained, monolingual classes in grades K-5, and are pulled-out in small groups according to their proficiency levels, following Part 154 mandates. Our ESL teacher also pushes into classes.

The current ESL pull-out program model is Homogeneous, with students in grades one and two who are at the Intermediate proficiency level being pulled out together to work in a small group setting. The Advanced group is also Homogeneous, with students in grades three, four and five being pulled out together to work in small groups. The Kindergarten group is pulled out in a Heterogeneous group. The ELLs are tracked into one class per grade, so that the ESL teacher can have the opportunity to push-in. When pushing into a grade, Ms. Sharbutt works with a Heterogeneous group of mixed proficiency levels in that grade.

2. Staff Organization:

PS 58 has one ESL teacher and eight bilingual teachers. Literacy instruction is carefully planned to meet the ESL, ELA and NLA instructional minutes as per CR Part 154. To ensure that all ELLs will meet or exceed standards, PS 58 provides ongoing professional development for all teachers. The 7.5 hours of required ESL training will be provided with various professional development opportunities, including workshops in our building led by Ms. Sharbutt on ESL methodologies and best practices, through workshops in our network and our CLSO, through the UFT, and through calendar days at Teachers College. Our plan for Professional Development is explained in detail in Part IV, Section D.

- French Dual Language Program

The French Dual Language follows a sequential biliteracy approach: students learn to read independently in their L1 first and their L2 next. In addition, several components of the balanced literacy program are taught in both languages to support language development in English and French: word study, read aloud, shared reading, shared writing and interactive writing. Students receive 180 minutes of instruction in French and 360 minutes of instruction in ESL and English Language Arts per week as per CR Part 154. K-3 teachers also fully integrate literacy units with Social Studies units to further student vocabulary and syntax in the second language. Teachers K-3 plan with their grade partner at least 4 times a week to ensure that lessons are not repeated, to plan across content areas and to communicate about student progress in both languages.

In K-1, one bilingual teacher teaches in French and English at separate times of the day. Teachers College Reading and Writing units of study are taught in an alternating month pattern in French and English: one month, students receive instruction in English for Reading, in French for Writing, and the following month the language of instruction will alternate. During independent reading and writing, bilingual teachers meet with small groups and individual students, and confer with them in their mother tongue. In second and third grades, one teacher teaches in French and another teacher teaches in English. Students follow an alternate day schedule: one day in English, one day in French. Students begin reading in the other language and continue to read and write independently in their L1.

- English as a Second Language Pull out/Push in

Instruction in the freestanding ESL program is provided 100% of the time in English. The language acquisition level of the student more than the grade will influence the types of tasks and scaffolds needed to support not only language acquisition, but also grade level content-based instruction.

Instruction is based on content and units of study. Instruction is differentiated and scaffolded based on the students' language abilities. Therefore, language acquisition is incorporated into content-based studies and not done in isolation. PS 58 uses the Balanced Literacy model of instruction and the Teachers College Readers' and Writers' Workshops. Instruction is scaffolded using ESL strategies and methods as the student progresses. The Balanced Literacy model of instruction provides skills which can be transferred to L2 as a student progresses, and as the student moves through the language acquisition stages, the use of more context-based vocabulary as well as more contextualized tasks and concepts are incorporated in additional subjects.

3. Content Area Instruction:

- French Dual Language Program

To ensure that all students meet or exceed the standards, there must be both short and long term planning for content area instruction. It is particularly essential for Dual Language teachers to carefully plan, since he/she must also integrate language objectives into those content lessons. All content area instruction, whether in one language or the other, becomes an opportunity for language development. Teachers will plan for content-obligatory language objectives (language skills that are fundamental to the content area) in addition to content-compatible language objectives (other related language skills compatible with the content being taught). Content-obligatory and content-compatible language objectives include the following kinds of language skills: (1) Functions (requesting/giving information, comparing/contrasting, describing, retelling, and summarizing), (2) Vocabulary (according to the topic/theme), and (3) Grammar (question formation, adjective agreement, and comparatives).

Literacy instruction is conducted in both languages at separate times during the day. Instruction is based on the balanced literacy model of instruction developed by Teachers College Reading and Writing Project. Literacy in French is also complemented by a French phonics and grammar program to support spelling and grammar in the target language. Instruction is differentiated according to language and academic ability levels. Students are sometimes grouped by ability level to support skill development. At other times, students may be

grouped by language proficiency level to support language enrichment. Instructional approaches used to make content comprehensible include the Sheltered Instruction Observation Protocol (SIOP), direct explicit instruction, modeling, homogenous and heterogeneous groupings, and preview-view-review strategies.

In the Dual Language program, Social Studies is mostly taught in French with support in English for vocabulary development. Social Studies is also the vehicle to introduce Francophone cultures to the dual language classes. Math is mostly taught in English with support in French for vocabulary development. Math and Social Studies are also taught in small group instruction through heterogeneous groupings to encourage language exchange. Our school uses aspects of TERC to help ELLs experience math in real life applications. Science, Art, Drama and Gym are taught in English by cluster teachers. Music is taught in French and English by a bilingual Music teacher.

Dual Language classrooms include instructional resources in French and English. Classroom libraries include books and other printed materials appropriate for both groups of students; those learning English as a second language and those who are second language learners of French. Classroom libraries contain authentic literature, (written by authors in French) and content area materials in both languages.

- English as a Second Language Pull out/Push in

The ESL program at PS 58 follows the Part 154 mandates providing 360 minutes of ESL for Beginners and Intermediate students and 180 of ESL and 180 minutes of ELA for Advanced students, students in the Dual language French program also receive at least 180 minutes of Native Language Arts. Students who have reached proficiency receive intervention services and participate in the 37 ½ minutes Extended Day program.

To support instruction, all classrooms will have:

- Print rich materials
- Word Wall with pictures
- Multilingual and multicultural libraries
- Listening Centers
- Strategy charts related to current unit of study in Reading, Writing and Math
- Charts modeling correct language usage
- Flow of the Day times with pictures
- Realia – visual aides/real objects to help students access prior knowledge and learn vocabulary

The ESL program utilizes a wide variety of instructional materials. Fiction and non-fiction books are used as part of regular and Balanced Literacy programs. Collaborative meetings with regular classroom teachers provide additional support to ELL students on the Teachers College writing workshop and reading workshop models and benchmark books. Also incorporated in the program are photography, bilingual dictionaries, picture dictionaries and computer software. □□□□

4. Differentiation for ELL subgroups:

Our plan for Students with Interrupted Formal Education (SIFE) includes identifying these students as soon as possible when admitted. We then make individual learning plans according to their needs. For any long term ELL student who needs extension of services, we offer them academic intervention based on their specific needs. AIS is available for both upper and lower grades, and in content areas. SIFE students also participate in the 37 ½ minutes Extended Day program.

Newcomers to this country receive mandated 360 minutes of ESL instruction a week. They are taught in small groups for maximum opportunities to work on listening, speaking, reading and writing. They are given instruction in both basic interpersonal communication skills (BICS) and content area instruction, as well as taught using collaborative interactive projects involving music, drama, and the arts. We have a newcomers group that receives additional instructional support before school as part of the extended day program. PS 58 also recognizes the importance of native language support in developing English proficiency. We offer native language support for newcomers and have been increasing our library of bilingual and native language books. These are available for students to take home and read with their parents in their native language, which strengthens the home school connection.

All Beginning and Intermediate students receive the mandated 360 minutes of ESL instruction a week. Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction in their classrooms. All ESL students also participate in the 37 ½ minutes Extended Day program.

Additional support for ELLs that are newly arrived, long term ELLs or students with interrupted education will be provided through:

- Intervention (During School for grades K-5)
- Extended Day Program (Before school grades 1-5)

The ESL teacher collaborates closely with Special Education teachers and the Resource Room to give students extra support for the ELA test. In addition, the ESL program has regular meetings with the School Based Support Team (SBST) to closely monitor the ELL students who have Individual Education Plans (IEP). This collaboration allows us to focus on our students' specific academic needs, to monitor their progress, and adjust instruction as needed.

Our transition plan for students reaching proficiency level is to provide them with extra support while the ESL teacher is pushing in to their classes with word work and strategies for both reading and writing. Close communication with classroom teachers also helps to target and focus on students' specific academic goals and needs. Students reaching proficiency level are also involved in the reading buddy program and peer tutoring. Proficient ELLs also participate in the 37 ½ minutes Extended Day program.

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

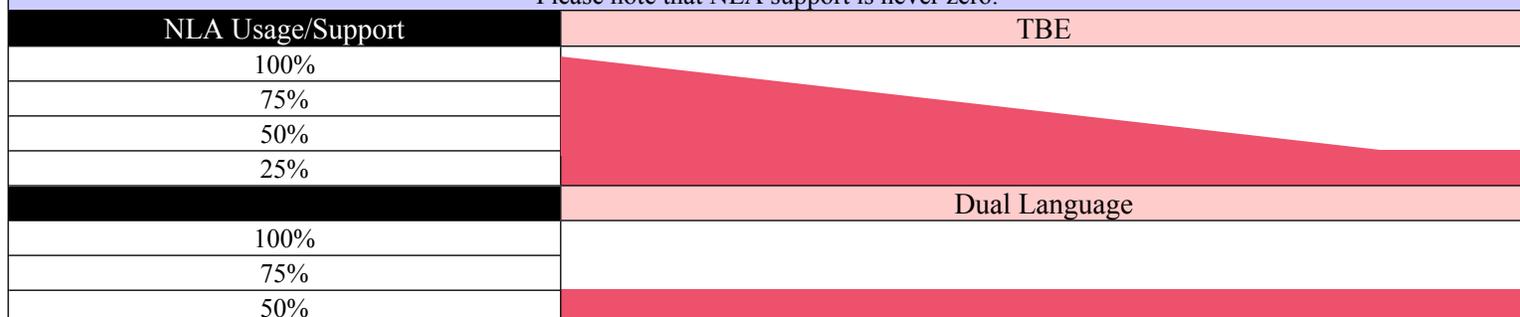
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted Intervention Programs:

Our targeted intervention program for ELLs include AIS intervention where needed in English Language Arts, Math, Science and Social Studies. We also have a Project Lab coordinator available to give intervention for struggling learners through Technology. In addition, ELLs are invited to extended day for small group instruction. Last year we created a Title III program for ELLs that met after school once a week to teach test prep skills and strategies. The subgroup targeted is current and proficient English Language Learners in grades 3 through 5.

ELLs in the Dual Language program who need additional support in Native Language Arts, English Language Arts or Math are invited to extended day for small group instruction in the area of need. Students are invited in 6-8 week cycles to let them cycle through different content areas if they have multiple needs. The subgroup targeted is ELLs in the Dual Language program, grades 1-3. Dual language teachers meet once a month to re-organize extended day groups based on student needs. Additionally, students in the Dual Language program may also receive additional help in one-on-one or small groups with their teacher or a bilingual Learning Leader.

6. Transitional Support:

Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT includes giving proficient ELLs extra time during testing for 2 years, as well as inviting them to the Title III after school test prep program. The subgroup targeted is current and proficient English Language Learners in grades 3 through 5. We also invite all current and proficient ELLs to our extended day programs. The subgroup targeted is current and proficient English Language Learners in grades 1 through 5. Ms. Sharbutt continues to give extra support to proficient ELLs when she pushes into their classrooms, and she would also see that child at risk if needed. If a child begins to struggle in a subject area or needs additional support, our staff would confer and decide on the best intervention plan for that student on a case by case basis.

7. New Programs & Improvements:

As our French Dual Language program continues to grow, each year we add an additional year to the program. This year the 3rd grade is new, and we hired two teachers who are both ESL and Bilingual certified, and native French speakers, to join the team. This year we also have a new program called Project Lab, using technology to teach the New York Standards in our computer lab. Also this year we have a brand new, state of the art Science Laboratory. We have a new Instructional Coach to teach Social Studies and provide academic support to the French Program. Our ESL Teacher is trying out a new program this year of pushing into the classrooms during Reading and Writing Workshop to provide additional academic support to our ELLs. For the first time, a French author will be visiting our school this year to reinforce Francophone ELLs linguistic and cultural identities.

In addition, this year we have created a new professional development program that meets twice a month, taught by Ms. Sharbutt and Mrs. Celic, licensed ESL instructors, to provide teachers with many opportunities to meet required Jose P. hours.

8. Discontinued Services and Programs: n/a

9. Equal Access for ELLs: All students, including ELLs, are afforded equal access to all school programs, whether after school programs or supplemental services.

10. Instructional Materials:

Families of ELLs have access to Spanish books in the ESL classroom and the school library. Parents also have access to 1200 French books in the school library. Francophone parent volunteers help French-speaking families check out books twice a week from 8:00am to 8:40am to increase access to these resources. The Dual Language classrooms are also equipped with equal amounts of French and English resources to reinforce the equal importance of both languages. Materials include: authentic literature written by Francophone authors; literature from Francophone authors from France, Africa and Canada; phonics games in French; French guided reading materials; leveled books in French; and big books in French for shared reading.

Many classrooms throughout the school are also equipped with Smart Boards and Document Readers to enhance visual aspects of learning for ELLs. Ms. Sharbutt has instructed each teacher who works with ELLs on how to use Google translate for on-the-spot translations as well as notes home. She is also creating a "Newcomer Kit" for each teacher to have in their classroom to provide guidance and support when a student arrives from another country.

This year our Technology teacher Bee Ladd created and designed Project Lab, with strategies and modifications to promote learning adapted from the New York City Blueprint for Teaching and Learning in the Visual Arts. Ms. Ladd uses these strategies and modifications to promote learning for ELLs and struggling learners, and Ms. Sharbutt is sharing these with the entire staff during Jose P. professional development workshops so that all teachers will:

- become familiar with the specific needs and abilities of students by referring to their individualized education plans (IEPs and Language Objectives set by Ms. Sharbutt)
- relate lessons and concepts to student experiences
- state objectives clearly, check for understanding
- reinforce concepts through repetition and varied applications
- speak slowly and clearly and present instructions simply and clearly
- present specific objectives one at a time
- provide alternative resources so that all students are able to meet curricular goals
- allow students sufficient time to develop and express their thoughts and ideas
- be aware of the attention span of students, adjust lessons accordingly to grade and ability, allowing multiple entry points for all learners
- build students' confidence by highlighting their achievements
- employ multi-sensory strategies to help students make learning connections
- establish a classroom routine at the start of the school year to provide consistent expectations and a secure environment
- label all materials in the classroom
- modify the materials and resources needed for assignments based upon safety and comfort needs

- adapt visual arts tools and media according to student needs
- arrange for students requiring additional support to sit close to the teacher
- approach students face-to-face when assisting them
- configure tables so that all students have ample space to work and can see the teacher and one another

11. Native Language Support:

Dual Language teachers support native language development by teaching literacy in the native language first. Native language support is provided through all components of the balanced literacy model. The Dual Language program hires teachers who are native speakers or fluent speakers of French to reinforce ELLs mastery of their first language. All French-dominant students, starting in Kindergarten, take books home in the native language to read independently. In addition, students struggling with vocabulary development are encouraged to take home a few books for their parents to read aloud in their native language. The Dual Language program also incorporates aspects of the French national curriculum to challenge advanced French-dominant students in their native tongue, especially in phonics, spelling, grammar and vocabulary.

Our ESL teacher supports native language development by sending books home in Spanish (our dominant language other than French), providing phonics flash cards and games in Spanish to take home, and giving the Scholastic magazine “Que Tal?” to Spanish speakers to take home and read with their families. Children can also watch instructional videos and language learning support in French, German and Spanish through Scholastic on www.maryglasgowplus.com.

12. Matching Services to ELLs:

The French Dual Language program continues to grow, and now includes grades K-3. It will expand to grades 4 and 5 in the next two years. Students are taught according to their age and grade level. All ESL students receive required services and resources corresponding to their age, grade level and proficiency level.

13. Activities for Newly Enrolled ELLs:

Joan Bredthauer, parent coordinator, and Marie Bouteillon, bilingual instructional coach, work with families to help them connect to the French-speaking community before school starts. They also organized personal tours for students and parents. Any student arriving before school starts would be introduced to Ms. Bredthauer and have the opportunity for a tour. They would be given names of parents or teachers who speak their home language. They would also be introduced to their teacher and have the opportunity to see their classroom and speak with Ms. Sharbutt, our ESL teacher and LAB-R coordinator. This year, Ms. Sharbutt is creating a "Newcomer Kit" for teachers to have in their classroom to provide extra support to newly arrived ELLs.

14. Language Electives: All students, including ELLs, are invited to participate in after school French and Spanish classes run through our PTA and EFNY.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child’s native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. Time Allocation for EPs and ELLs in each grade: 50% of the time is in the target language (French) and 50% of the instructional time is in English for both EPs and ELLs in grades K-3.

2. Heterogeneous Groups:

EPs and ELLs are integrated throughout the entire day in K, 1st and 3rd. In 2nd grade, English Language Learners receive more instruction in French in the beginning of the year, and in English towards the end of the year to support language acquisition and literacy in the second language. In 2nd grade, English proficient students receive more instruction in English in the beginning of the year, and in French towards

the end of the year to support language acquisition and literacy in French. During the extended day program, Ms. Celic, a certified ESL and bilingual teacher and native French speaker, works with the French DL ELLs separately who are newcomers and need extra support in English.

3. Language Separation:

Students receive 50% of their instruction in French and 50% of their instruction in English from the classroom teacher. In Kindergarten and 1st grade, students are instructed in French in the morning and in English in the afternoons. In 2nd and 3rd grade, students are instructed in French and English on alternate days. Native language arts and social studies are taught in French; English language arts and math are taught in English. 20-30 minutes/day are devoted to Math in French and Social Studies in English to support academic language development in the second language. Language Arts is integrated with Social Studies and Science to encourage higher academic vocabulary acquisition and use. Specialty subjects are taught in English, such as Art, Science, and P.E. Music is taught in both French and English in the lower grades (K-2). All students have a specialty class once a day.

4. Dual Language Models:

To support our strong belief in developing native language literacy first and then second language literacy, our program has self-contained dual language classes in K and 1. One teacher teaches in French in the mornings and in English in the afternoons. In 2nd grade, students begin reading in the second language. In 2nd and 3rd grade, the model is a side-by-side model with one teacher teaching in English and one teacher teaching in French. Students alternate between one class and the other on an alternate day schedule.

5. Sequential Biliteracy:

PS 58 follows a sequential biliteracy approach to foster native language literacy first and second language literacy next. French dominant students learn to read in French first, and English dominant students learn to read in English first.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Our school is committed to providing ongoing professional development for all teachers. The 7.5 hours of required ESL training (per Jose P.) will be provided with various professional development opportunities for all teachers, secretaries and administration. Ms. Sharbutt will hold monthly professional development workshops for staff on ESL methodologies and best practices. Christina Celic, a licensed ESL/Bilingual teacher at our school and author of the Heinemann book, "English Language Learners Day by Day K-6", will also teach a monthly professional workshop on literacy, content-area and language instruction. Teachers will have many opportunities to acquire their Jose P. hours through these monthly workshops at our school, and also through workshops in our network and our CLSO, through the UFT, and through calendar days at Teachers College.

2. Lori Glazer, our guidance counselor, provides workshops for parents and students to help them transition to middle school. Lori Hiller, our school social worker, also conducts workshops. Our parent coordinator gives workshops for parents and assists them to find the best match for their child, as do the 5th grade teachers. We also have visits from returning graduates to talk to students about their experiences at their new schools.

3. Per Jose P., we will be offering professional development workshops this year on best practices and ESL methodologies, scaffolding for ELLs, guided reading, guided writing, shared writing, and how to jumpstart newcomers using Words Their Way for English Language Learners. Ms. Sharbutt also attends calendar days at Teachers College and turnkeys the workshop to our staff. Ms. Celic will conduct workshops on language objectives for ELLs, setting up a classroom for ELLs, integrating literacy with content-area instruction., teaching academic language throughout the curriculum, and differentiating instruction. Ms. Sharbutt also attends planning meetings with the teachers that she pushes in with to help them plan their instruction, and lunch time meetings to discuss the learning needs of the ESL population.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parental involvement

Parental involvement and community building are also recognized as essential for student success. Our PTA is very active and involved in our school and holds many events, including our annual Multi-Cultural Celebration. Our school offers many ways for parents to get involved, including the parents of ELLs. Within the ESL program, we have popular Potluck dinners several times a year where parents can meet other parents and families. These celebrations with the families are essential for community building and for outreach to assess the needs of the parents. We also provide homework support and tutoring for students when the parents do not speak the target language. Francophone parents are often invited into classrooms to share a part of their family/country's culture. Many parents in the Dual Language program volunteer as class parents and work with the PTA.

2. Partnerships

Our school partners with the Fifth Avenue Committee on Adult Education, a neighborhood organization that offers free English lessons for adults. Every year, the NYC DOE's Office of English Language Learners holds a workshop day for parents of ELLs that many of our parents attend. Our school also works closely with EFNY (Education Francaise a New York) by offering French after-school programs and promoting our program across the French community. The French Embassy here in New York City holds a separate Dual Language Symposium for invited parents to attend.

3. Evaluating Parental Needs

Every teacher at this school works hard to communicate with parents and as a school, we are constantly trying to improve communication with our parents. Our ESL coordinator helps teachers to translate notes in the students' home language and finds translators for conferences. Our parent coordinator also works hard to evaluate the needs of our parents. Teachers and service providers listen to the parents requests during conferences and PTA meetings. We send home surveys asking parents about their preferences, and have conversations with parents at publishing parties and conferences. Our school has a google group and the Dual Language program has a google group as well that enables us to hear parents' voices.

4. Activities

We have many activities at PS 58 that involve parents. Our parent coordinator sends out emails and has a list-serve to keep parents informed of events and notifications. We send home communication in childrens' backpacks, translated into their home languages. We have meetings scheduled twice a year to explain to parents of students in the Dual Language program how to best support their children in acquiring a new language and becoming biliterate. Every month, we invite parents to participate in Parents as Math Partners and Parents as Reading Partners events in the classrooms. Parents are invited to Publishing Celebrations in the classrooms and volunteer in the library. One need that parents have addressed is the desire for more books in their home language to read with their children, and we have expanded our library through grants and now have over 1,200 titles in French that parents can access. In addition, Ms. Sharbutt has learned through polling the parents of the ESL students that most of them read only in Spanish, so she has been increasing her collection of Spanish books and Bilingual books through grants and donations. Students can take these books home every day, also increasing the home-school connection and giving our ELLs the chance to read with their families.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	1	0	1	0	0								7
Intermediate(I)	4	8	3	2	2	1								20
Advanced (A)	8	3	4	8	1	1								25
Total	17	12	7	11	3	2	0	0	0	0	0	0	0	52

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		2		1				4
4	1		1		1				3
5			3		1		1		5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2				1		3
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		1		3				5
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Assessment Tools:

PS 58 uses the Teachers College Reading and Writing Project Assessments for English. These include: running records according to the Fountas & Pinnell leveling system; sight word assessments; narrative writing rubrics; letter/sound assessments; spelling inventories; and concepts of print. LAB-R and NYSESLAT results are also used as assessment tools.

In the French Dual Language program, teachers use Canadian running records also leveled according to F&P. Teachers also developed a letter/sound, sight word and spelling assessments using both TC and a Canadian assessment as a benchmark. The same narrative writing rubric is used, with some modifications for 2nd and 3rd grade, where more mastery of the French spelling and grammatical systems are expected.

The analysis by our data specialist of state test scores provides the following insights: on the New York State ELA exam, year after year our scores for ELLs are improving. This shows that we are learning as a school community how to better address the diverse learning needs of our English Language Learners. Through continued professional development (Jose P.) addressing ESL methodologies and strategies, our staff will help to inform our school's instructional plans. This year, for the first year, performance by ELLs on the state math test dropped. After conferring with teachers on our Vertical Math Team, teachers will design specific lessons to address the language of math for our ELLs. We will expand our Title III funded after school test prep program to include math instruction, and will add a Saturday test prep class the week before the state math exam.

2. Data Patterns across Proficiency Levels:

73% of students who took the NYSESLAT at the end of Kindergarten in 2010 scored at an intermediate level; 9% scored at a beginner level; and 19% scored at the advanced level. Zero Kindergarten students attained proficiency on the test.

43% of students who took the NYSESLAT at the end of first grade in 2010 scored at an intermediate level; 57% scored at the advanced level. Zero first grade students attained proficiency on the test.

70% of students who took the NYSESLAT at the end of second grade in 2010 scored at an advanced level; 10% scored at the intermediate level. Two second grade students attained proficiency on the test.

proficiency on the NYSESLAT in 2010.

In fifth grade, 80% of students scored at the advanced level, and 20% of students attained proficiency on the test.

The data shows that 72% of students made progress according to AMAO #1.

The data shows that 14.8% of students reached proficiency according to AMAO #2.

3. NYSESLAT Modalities and Instructional Decisions:

The NYSESLAT Combined Modality report (RNMR) indicates that 18% of our ELLs at PS 58 scored lower on the combined Listening/Speaking sections of the 2010 NYSESLAT, while 81% of students scored lower on the Reading/Writing sections of the 2010 NYSESLAT. 1% of students scored the same on both parts.

This data will be used to drive our instruction in the following ways: We will continue our Title III funded After School test prep class to give our ELLs extra support in the Reading and Writing areas. Ms. Sharbutt will use this data in planning the instruction of her ESL classes, and will create small group work tasks to provide increased instruction in reading and writing. She also will be pushing-in during the Reading and Writing blocks of classes with ELLs to give them further support in these areas. Teachers have been informed of these goals and will scaffold their lessons to offer ELLs differentiated instruction and extra support during Reading and Writing Workshops.

Part VI: LAP Assurances

4. Data Analysis in the ESL Program:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		