



**P.S. 58
THE SCHOOL OF HEROES**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 24Q058

ADDRESS: 72-24 GRAND AVENUE, MASPETH, NEW YORK 11378

TELEPHONE: 718-533-6712

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 58 **SCHOOL NAME:** THE SCHOOL OF HEROES

SCHOOL ADDRESS: 72-24 GRAND AVENUE, MASPETH, NEW YORK 11378

SCHOOL TELEPHONE: 718-533-6712 **FAX:** 718-533-6794

SCHOOL CONTACT PERSON: ADELINA TRIPOLI **EMAIL ADDRESS:** atripol@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Harriet Zaidberg

PRINCIPAL: Adelina Valastro Tripoli

UFT CHAPTER LEADER: Theresa Addeo and Lucy Cerezo Scully

PARENTS' ASSOCIATION PRESIDENT: Connie Partinico Kerry Vasquez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK CFN):** CFN 2.02

NETWORK LEADER: Nancy DiMaggio Vivian Selenikas

SUPERINTENDENT: Madelene Taub-Chan

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Adelina Valastro Tripoli	*Principal or Designee	
Theresa Addeo and Lucy Cerezo Scully	*UFT Chapter Chairperson or Designee	
Connie Partinico and Kerry Vasquez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Theresa Lambert	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Erika Alvarado	Member/Parent	
Diane Elmoznino	Member/Parent	
Andrea Ferrari	Member/Teacher	
Connie McShea	Member/Parent	
Maria Navarra	Member/Parent	
Raymond Yau	Member/Parent	
Harriet Zaidberg	Member/Teacher	
Debra Zampelli	Member/Teacher	

* 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.

Public School 58 is located in the Maspeth section of Queens, New York. This Kindergarten to sixth grade school serves a population of approximately 960 students from culturally diverse backgrounds. The community is home to many immigrants from Europe, Asia and Southeast Asia, South America and the Middle East. The school serves as a central part of the community to many of the students and their families. P.S. 58 is a newly built structure which opened in September 2002. It is a well-kept modern building where pride in the students' accomplishments is evident in the prominently displayed student work throughout the halls and classrooms.

P.S. 58 enjoys collaborations with Arts organizations. These partnerships are tied to a specific grade and are linked to the curriculum through our Intensive Research Academies. The school is fortunate to welcome New York Historians for grade 4, Dancing Classrooms for grade 5 and Theater for New Audiences for the sixth grade. These arts partners will enrich the curriculum and assist in meeting the diverse needs of the students.

P.S. 58 recognizes that in order to meet the various needs of the students and families of this community the role of the school should expand beyond the traditional definitions of teaching and learning. The school is proud to embrace many community outreach programs. The city Penny Harvest program allows students to investigate and choose deserving organizations to receive our grants. The St. Jude's Math-a-thon encourages the children to raise money to help sick children by actively completing fun math activities. The 100th Day Celebration offers an opportunity to the early childhood grades to collect canned food for a family shelter. Older students in the school reach out to the seniors of our community while visiting a senior center. Besides reading to each other, the seniors teach the students various hobbies such as checkers, knitting, chess and crocheting.

P.S. 58's school mission is to enable and ensure that each and every student will strive and achieve academic excellence as well as develop an appreciation of the fine arts. We truly believe that all children can and will learn. P.S. 58 will accomplish this mission by providing the highest quality of education, addressing the academic, social and emotional needs of every child. The school has the distinct vision to provide each student with the ability to successfully master the rudiments of learning, as well as instill and appreciate a love of knowledge.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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 School of Heroes			
District:	24	DBN #:	24q058	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	63	36			93.8	97.22	96.73		
Kindergarten	118	136	135						
Grade 1	122	129	143	Student Stability: % of Enrollment					
Grade 2	123	116	130	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	120	124	106						
Grade 4	113	124	124						
Grade 5	97	120	117	Poverty Rate: % of Enrollment					
Grade 6	95	86	104	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11						1			
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	851	871	859						
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	46	33	36	Principal Suspensions	1	4	16		
No. in Collaborative Team Teaching (CTT) Classes	39	57	72	Superintendent Suspensions	2	2	2		
Number all others	-----	-----	-----						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes		0	0	CTE Program Participants			
# in Dual Lang. Programs		0	0	Early College HS Participants			
# receiving ESL services only		144	141	Number of Staff: Includes all full-time staff			
# ELLs with IEPs		13	11	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native		5	3	Percent more than two years teaching in this school			
Black or African American		16	15	Percent more than five years teaching anywhere			
Hispanic or Latino		331	311				
Asian or Native Hawaiian/Other Pacific Isl.		314	312	Percent Masters Degree or higher			
White		305	267	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial			1				
Male		506	484				
Female		472	425				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		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**	Progress Target
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							

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 Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<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/Teacher 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 your school's 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?
-

As indicated in the Quality Review, P.S. 58's greatest accomplishments include the principal's strong leadership which has established an organized and effective school with a stimulating learning environment. The principal's cabinet cohesively reviews progress and provides comprehensive professional development that meets staff and student needs. The students of P.S. 58 are enthusiastic about the varied programs and interesting learning experiences provided by the staff. Also, the school uses a wide range of internal and external data to measure performance and progress. Very high expectations are made explicit, with student achievement continually encouraged and celebrated in varied media throughout the school. Parents' support is strong and they appreciate the good rapport they have with the staff. Our staff collaborates well, freely sharing best practices. Support from teachers and service providers means the ELL's (English Language Learners), special education and "at risk" students make sound progress. Finally, teachers know their students well and smaller class size enables more personalized learning.

As a result, P.S. 58 has made progress in addressing the issues identified for improvement in the previous Quality Review. We have refined our goals across the school so they are always specific, measurable, achievable, realistic and time-referenced. We made our whole school goals more explicit for the wider school community to increase ownership. Finally, we are evaluating the impact of initiatives such as the "Tip Book" and the Intensive Research Academies on student performance and progress.

As the need for more home-school communication was noted, we have initiated our Media Message Center. This advances lines of communication through phone messaging, emails and text messages. We also send home grade newsletters and school newsletters on a regular basis to keep families up-to-date on school issues.

According to our DOE Progress Report we need to close the achievement gap. If our ELL's showed improvement of 12.5% we would receive additional credit for exemplary gains. To work toward this goal, we have implemented the IMAGINE Learning program and the Wilson program for 3rd through 6th grade. This is used with the children who have the lowest percentages in decoding.

The results of the ELA assessments also indicate weak areas that we need to improve. When reviewing the 2010 ELA State Test results by performance indicator we were able to identify the areas that our students struggle with the most. In grades 3 and 5 where the ELA is given over a two day period, our students are struggling most in the short response area that is based on the listening

passage. In grades 4 and 6 where the test is given over a three day period the students are struggling in the listening section as well as the bridge passage. On the grade 5 ELA, students are struggling in the editing passage. Based on these results, writing is an area of need.

In addition, there are areas in the multiple choice section of the ELA that we will use as targets for improvement. In grades 3 through 6 the reading comprehension areas that student exhibit weakness in are the higher order thinking areas such as drawing conclusions, making inferences, author's purpose and theme.

By evaluating these trends, the Inquiry Team prepared individual letters to classroom teachers identifying their areas of weakness. Teachers worked during their data periods to prepare "next steps" to address these weaknesses.

Although our math scores are commendable, there are a few target areas that teachers are addressing. We evaluated the target areas based on the results of the 2010 NYS Math Test. For Grade 3, the following are areas of need: constructed responses including adding and subtracting three digit numbers with and without regrouping, and reading and interpreting data in bar graphs and pictographs. In Grade 4, students exhibit areas of need in multiple choice questions about measurement. In constructed responses the weakness is in comparing numbers, fractions, interpreting meaning of remainders and multiplying two digit numbers by one digit number. Grade five students show weaknesses in algebraic expressions and order of operations as well as measuring and drawing angles, percents, line graphs and elapsed time. Grade six students struggled with statistics, order of operations and algebraic expressions. Under constructed responses their weaknesses lie in number sense and operations, percents and the distributive property. Overall, in all grades, we need to address constructed response open-ended questions. We do well on multiple choice questions. Using these results, the teachers are able to differentiate their instruction based on the student's needs by using coach books, Everyday Math and manipulatives.

The use of Fountas and Pinnell reading assessments have allowed us to effectively track the progress of the students by grade. Our kindergarten students are expected to move from reading level A to level B by the end of the school year. The number of students below standard has dropped from 31% to 27%. The number of students at or above grade level has increased from 66% to 73%. This improvement is attributed to improved letter identification, improved sound/symbol awareness and an increased emphasis on phonemic awareness.

The first graders have a huge hurdle to jump from reading levels B up through I (8 levels). Their growth is not as obvious a change as in kindergarten. The number of students below standard remained constant at 41%. The number of students at or above grade level has gone from 62% to 57%. Although these children are strong in sound/symbol awareness, they are weak in blending and segmenting. The decrease in achievement can also be attributed to a high ESL population on first grade as well as the large number of levels that need to be mastered.

The Fountas and Pinnell assessments indicate that the second grade students are expected to move from Level I to Level L by the end of the year. The students working below standard increased from 35% to 40%. The children at or above grade level went from 64% to 60%. Their assessments indicate a weakness in vowel clusters and syllables/segmenting. However, they do show strength in the recognition of high frequency words.

In third grade the trend was remained level. The number of children working below standard remained constant at 30%. The number of children working at or above the standard was constant at 70%. In fourth grade, the trend is different. The number of children working below standard increased from 32% to 38%. The children working at or above grade level went from 68% to 62%. In fifth grade the children working below standard dropped from 46% to 43%. The children working at or above standard went from 54% to 43%. On sixth grade the children working below standard dropped

from 50% to 48%. The children working at or above standard increased minimally from 51% to 52%. Overall, the minimal changes were due to the quality of the test prep time. The test prep time did not provide ample time to read and teach the necessary strategies required for greater improvement. Also, on fourth, fifth and sixth grade the benchmark was raised. Any improvement that was made was not clearly indicated.

We attribute our improvement to one primary aid – reduced class size. Federal and state funding gave us the opportunity to reduce class numbers. One barrier that we faced that may have impeded our further success was funding. We are a Title 1 school in good standing. If we had more funding we would be able to design more tailored instruction with additional staff.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Goal 1: By May 2011, there will be a 50% increase from an average of 10 parents to 15 parents attending special events as measured by sign-in/attendance sheets which will help to increase student achievement.

Goal 2: By June 2011, 49 out of 66 teachers will demonstrate differentiated instruction strategies two to three times a week as evidenced by customized rubrics, observations, walkthroughs, student work, focus points, learning centers.

By June 2011, 473 out of 946 students will complete three differentiated activities based on their learning styles that are on or above standards as measured by rubrics evidenced in finished products, center binders and bulletin boards.

Goal 3: By June 2011, 35 of our 47 classroom teachers will incorporate the new Standards to develop three integrated curriculum units as evidenced by observations, walkthroughs, student work, focus points, and classroom artifacts.

By June 2011, 15 out of 21 classes in grades 3 – 6 will show an improvement in ELA and Mathematics as measured by Acuity periodic assessments.

Goal 4: By June 2011, 28 out of 47 classroom teachers will utilize Next Step Strategy pads in reading genres, critical thinking in reading, writing, math, averaging once a week per discipline as measured by conference binders, next step pads, observations and walkthroughs.

By June 2011, 662 out of 946 students will utilize their Next Step strategy Pads during reading, writing and math workshops to improve their overall performance as evidenced by Fountas and Pinnell results, writing baseline (focus, organization content) sheets and Math diagnostic tests.

Goal 5: By June 2011, 473 out of 946 students in grades K-6 will show progress in their writing from their baseline in September to the final in June, as measured by assessment reports three times a year.

By June 2011, 40 out of 120 targeted “WOW” cohort group will show progress in their writing across the genres as measured by assessment sheets.

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 2010-11 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, PLA, 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): Parental Involvement

#	2010-11 CEP Goal	Goal Description / Rationale (Select from Drop-down List)	Programs, Strategies, and/or Activities Planned to achieve goals (As described in CEP action plans)	FY'11 School Budget Item(s) Allocated to Support Accomplishment of Goal (List and describe)	
Edit	1	Goal 1: By May 2011, there will be a 50% increase from an average of 10 parents to 15 parents attending special events as measured by sign-in/attendance sheets which will help to increase student achievement.	<p>*Initial indicators will be taken in September 2010, gathering information from parent surveys, PTA attendance at initial meeting, open school, BBQ. In November, parent involvement will continued to be tracked at Parent Teacher conferences, parent workshops, and family fun night. In March, attendance and participation will be measured again at Parent Teacher Conferences, parent workshops, fun Night participation, and PTA meetings. End of the year attendance will be taken at various events.</p> <p>*Utilizing phone/email/text messaging system, as well as hard copies to increase attendance.</p> <p>*Parent Survey results.</p>	<p>*"P.S. 58 Family Fun Nights" such as: *Parent-Child Literacy Night *Math Games Night *Science Exploration Night *Select awards ceremonies *Parent Workshops such as: *Open School Week Introductions *Technology *ELL Information *Math/ELA Test Information *Science *Sunset BBQ: parent-teacher meet and greet *Author Apprentice Day - 2 times a year *Parent Involvement Trips Target Population: parents Responsible staff members: Parent Coordinator Staff developers/Coaches PA President & Members SLT Staff Members *Title 1 *Fair Student Funding *AARA *Slit Staff Members - volunteer hours *Teacher per</p>	<p>Title 1 1% for Parent Involvement \$5,287.00 SLT Parent Stipend \$1800.00 Parent Coordinator/Parent Involvement Fund \$500.00</p>

				<p>session hours (if funding is available) *Initial Indicator: September 2010 *gathering information from parent surveys *PTA attendance at initial meeting *Open School - Meet the Teacher attendance *November 2010 *Parent Teacher Conference *Parent workshops attendance/participation *Fun Night participation *PTA meetings *March 2011 *Parent Teacher Conferences *Parent workshop attendance/participation *Fun Night Participation *PTA meetings Measured by sign-in sheets; exit slip feedback</p>	
Edit	2	<p>Goal 2: By June 2011, 49 out of 66 teachers will demonstrate differentiated instruction strategies 2 to 3 times a week as evidenced by customized rubrics, observations, walkthroughs, student work, focus points and learning centers.</p> <p>By June 2011, 473 out of 946 students will complete 3 differentiated activities based on their learning styles that are on or above standards as measured by rubrics evidenced in finished products, center</p>	<ul style="list-style-type: none"> *Walk through write ups, lesson observations *Learning center binders *Professional development packets *Student work *Newsletter *Next step note cards in reading, writing, math *Conference Binders *Bulletin Boards *Rubrics *Finished products 	<ul style="list-style-type: none"> *Professional development devoted to differentiation and higher order thinking strategies *Pre-assessment strategies to create differentiated groups *Learning centers created around students needs *Inter-visitations and demonstration lessons *Use of an in-house newsletter that shares professional resources and ideas for differentiation. *After-school Inquiry data time to analyze data and tailor instruction to students' needs. *Each teacher has an additional data period once a week to analyze data and classroom trends to form groups in reading, writing and math. *Guided group template to assist teachers in planning *Materials purchased to meet the individualized needs of the diverse 	<p>2 teaching positions which will provide coverages for data periods 2 @ \$67,000.00</p>

		binders and bulletin boards.		<p>learners in a classroom.</p> <p>Target Population: all instructional staff Responsible staff members: Coaches, All instructional staff Administrators *Fair Student Funding *Coaches *All instructional staff *Administrators *November 2010 *Pre-assessments in reading and math *Professional development devoted to differentiation *40% of teachers demonstrating differentiated instruction strategies *February 2011 *Continue with pre-assessments *Learning centers *Inter-visitations/Demo lessons *In-house newsletter *55% of teachers demonstrating differentiated instruction strategies *May 2011 *Continue with unit pre-assessments *Learning centers *Professional development *Inter-visitations/Demo lessons *70% of teachers demonstrating differentiated</p>	
Edit	3	<p>Goal 3: By June 2011, 35 out of 47 teachers will incorporate the new Standards to develop three integrated curriculum units as evidences by walkthroughs, observations, focus points, classroom artifacts and student work.</p> <p>By June 2011, 15 out</p>	<ul style="list-style-type: none"> *Walkthroughs *Developed curriculum maps *Professional Development handouts/attendance *Classroom Artifacts *Focus Points *Mid Year Portfolio *Acuity Results 	<ul style="list-style-type: none"> *Professional development devoted to the new Standards and strategies to connect the various subject areas *Common grade preps to discuss/plan curriculum maps *Inter-visitations and demonstration lessons *Lunch and Learn professional developments *Principal Forum Workshops *Grade Conferences centered around Professional Development of Standards (Writing, Reading, Curriculum Mapping) 	<p>Curriculum Committee per session hours dedicated to aligning the standards to the grade specific curriculum \$26,036.00</p>

		of 21 classes in grades 3-6 will show an improvement in ELA and Mathematics as measured by Acuity periodic assessments.		<p>Target Population: All instructional staff and students K-6, ELL's and SWD</p> <p>Responsible staff members: Coaches AIS providers All instruction staff Administrators</p> <p>*Fair Student Funding *Coaches *AIS providers *All instruction staff *Administrators</p> <p>*September/October 2010: Professional development and training of staff</p> <p>*November 2010: 1st integrated curriculum unit planned and implemented by at least 50% of the staff</p> <p>*February 2011: 2nd integrated curriculum unit planned and implemented by at least 60% of the staff</p> <p>*May 2011: 3rd integrated curriculum unit planned and implemented by at least 70% of the staff</p> <p>*June 2011: At least 75% of the staff working with integrated curriculum units</p>	
Edit	4	<p>Goal 4: By June 2011, 28 out of 47 classroom teachers will utilize Next Step Strategy pads in reading genres, critical thinking in reading, writing, math, averaging once a week per discipline as measured by conference binders, next step pads, observations and walkthroughs.</p> <p>By June 2011, 662 out of 946 students will utilize their Next Step Strategy pads during reading, writing and math</p>	<ul style="list-style-type: none"> *Next Step Pads *Conference Binders *Observations/walkthroughs *Teacher achievement of goals and plan of action *Student journals (Source Book, Reading Response Journal, Math Response Journal, Reading at Home Journal) Observations *Fountas and Pinnell graphs *FOC Writing Graphs *Math Diagnostic Graphs 	<ul style="list-style-type: none"> *Creating, developing and implementation of next step pads. *Professional Development on implementation of pads. *Inter-visitation Sessions *Demonstration Lessons *Lunch and Learn Sessions *Principal Forums *Data Periods 	OTPS \$5,000 for supplies

		workshops to improve their overall performance as evidenced by Fountas and Pinnell results, writing baselines focus, organization & craft) and Math diagnostic tests.			
Edit	5	<p>Goal 5: By June 2011, 473 out of 946 students in grades k-6 will show progress in their writing from their baseline in September to the final in June, as measured by assessment reports three times a year.</p> <p>By June 2011, 40 out of 120 targeted "WOW" cohort groups will show progress in their writing across the genres as measured by assessment sheets.</p>	<ul style="list-style-type: none"> *Teacher conference binders *F (focus) O(organization)C(Craft) assessment sheets *Writing Data spreadsheets for k – 6 *Strategy Group development/lesson plans *Development of a more comprehensive assessment to formalize assessment 	<ul style="list-style-type: none"> *Unannounced WOW Writing (Work out your Writing) time given at the conclusion of every genre study period to measure school-wide progress in writing and analyzation of progression and trends. *Creation of School-wide assessment data sheets *Professional Development in assessment of writing *Next Step Pads in writing *Student writing accordion file folder to house and organize students writing pieces (multiple drafts, published work, teacher notes, labels rubrics) per genre *Students required to continuously published pieces after mastery of current genre 	No Cost

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	27	21	N/A	N/A				
1	42	30	N/A	N/A				
2	31	26	N/A	N/A				
3	63	61	N/A	N/A				
4	59	38						
5	37	24						
6	49	30						
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"> *Wilson – small group – during school day *At Risk – SETSS – small group - during school day *Reduced Class Sizes
Mathematics:	<ul style="list-style-type: none"> *At Risk – SETSS – small group – during school day *Reduced Class Sizes
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> *At Risk Behavior Modification, Bullying Program and small group - one to one - whole class *Respect for All *Preventative Child Abuse Lessons – whole class
At-risk Services Provided by the School Psychologist:	*As necessary – one to one and small group
At-risk Services Provided by the Social Worker:	*As necessary – one to one and small group
At-risk Health-related Services:	*Allergy Classes, Open Airways, Eating Healthy diabetes instruction

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) Language Allocation Policy to this CEP.

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

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K – 6 Number of Students to be Served: 123 LEP 0 Non-LEP

Number of Teachers 4 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Title III Grant Description

P.S. 58Q uses part of the Title III Grant funding to purchase licenses for the Imagine Learning ESL computer program. This program begins with an assessment to establish each student's strengths and weaknesses and provides individualized instruction accordingly. Students are assessed periodically and instruction is further revised. Imagine Learning also prints out worksheets and creates reports which are useful for teachers to plan instruction for each student. All of the ESL students in the school are enrolled in Imagine Learning. The program is used in the monolingual classroom of the ELL students, as supplemental instruction, above and beyond the mandated ESL instructional time. This means that the program is installed on the server of P.S. 58. It is available for the students to access and use in their classrooms as additional ESL instruction throughout the day, in addition to any instruction provided by Mr. Xu, a licensed ESL teacher, as described in detail in the following paragraphs. Students also use Imagine Learning in the computer room once or twice a week as a prep provided by a licensed ESL teacher. Classroom teachers of ELL's, and push-in ESL teachers are also able to bring students to the computer lab and use Imagine Learning during any open periods. During this time, students are provided with extra instructional minutes, above and beyond their mandated time.

P.S. 58Q also uses part of the Title III Grant funding to pay a portion of the salary of one licensed ESL teacher, Mr. Xu. The portion of his salary paid for through Title III funding amounts to approximately 1.3 periods per week. As stated in the budget, the Title III grant pays \$3,820 toward Mr. Xu's salary. This amounts to 4.13% of his salary. 4.13% of 30 periods per week is approximately 1.3 periods per week which we rounded up to 2 periods per week. The classes included in this extra instructional time are the two Kindergarten classes with the highest concentration of beginner level ELL students. These are classes K-3 and K-6. In addition to these extra instructional periods, Mr. Xu also attends one data analysis period per week with the 1st grade classroom teachers of ELL students, totaling 3 periods per week, for the benefit of the ELL students and classroom teachers. During these data periods, Mr. Xu and the classroom teachers of ELL's, work collaboratively to collect and analyze data to be used to drive instruction for ELL students.

In addition to the students using Imagine Learning in their monolingual classrooms (above and beyond their mandated ESL minutes), Mr. Xu also works with all ELL students on all grade levels. He works with them using Imagine Learning in the computer lab of our school during designated periods. Staff development for Mr. Xu, the other ESL teachers, and monolingual classroom teachers is provided by consultants from Imagine Learning. ESL teachers also attend Professional development provided by the CFN in order to remain current and up to date on ELL research and issues. This information is then turn-keyed to monolingual teachers of ELL students during common data periods, ESL congruence and direct staff development.

Language Instruction Program

P.S. 58Q has purchased the Getting Ready for the NYSELAT and Beyond series of books. These books provide specific instruction designed to prepare students for the NYSELAT exam. By previewing with students the structure and type of questions on the NYSELAT we will ensure that students are well prepared for the test.

Our ELL students participate in the Reader's Workshop Model, and in small-group instruction whenever possible. The students are grouped by reading level, NYSELAT level, or based on similar needs, and have an opportunity to participate more while in these reading groups. They can ask more questions, they can find the answers in the text more often, and they can de-code unfamiliar vocabulary words on a more regular basis.

This small-group time also allows the teachers to assess on a more regular basis what is needed to move the student forward. Students may also receive one-on-one instruction in certain cases. This may be reserved for students who are very below reading level even after 3 years. It may also be for students who have trouble focusing on what they read or answering questions. They are engaged in shared reading, guided reading, independent reading, accountable-talk as well as developing language experiences. Instruction is geared toward skills and strategies which will build literacy, such as inferring, main idea, and cause and effect. We enhance reading development using various ESL strategies such as scaffolding, vocabulary building, and reading comprehension. Small group remediation may also be used. ELL students receive extra instructional minutes whenever possible, which gives the students a chance to practice the skills they still haven't mastered. Getting Ready for the NYSESLAT (reading portion), Imagine Learning English, Open Court Phonics, and the Wilson intervention program are also used. Fountas and Pinnell is also used to determine reading levels.

Our ELL students also participate in the Writer's Workshop model. Students are placed in small writing groups and are grouped by similar needs. For example, if three students continue to struggle with writing topic sentences, then those students would work together with a teacher in that small group to attack that skill. The students would have extra opportunities to participate and share their ideas about that skill. The teacher is also able to assess the next skill that needs to be worked on while in those smaller groups. In certain circumstances, a teacher may work on writing one-on-one with a student who is still struggling with basic writing mechanics such as sentence structure or organization of writing. All students are involved in shared writing, modeled writing, independent writing and interactive writing. Some students receive extra instructional minutes whenever possible. During these minutes, the students have the opportunity for extra writing conferences and editing. Getting Ready for the NYSESLAT (writing portion) and the Wilson intervention program may also be used. Informal assessments include benchmark writing, running records, portfolios, teacher observation, and teacher/student conferencing. Conferencing is often delivered on a one-on-one basis, or in a very small group based on similar needs. Formal assessments include LAB-R, NYSESLAT, ELL Interim Assessment, NYC Periodic Assessment Program and other Standardized tests.

The findings and work of Lily Wong Fillmore are applied in the instruction of ELL students. Teachers model and apply the practices which help ELL students extract meaning from reading and write successfully. Long sentences with difficult vocabulary, which are called juicy sentences are broken down using the Deconstruct - Reconstruct strategy, mapping meaning to text. Students are taught to break down and understand these juicy sentences. Word baggies are kept for juicy words which can be used for both comprehension and in vocabulary development for writing. Identifying language patterns and figurative expressions in writing samples gives students the tools to understand what they read and to develop their vocabulary to improve their writing. These strategies help students make the difficult transition from BICS to CALP and achieve greater success in their reading and writing. This should greatly address the disparity between the results of ELL students in the listening & speaking and reading & writing modalities.

ELL students on all grade levels are provided with the Imagine Learning computer based instructional program, which establishes each student's strengths and weaknesses and provides individualized instruction accordingly. Students are assessed periodically and instruction is further revised. Imagine Learning also prints out worksheets and reports which are useful for teachers to plan instruction for each student. ESL teachers provide classroom teachers with assistance in planning to meet the needs of ELL students and also turn-key strategies from workshops.

George Xu, a licensed ESL teacher, uses the Imagine Learning program with his ELL students. This instruction is provided for one or two 52 minute periods per week for all ELL students. In addition to these periods, the two classes designated for the Title III program supplemental instruction are provided with an additional period, above and beyond their mandated minutes, where Mr. Xu continues to work and monitor students working on the Imagine Learning program.

Students receive test preparation for the NYSESLAT from the ESL and classroom teachers using teacher developed materials and the workbook "Getting Ready for the NYSESLAT and Beyond" from Attanasio and Associates. The workbooks provide instruction on different levels reflecting the question types on the different bands of the NYSESLAT.

Language development is encouraged by the classroom teacher and the ESL teacher through collaborative planning and instruction. Together the teachers establish a low anxiety environment with comprehensible input, opportunities for the ELL learner to interact with peers and awareness of the stages of language acquisition. Scaffolding activities encourage students to achieve greater language proficiency through modeling language, providing high interest activities and pairing with a buddy to foster development and risk taking. Students are also grouped at tables with native speakers of English in order to provide maximum exposure to English modeled by their peers. A wide variety of assessment is used to assess development across the four modalities and to drive further instruction within the Zone of Proximal Development through social interaction and academic content-based activities.

Instruction is developed to meet the specific needs of our ELL population. Students receive additional support through differentiated instruction. New classes need to continue to be developed to address the specific needs of our students in each grade level, as described above. Professional development in ESL strategies/methodologies provided to staff on a regular basis. K & 1 will emphasize more Listening and Speaking. Grades 2,3,4,5, & 6 will continue to emphasize Reading and Writing.

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.

In this school year, P.S. 58 will hold five staff development workshops geared toward teachers with ELL students in their classes. Staff developments will be conducted by ESL teachers, as well as regional staff. Workshop topics include: Welcome to a New Year, Helpful Suggestions to the Classroom Teacher with ELL’s, Introduction to the ELL Program, ESL Strategies to Use in Your Classroom, Determining Eligibility, The NYSESLAT, Finding More Information, and Imagine Learning training. Workshops are usually held in September, October, January, April and May. ESL teachers participate in a wide variety of staff development offered at our school and at other sites. Valuable information is turn-keyed from other sources, such as Integrated Curriculum and Instruction, focusing on the research and recommendations of Lilly Wong Fillmore.

We have two full time Literacy Coaches. We also have two SETTS teachers/specialists on staff. There is staff development for all teachers. This year we plan to implement professional development for classroom teachers to address more ESL strategies and methodologies. We will work with our specialists, as well as our literacy coaches, to provide additional support for all members of our staff. The school also has professional development provided by outside sources on a variety of topics for integrating content area and ESL curricula.

Section III. Title III Budget

School: P.S. 58 BEDS Code: 342400010058

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	\$3,820.00	Pay a portion of the salary of one licensed ESL teacher to work in the computer lab using technology to assist ELL Students.
Purchased services - High quality staff and curriculum development contracts.	\$0	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$0	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	\$20,000.00	Imagine Learning ESL computer program
Travel	\$0	
Other	\$0	
TOTAL	\$23,820.00	

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.
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.

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.
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.
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>.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$0	\$528,748	\$528,748
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$0	\$5,287	\$5,287
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,437	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$52,875	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **96%**
6. 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.

The teachers who are not highly qualified are being mentored this year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Section I: Title I Parent Involvement Policy

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

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

[Add other activities, if applicable]

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

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; **(Parent workshops are conducted by guest speakers, parent coordinator and trainers workshops, based on surveys in literacy, math, ELL enrichment, special needs, and technology).**
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, **Annual School Report Card (Accessing on Aris) Progress Report, Quality Review Report, Learning Environment Survey Report (We provide opportunities for parents by conduct parent surveys, and we validate their requests by implementing new programs).**
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act; **(PTA)**
- Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help. **(Enrichment career fair where parents share their passions for hobbies or work with students.)**

- *[add other activities, if applicable]* **We provided a messaging service to cell phone, home or text, provide the teachers e-mail for parents. We also provide comprehension parent workshops based on surveys, and designing a Pota Portal for the parents).**

PS/MS/HS XX will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference; **(During open school week, we have a curriculum presentation, individual teacher brochures, and comprehensive school wide brochures).**
- Hosting educational family events/activities during Open School Week and throughout the school year; **(Some of the educational and family events that took place throughout the school year were: Parent workshops, bookfair, author apprentice, BBQ in June, ELA and Math Olympics attendance by parents, Carnavale, Carnival, Multi-cultural dance festival, and parent luncheon.)**
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council; **(SLT) ?**
- Supporting or hosting OFEA District Family Day events; **(Carnival, BBQ, multicultural dinner or luncheon, after dance party)?**
- Establishing a Parent Resource Center or lending library; instructional materials for parents.
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents; **(Since Grandparents Day is in September we can have a luncheon or breakfast for the grandparents, Workshop for grandparents. Also a game day with grandparents, and a father/father figure workshop).**
- Encouraging more parents to become trained school volunteers; **(Pursuing Learning Leaders program.)**
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- *[add other activities, if applicable]*(See previous page)

Section II: School-Parent Compact

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

School Responsibilities: School is in good standing

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- *[add other activities, if applicable]*

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively. **(Our Parent Teacher Conferences are offered in all languages).**
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member; **(The Social Policy handbook provided to all of our parents.)**

- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and **(Opportunities are arranged for parents to receive training to volunteer and participate in their child's class and to observe classroom activities. During the school year we offer open school week, Adopt a school, Bronx Zoo Connection to set workshops, Authors Apprentice program, parent careers share fair, and business connections through the parent body.)**
- Planning activities for parents during the school year (e.g., Open School Week); **(Some of the activities that are planned for our parents during the school year are: movie night, Family Night on Broadway, and Olympic night.)**
- *[add other activities, if applicable]*

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians; **(We create a safe supportive and effective learning community for students and a welcoming respectful environment for parents and guardians, by offering the School Policy handbook).**
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend); **(We assist parents in understanding academic achievement standards and assessments through Aris/ progress reports, report cards/goals and next steps/ periodic assessments).**
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community; **(Technology, flyers, frequent PTA meetings, written or text correspondence).**
- Supporting parental involvement activities as requested by parents; and **(PS 58 support parental involvement activities by using parent surveys to generate workshops and enhanced communication).**
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs; **(Parent Coordinator will provide a roundtable discussion of the parent's concerns and address the needs of the parents).**

- *[add other activities, if applicable]*

Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent; **(Put a parent contract in place)**
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age; **(A flyer or brochures of the do's and don'ts for preparing your child for the next day will be created.)**
- Check and assist my child in completing homework tasks, when necessary; **(Agenda books is way of communicating if the child has homework, and parent and teacher communication through email).**
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes) **(Book campaign, RAH (Reading at Home Journal, parent reading guide).**
- Set limits to the amount of time my **child watches television or plays video** games;**(A trifold brochure will be created on these topics listed above)**
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; **(Extracurricular commitment contract. Have child sign a contract to commit to extracurricular activity).**
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits; **(PTA carnival, BBQ's)**
- Participate, as appropriate, in the decisions relating to my child's education. I will also:
 - Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district; **(Text, email, parents are provided with the teachers email address.)**
 - Respond to surveys, feedback forms and notices when requested;

- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact; **(PTA Executive Board)**
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible; **(Designing a parent porta portal. In process Aris, Brain Pop, Brain Pop Jr. and Brain Pop Espanol)**
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and **(PTA, community board meetings, leadership team, and CEC president panel.)**)
- Share responsibility for the improved academic achievement of my child; **(Parent Teacher Conferences, Student of the Month, Author Apprentice, and an Olympic program where the parents participate).**
- *[add other activities, if applicable]*

Student Responsibilities:

- Attend school regularly and arrive on time; **(Student contract in place/ Character counts program. Attendance rewards, message system, and student contract).**
- Complete my homework and submit all assignments on time; **(Student contract, and a signed letter from the principal which is sent home).**
- Follow the school rules and be responsible for my actions; **(Contract in the agenda book, student contract, and the blue book).**
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully; and
- Always try my best to learn

[add other activities, if applicable]

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by P.S. 58 on November 1, 2010.

This Parent Involvement Policy was updated on December 20, 2010.

The final version of this document will be distributed to the school community on January 3, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

See pages 10 – 12 in the CEP.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

The primary school wide reform strategy that P.S. 58 has initiated to advance the levels of student academic achievement is reduced class size to provide instruction in a more individualized manner. The children attend extended day programs to strengthen and reinforce their reading skills and strategies. Depending on their need, the extended day program also offers enrichment and accelerated curriculum for those children who are working at or above the standard. Everyone benefits from reduced class size. The early childhood grades can provide smaller group instruction to build a solid foundation of skills for future years. An additional fifth grade class was also opened to reduce class size on the grade and allow the teachers to work in a similar fashion.

3. Instruction by highly qualified staff.

All of the teachers at P.S. 58 are highly qualified.

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.

There is on-going professional development for teachers and paraprofessionals to enable all children in the School Wide Program to meet the State's academic standards. The staff is developing curriculum to help the students master the standards using different approaches and techniques that accommodate their learning styles. The staff has on-going professional development concerning the use of "Next Step" books in reading, writing, math and poetry. The staff has been provided with weekly data periods which offer time to analyze student data. This in turn ensures instruction can be tailored specifically to a child's weakness and turn it into a child's strength.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

P.S. 58 has initiated a Grandparent Workshop to increase family involvement. Also, our Authors Apprentice Days provide opportunities for the children to write, publish and share their writing success with their families.

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.

N/A

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.

Teachers rely heavily on academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Diagnostic reading and writing tools offer the staff the basis needed to evaluate student strengths and weaknesses on an on-going basis. “Next Step” books indicate areas that need improvement so that the children and the teachers can focus on these areas and target them for improvement.

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.

Students’ difficulties are identified on a timely basis. Our Inquiry Team analyzes and prescribes tailor made packages that provide teachers and children with targeted assistance. The staff maintains conference notes identifying strengths and weaknesses in reading, writing and math. The students’ writing portfolios are also labeled with strengths and next step suggestions for improvement.

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.

P.S. 58 coordinates federal, state and local services and programs through our nutrition program, “Healthy Body, Strong Mind”. A health fair is planned to offer information and instruction parents and the school community about staying healthy, eating healthy and exercising.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal		✓				
Title I, Part A (ARRA)	Federal	✓			\$528,748.00	✓	14, 15, 16, 17, 20
Title II, Part A	Federal	✓			\$295,401.00	✓	20
Title III, Part A	Federal	✓			\$23,820.00	✓	21
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local	✓			\$4,057,981.00	✓	14, 15, 16, 17

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.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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: 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.)

P.S. 58 has no students in Temporary Housing.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 58 - School of Heroes					
District:	24	DBN:	24Q058	School		342400010058

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	v
	2	v	6	v	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	36	0	0		95.5	96.0	96.3
Kindergarten	144	134	123				
Grade 1	153	152	137	Student Stability - % of Enrollment:			
Grade 2	123	151	147	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	136	121	148		95.2	97.0	94.8
Grade 4	133	137	125				
Grade 5	140	134	146	Poverty Rate - % of Enrollment:			
Grade 6	108	126	114	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		50.2	64.7	69.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	1	3
Grade 12	0	0	0				
Ungraded	1	9	7	Recent Immigrants - Total Number:			
Total	974	964	947	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	7	0

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	34	34	36	Principal Suspensions	4	4	16
# in Collaborative Team Teaching (CTT) Classes	70	69	67	Superintendent Suspensions	2	0	2
Number all others	31	36	32				

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	0	0	TBD	Number of Teachers	68	74	75
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	21	7
# receiving ESL services only	132	130	TBD				
# ELLs with IEPs	12	23	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	10	9	19

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	97.1	90.5	100.0
				% more than 2 years teaching in this school	61.8	54.1	77.3
				% more than 5 years teaching anywhere	47.1	40.5	53.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	88.0	93.3
American Indian or Alaska Native	0.5	0.4	0.3	% core classes taught by "highly qualified" teachers	64.8	87.2	91.6
Black or African American	1.6	1.1	1.7				
Hispanic or Latino	34.0	34.8	35.4				
Asian or Native Hawaiian/Other Pacific	32.2	33.1	33.3				
White	31.6	30.4	29.3				
Male	51.6	52.4	53.7				
Female	48.4	47.6	46.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
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	v	v				
White	v	v				
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	7	7	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	58.9	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	6.3	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	11.7	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	36.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.3					

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

**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 202	District 24	School Number 058	School Name The School of Heroes
Principal Adelina Valastro Tripoli		Assistant Principal Anna Guidice	
Coach Jessica D'Antonio		Coach Tara Gaiss	
Teacher/Subject Area Catherine DeMauro/ESL		Guidance Counselor Tina Wright	
Teacher/Subject Area Eva Csillik/ESL		Parent Connie Partinico	
Teacher/Subject Area Andrea Ferrari/SETTS		Parent Coordinator Maxine Witherspoon	
Related Service Provider Bernadette Alvarez/SETTS		Other George Xu/Computers/ESL	
Network Leader Nancy DiMaggio		Other type here	

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	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
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	0

C. School Demographics

Total Number of Students in School	948	Total Number of ELLs	151	ELLs as Share of Total Student Population (%)	15.93%
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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. The steps followed for the initial identification of those students who may possibly be ELLs.

When parents arrive to register their children, they are provided with all appropriate registration and information forms in the appropriate languages, including an HLIS form which they fill out and return to a designated pedagogue. These pedagogues are Eva Csillik, Catherine DeMauro, Tara Gaiss, Jessica D'Antonio, Andrea Ferrari, or Bernadette Alvarez.

The HLIS form is reviewed for clarity and if it is not clear what language is spoken in the home, the pedagogue conducts an interview to establish the student's home language. If the parent speaks English and agrees to be interviewed in English then the interview is conducted in English, otherwise the interview is conducted through a suitable interpreter.

If the home language is determined to be other than English, the LAB-R test is administered within the first ten school days by a qualified, licensed ESL teacher: Catherine DeMauro or Eva Csillik. These ESL teachers also administer the NYSESLAT to all ELL students in spring of each year.

2. What structures are in place at your school to ensure that parents understand all three program choices?

P.S. 58 invites parents of newly enrolled ELL students to attend a Parent Orientation at the beginning of each school year and continuously as new ELL students are admitted to the school. Parents receive notifications letters in a variety of home languages. These meetings inform parents about citywide program options by showing the DOE video in the appropriate language. The DOE video explains each of the program choices offered by the DOE; English as a Second Language (ESL), Transitional Bilingual Education (TBE) and Dual Language. Parents are given the opportunity to ask questions and review literature (Guide for Parents). The parents/guardians are then given a choice as to which program they want their child to be enrolled in. This is called an "informed choice". Eligible students are placed into available programs selected by their parents. If a choice is not available in PS 58, the parents are offered the opportunity to transfer their child to a school with the program. Parents are informed that if sufficient numbers of parents select a program that is not currently offered, one will be started.

Parents are also invited to attend additional workshops throughout the year where they may learn about the new core curriculum, standards, assessments, and how to help their children at home.

3. Describe how your school ensures that entitlement letters are distributed and all program selection forms are returned?

ESL teachers fill out and distribute all entitlement letters directly to each student. Students are instructed to place the letter directly into to "Home Folders" so that their parent/guardian will receive it. We follow up with parents during parent/teacher conferences and workshops.

If all program selection forms are not returned, the classroom teachers or ESL teachers speak to the parents at dismissal for students in lower grades who are picked up by a parent. If there is no reply after repeated effort to contact the parents, then forms are sent home in homework folders with information and contact information for the ESL department. ESL teachers also attend parent teacher evening conferences to meet with parents who have not returned forms. In other cases parents may be called to remind them of this important choice. They are then offered a meeting and assistance in order to fill-out the form.

4. Describe the criteria used and the procedures followed to place ELL students in bilingual or ESL instructional programs.

ELL students who are eligible to be tested are identified initially through Home Language Surveys, and then tested using the LAB-R. Eligible ELL students are placed into available programs selected by their parents. If a choice is not available in PS 58, the parents are offered the opportunity to transfer their child to a school with the program. Brochures are distributed in the correct home language and the parents can view the video in their language as well. Parents are informed that if sufficient numbers of parents select a program that is not currently offered, one will be started.

Parents are also invited to attend additional workshops throughout the year where they may learn about the new core curriculum, standards, assessments, and how to help their children at home. Translators are used whenever available.

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?

Parent Selection forms for recent years indicate a preference for ESL placement. There have been less than 4 parents per grade selecting a program other than ESL. There have not been sufficient numbers of parents choosing other programs to require opening them.

6. Are the programs offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Define specific steps underway.

The programs offered at P.S. 58Q are aligned with parent requests. The greatest number of parents request ESL as their program choice and ESL is the program model in place. There are not enough parents on any two consecutive grade levels to warrant setting up a bilingual or dual language program. The ESL program is conducted in accordance with a push-in, readers/writers workshop model in alignment with the State mandates. Parents are offered the option of transferring their child to a school conducting the program selected. Numbers are monitored in order to assure that if there are sufficient numbers of parents in a language group requesting Bilingual or Dual language programs for their children, the appropriate program model would be established in conjunction with parental

preferences. The program offering is in line with the parental options. We align our ESL program based on the needs of our ELL student population. Instruction is provided in the English language. Advanced students in grades K-6 receive 180 minutes of ESL instruction per week, beginner and intermediate students receive 360 minutes, fulfilling New York State mandates, specifically CR Part 154. We have four licensed/certified ESL teachers.

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	3	1	1	1	1	1	0	0	0	0	0	0	11
Total	3	3	1	1	1	1	1	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	151	Newcomers (ELLs receiving service 0-3 years)	114	Special Education	36
SIFE	1	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	2

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	114	1	20	35	0	15	2	0	1	151
Total	114	1	20	35	0	15	2	0	1	151

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

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	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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	7	11	10	15	17	11	4							75
Chinese	13	11	6	3	4	3	3							43
Russian														0
Bengali	1			1										2
Urdu														0
Arabic				1	1	1								3
Haitian														0
French														0
Korean			1											1
Punjabi	1	2	0	1	1									5
Polish	1	2	1		1									5
Albanian														0
Other	4	5	0	2	2	3	1							17
TOTAL	27	31	18	23	26	18	8	0	0	0	0	0	0	151

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. How is instruction delivered?

a. Instruction is delivered using the Push-In/Co-Teaching model for the large majority of ELL students. A very small number of Special Education students (less than 10) that are in various self-contained or I.C.T classes who are eligible for ESL services, are pulled out into a small group in order to adhere to the students' IEPs regarding group size, and in order to maximize scheduling.

b. ELL students are grouped by grade level and are heterogeneously placed within the classroom. Scores on the LAB-R and NYSESLAT tests are used to determine program eligibility for each student. Once program eligibility is determined, students are placed into designated classes on each grade level in order to facilitate the delivery of ESL services through the push-in model. Where there is a greater number of ELL students on a grade level (Kindergarten and first grade) more than one class on each grade has been designated ESL. There are four licensed/certified teachers serving the classes with the push-in model with a minimal amount of pull-out instruction when necessary.

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 (as shown above)?

Advanced students in grades K-6 receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction per week. Beginner and intermediate students receive 360 minutes of ESL instruction, fulfilling New York State mandates, specifically CR Part 154. We have four licensed ESL teachers. Our program is a push-in/co-teach model aligned with the new curriculum and New York City and State Standards with a minimal amount of pull-out instruction when necessary. Students enjoy maximum involvement in classroom activities as well as the support they need through ESL methodologies and differentiated instruction. Scaffolding and modeling are used on a regular basis. We assure that the mandated number of instructional minutes is provided according to proficiency levels in each program by carefully aligning the teacher schedules with the schedules of the teachers into whose classes the teachers are pushing in. Scheduling conflicts are also avoided through collaboration with other related service providers who work with the ELL student population. Where there is a greater number of ELL students on a grade level (Kindergarten and first grade) more than one class on each grade has been designated ESL. In the upper grades (2 through 6) one class is designated for ESL services. There are four licensed/certified teachers serving the classes with the push-in model.

a. How is explicit ESL delivered in each program?

Explicit ESL is delivered in the ESL program through cooperation between the ESL and classroom teachers. Reading and writing instruction is provided using the workshop model. Language development is encouraged by the classroom teacher and the ESL teacher through collaborative planning and instruction. Together the teachers establish a low anxiety environment with comprehensible input, opportunities for the ELL learner to interact with peers and awareness of the stages of language acquisition. Scaffolding activities encourage students to achieve greater language proficiency through modeling language, providing high interest activities and pairing with a buddy to foster development and risk taking. A wide variety of assessment is used to assess development across the four modalities and to drive further instruction within the Zone of Proximal Development through social interaction and academic content-based activities. Assessment drives instruction. Informal assessments include portfolios, teacher observation, and teacher/student conferencing. Formal assessments include LAB-R, NYSESLAT, Fountas and Pinnell, as well as City and state assessments where appropriate. Student needs are assessed and adjusted accordingly based on their performance. We engage our students in a wide variety of activities on a daily basis. We support our students with strong visuals, demonstrations, and shared experiences. Our ELL students listen, speak, read and write while striving for high standards and enhancing their success. In short, P.S. 58's teachers target each student's special need and work with these students on a regular basis in order to build academic and language proficiency.

Instruction is developed to meet the specific needs of our ELL population. Students receive additional support through differentiated instruction. There are several implications for the school's LAP and instruction. New classes need to continue to be developed to address the specific needs of our students in each grade level, as described above. Professional development in ESL strategies/methodologies

provided to staff on a regular basis. K & 1 will emphasize more Listening and Speaking. Grades 2,3,4,5, & 6 will continue to emphasize Reading and Writing.

3. Describe how the content areas are delivered in the program model. Please specify the language and the instructional approaches to make content more comprehensible and to enrich language development.

The content areas are delivered in the program model through the use of charts, pictures, diagrams, manipulatives, posters, real objects, flash cards, and computer visuals (Smart Board and Lap Tops). Students are given hands-on experience in all content areas. We have an annual Science Fair, a Harvest Festival, Academies, walking trips in the community, Social Studies projects, Art projects, Cooking Carts, Community worker visits, and Author's Apprentice. The language used is English. The content becomes more comprehensible for second language learners through hands-on activities and visuals. Students experience maximum enjoyment and become part of a true hands-on experience. In this pleasant teaching and learning atmosphere, ELL students' language is enriched.

4, How do you differentiate instruction for ELL subgroups?

a. Describe your plan for SIFE students

In this school year, there were no students identified as SIFE on the BESIS survey in P.S. 58Q. P.S. 58 has developed a plan for SIFE students, should any arrive. Leveled libraries within the SIFE students' classrooms will range from two levels below to one level above the SIFE student's identified reading level. The guidance counselor will work with each student to generate a profile that will include emotional and affective factors which impact on learning. SIFE students will receive language appropriate testing in order to screen for learning disabilities. We invite parents to the school in order to learn about their cultural and family backgrounds. Students will be provided with differentiated instruction, which will include grouping by ability and need in order to focus on developing specific targeted skills in order to maximize gains. Self-contained classes will be formed if justified by need and numbers of students

b. Describe your plan for ELLs in US schools less than three years (newcomers).

In order to meet the needs of newcomers, P.S. 58Q has taken a series of actions. The Guidance Counselor is available to assist students having difficulty adjusting to the New York City educational system and the demands of participating in their new educational environment. Parents are an essential ingredient in the success of all students, especially those who are new to an English language school system. In order to assist the parents with helping their children to succeed, P.S. 58 holds parent orientation meetings and various workshops throughout the year where they may learn about the new core curriculum, standards, assessments, and how to help their children at home. These workshops provide parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education of their children at home. Parents will be coached in Math strategies and problem solving. Parents will also become familiar with the ESL Learning Standards and the NYSESLAT. They will also become familiar with the ELA Performance Standards. Our staff will continuously work to involve parents further in their children's academic success. All teachers will continue to work to improve communication with the families of our ELL students. Flyers for all parent activities are posted on our "parent's bulletin board" and sent home in several languages.

P.S.58Q uses the services of translators with the ability to prepare written correspondence to go out to the parents of the various language groups as well as to be available to translate the written responses from the parents. This would go a great way in empowering the parents of the school community to express themselves in their native tongue and foster a greater understanding between the school, teachers, and parents in order to ease the transition for their newly arrived student children. We are considering the possibility of bringing parents and students of early registered students in before school starts in September. We also always encourage parents to attend ELL parent conferences offered by the Department of Education.

Within the classroom, teachers will be employing ESL methodologies with all ELL students. For newly arrived students, teachers can pair the student with a buddy who speaks the student's language in order to provide assistance as needed. Extended day programs are available on most grade levels. Newcomer classes could be formed to provide basic vocabulary and communication skills. Since the educational environment and individual situation for each student is different it is helpful to gather as much information as possible about the educational level of new students through formal and informal assessments to determine the educational level and to see if new student could also be also SIFE.

Oxford Picture Dictionary and the accompanying workbook along with picture collections provide basic vocabulary development. P.S.58Q has computers in the classrooms and a variety of interactive language development programs is available for different levels of English language proficiency, including Imagine Learning English.

c. d. Describe your plan for ELLs receiving 4-6 years service and long-term ELLs.

P.S. 58 provides all ELLs with 4-6 years of service and all long-term ELLs with any and all interventions available (see below, Question 5, targeted intervention). Our school continues to use a variety of instructional strategies to make concepts more comprehensible to students. We enhance language development using various ESL strategies such as, scaffolding, vocabulary building, and reading comprehension. Small group remediation may also be used within the classroom during the school day. Instruction is geared toward skills and strategies that will build on literacy skills, such as inferring, main idea, and cause and effect. These lessons help these students become more proficient readers and writers. Lessons are based on the Learning Standards for English as a Second Language. ELL students are invited to participate in any academic interventions available in our school, in any subject area of need.

e. Describe your plan for ELLs identified as having special needs.

ELL students with disabilities whose IEP recommends ESL or bilingual instruction are provided with the appropriate instruction and setting as per the IEP recommendations and goals. These students are part of small-group instruction on a daily basis which helps them to focus more easily. Because of their learning disabilities, these students require a small group. This small group setting allows these students more

“talk-time” and “question-time.” This also allows the teachers to assess if the students are completing their “next steps” on a regular basis. Getting Ready for the NYSESLAT may also be used within small groups, which focuses on all four modalities: listening, speaking, reading, and writing. These students may also be given one-on-one instruction which assures that they are completing their tasks in class and helps to scaffold what they have trouble understanding. This one-on-one time also helps them achieve their IEP goals.

P.S.58Q has ELL students with special needs in self-contained 12:1:1 classes and in I.C.T (Intergrated Co-teaching) settings. These students receive the same mandated minutes of ESL services as students in the general education environment unless otherwise indicated on the IEP. Advanced students in grades K-6 receive 180 minutes of ESL instruction per week, beginner and intermediate students receive 360, fulfilling New York State mandates, specifically CR Part 154. We have four licensed ESL teachers. When possible, ELL students with special needs are serviced through the push-in model. When necessary, students may be pulled out if there is only one or two students in a class. In this case, the group size would not exceed 12 students in order to fulfill the mandates of the student’s IEP. Instruction is developed in collaboration with the Special Education teacher with input from the Guidance Counselor in order to address the specific needs of each student in the best possible manner. In matters of grouping, teaching methodology, testing accommodations and assessment, the provisions of the student’s IEP is always followed.

ELL students who have been referred to the CSE are provided with small group instruction within their classroom setting. These small groups allow these students to focus, as well as have more attention. These groups also keep them more engaged in the strategy being worked on, as they can share their ideas and ask questions more often. The students can conference on a similar skill within that small group and are given more time to participate. Getting Ready for the NYSESLAT (all four modalities), Imagine Learning English, Open Court Phonics, and the Wilson intervention program are used in the ELA content areas as described. In addition to the ELL teachers, there are 2 SETTS teachers who work with referred LEP students as needed. These students are serviced in very small groups and are grouped according to level.

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

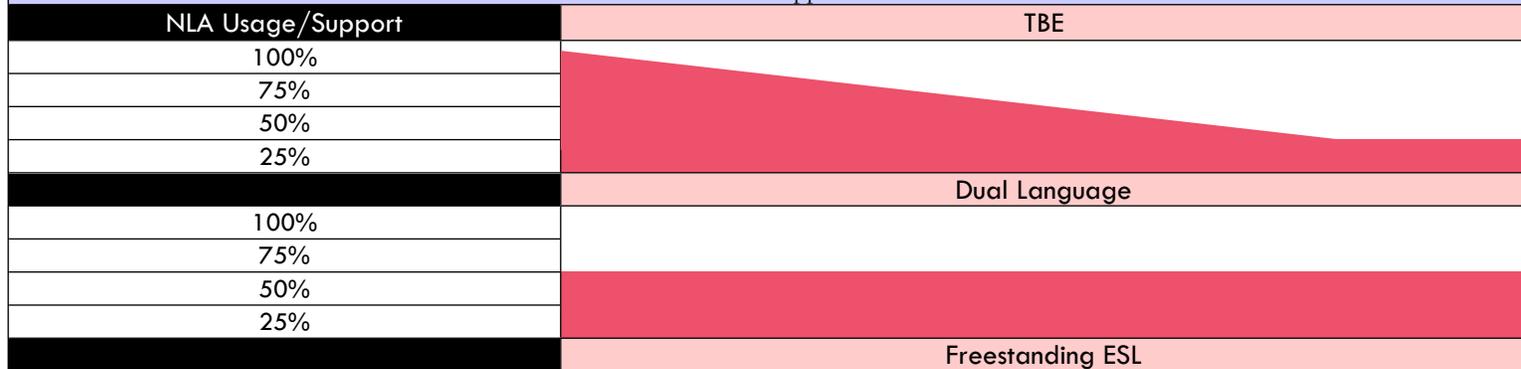
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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. Describe your targeted intervention programs for ELLs in ELA, Math and other subject areas.

P.S. 58Q employs many forms of intervention for students. P.S. 58Q offers Intervention Services to all students in need. This includes SETTS teachers and ESL teachers that target those students. Our teachers offer intervention services to these children throughout the year, focusing on each child's specific area of need. This may include one on one tutoring in various content areas, including math, science and social studies.

For all content areas, P.S. 58's teachers continue to assess students on a regular basis, both formally and informally. Teachers keep updated portfolios with test scores, samples of student work, as well as any other form of intervention that takes place. This includes communication with parents and any staff member who is involved in the students' academic success.

Our ELL students who have not met the performance standard in reading participate in the Reader's Workshop Model, and participate in small-group instruction whenever possible. The students are grouped by reading level or NYSESLAT level and have an opportunity to participate more while in these reading groups. They can ask more questions, they can find the answers in the text more often, and they can de-code unfamiliar vocabulary words on a more regular basis. This small-group time also allows the teachers to assess on a more regular basis what is needed to move the student forward. Students may also receive one-on-one instruction in certain cases. This may be reserved for students who are very below reading level even after 3 years. It may also be for students who have trouble focusing on what they read or answering questions. They are engaged in shared reading, guided reading, independent reading, accountable talk as well as developing language experiences. Instruction is geared toward skills and strategies which will build literacy, such as inferring, main idea, and cause and effect. We enhance reading development using various ESL strategies such as scaffolding, vocabulary building, and reading comprehension. Small group remediation may also be used. LEP students receive extra instructional minutes whenever possible, which gives the students a chance to practice the skills they still haven't mastered. Getting Ready for the NYSESLAT (reading portion), Imagine Learning English, Open Court Phonics, and the Wilson intervention program are also used. Fountas and Pinnell is also used to determine reading levels.

ELL students who have not met the performance standard in writing are given instruction using the Writer's Workshop model. These students are placed in small writing groups and are grouped by similar needs. For example, if three students continue to struggle with writing topic sentences, then those students would work together with a teacher in that small group to attack that skill. The students would have extra opportunities to participate and share their ideas about that skill. The teacher is also able to assess the next skill that needs to be worked on while in those smaller groups. In certain circumstances, a teacher may work on writing one-on-one with a student who is still struggling with basic writing mechanics such as sentence structure or organization of writing. All students are involved in shared writing, modeled writing, independent writing and interactive writing. These LEP students receive extra instructional minutes whenever possible. During these minutes, the students have the opportunity for extra writing conferences and editing. Getting Ready for the NYSESLAT (writing portion) and the Wilson intervention program may also be used. Informal assessments include benchmark writing, running records, portfolios, teacher observation, and teacher/student conferencing. Conferencing is often delivered on a one-on-one basis, or in a very small group based on similar needs. Formal assessments include LAB-R, NYSESLAT, ELL Interim Assessment, NYC Periodic Assessment Program and other Standardized tests.

6. Describe your plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT.

P.S. 58 has an ongoing plan for continuing transitional support for students reaching proficiency on the NYSESLAT. Once students have achieved English language proficiency as determined by scores on the NYSESLAT test, they are offered the opportunity to continue for one year as an opt-in student in ESL as long as there is space available in the program. NYSESLAT scores are shared with the teachers in order to enable them to tailor instruction to the needs of former ELL students. Staff development and ESL instructional strategies are shared with all teachers on each grade level, not just teachers with ELL students. This approach ensures that all teachers who may have former ELL students in their classes are versed in the approaches which are successful with students from other than English language backgrounds.

7. What new programs or improvements will be considered for the upcoming school year?

The program that may be considered for the upcoming school year (depending on budget) is an After-School program to target ELLs who have difficulty passing the Reading or Writing portion of the NYSESLAT. We also target these skills during the 37.5 minutes extra block. An improvement we are trying to make is to use even more data-driven instruction than ever before. We will do this by analyzing all four modalities of the NYSESLAT, as well as the scores of the State ELA, Math, Science, and former Social Studies exam.

8. What programs/services for ELLs will be discontinued and why?

None.

9. How are ELLs afforded equal access to all school programs? Describe after-school and supplemental services offered to ELLs in your building.

All ELL students are afforded equal access to all school programs. ELL students are included in every program, including Reader's Theater, Dance, Computers, Music and Italian (foreign language). This is ensured by every class being scheduled equally on the school's prep schedule. Every class also has the opportunity to participate in every school activity and special event equally. Some of these activities include a Harvest Festival, Pancake Day, Pi Day, and Poem in a Pocket Day, to name just a few.

Students on all grade levels are provided with the Imagine Learning computer based instructional program. This computer based program is offered in both the computer lab and the multi-media lab. It is also available on some of the classroom laptops. It establishes each student's strengths and weaknesses and provides individualized instruction accordingly. Students are assessed periodically and instruction is further revised. Imagine Learning also prints out worksheets and reports which are useful for teachers to plan instruction for each student.

If any ELL student should require speech, SETTS, occupational therapy or physical therapy, the service is offered and provided to them as required.

10. What instructional materials, including technology, are used to support the learning of ELLs (include content area as well as language materials)?

All ESL students at P.S. 58Q are enrolled in the Imagine Learning Interactive Computer Based instructional program. This program performs diagnostic assessments of the students' academic levels and designs individualized instruction to meet the needs of each student. Student progress is tracked and the program adjusts instruction according to student strengths and weaknesses. Imagine Learning also prints out worksheets and reports which are useful for teachers to plan instruction for each student. Reports reflect student progress and areas requiring continued focus.

P.S. 58Q has also purchased the Getting Ready for the NYSELAT and Beyond series of books. These books provide specific instruction designed to prepare students for the NYSESLAT exam. These books include lessons geared toward speaking, listening, reading and writing. By previewing with students the structure and type of questions on the NYSESLAT we will ensure that students are well prepared for the test. For students who need help in writing, we provide instruction using the Writer's Workshop model using technology such as the Smart Board or Lap Tops, whenever possible. Students are involved in modeled writing and interactive writing while using the Smart Board in conjunction with the teacher. ELL students have the visuals of the Smart Board to help them understand topics and concepts further. Small group instruction is used with the Smart Board or Lap top computers which allow the students more opportunity to interact in the writing process and to be a part of more modeled writing. It also provides focus and interest to struggling students. These students may also receive extra instructional minutes whenever possible, as previously stated. During these minutes, the students have the opportunity for extra writing conferences to target areas that those students continue to struggle with (such as writing mechanics and editing). The Smart Board has been a great tool to target writing mechanics. Getting Ready for the NYSESLAT and Beyond (writing portion) and the Wilson intervention program may also be used.

Informal assessments include running records, portfolios, teacher observation, and teacher/student conferencing. Formal assessments include LAB-R, NYSESLAT, ELL Interim Assessment, Fountas and Pinnell, NYC Periodic Assessment Program (Acuity) and other Standardized tests.

In reading, ELL's participate in the Reader's Workshop Model using technology such as the Smart Board whenever possible. Students are involved in modeled reading and interactive reading while using the Smart Board in conjunction with the teacher. ELL students have the visuals of the Smart Board to help them understand topics and concepts further. Small group instruction is used with the Smart Board which allows the students more opportunity to interact in the reading process. It also provides focus and interest to struggling students. The students are engaged in shared reading, guided reading, independent reading, accountable talk as well as developing language experiences. Instruction is geared toward skills and strategies which will build literacy, such as inferring, main idea, and cause and effect. We enhance reading development using various ESL strategies such as scaffolding, vocabulary building, and reading comprehension. Small group remediation may also be used. Getting Ready for the NYSESLAT (reading portion), Imagine Learning English, Open Court Phonics, and the Wilson intervention program are also used.

P.S.58Q uses the Best Practices reader's and writer's workshop model using genuine literature and trade books. Teacher generated materials such as charts and graphs provide a print rich classroom environment. The mini-lesson focus points provide feedback, introduce elements and address student needs. In writer's workshop, students use journals, source books, note taking charts and post-it notes for note-taking and generating researched based reports. Students produce writing pieces and edit their stories through the writing process. Touchstone texts are read over again to build and reinforce vocabulary. Interactive writing projects foster creativity and skills. To teach and support basic skills, Open Court Phonics and the Wilson intervention program for at risk ELL students are used when applicable.

Everyday math is used daily in grades K-6. Math Steps is used for reinforcement and as homework. Math manipulatives are used on a regular basis as well.

In conclusion, P.S. 58 provides all students with tailor-leveled resource materials. These materials touch upon pre-reading skills, phonemic awareness, activation of prior knowledge and content-based instruction used within the workshop model.

11. How is native language support delivered in each program model?

Not applicable.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

All required services support, and all resources correspond to ELLs' ages and grade levels appropriately. The Imagine Learning English computer program is set up by grade level. When a student uses the program, all activities are age and grade-level appropriate. Getting Ready for the NYSESLAT and Beyond is also purchased for each grade level and used according to grade level. All books used in the classroom for all subject areas are grade appropriate for all ELL students.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Eligible ELLs are given an informal reading assessment and interview by a licensed teacher prior to school beginning. This gives us information about the students' academic skills. We also use this to determine possible programs for the child in the upcoming school year. Newly enrolled students also receive a calendar with pictures that counts off the days until school begins. This calendar contains information for both the student and the parent.

14. What language electives are offered to ELLs?

ELLs are offered Italian as a foreign language. It is offered across all grade levels, K through 6, and is delivered as a prep to all classes at least once per week.

C. Schools with Dual Language Programs

Not applicable

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)?

Not applicable

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. Describe the professional development plan for all personnel of ELLs at the school.

In this school year, P.S. 58 will hold staff development workshops geared toward teachers with ELL students in their classes. Staff developments will be conducted by ESL teachers, as well as Department of Education staff developers. Workshop topics may include: Welcome to a New Year, Helpful Suggestions to the Classroom Teacher with ELL's, Introduction to the ELL Program, Strategies to Use in Your Classroom, Determining Eligibility, The NYSESLAT, and Finding More Information. These workshops also turn-key valuable information from other sources, such as "Integrated Curriculum and Instruction" focusing on the research and recommendations of Lilly Wong Fillmore. ESL teachers participate in a wide variety of staff development offered at our school.

We have 2 full time Literacy Coaches, as well as 2 SETTS teachers and 2 speech and language teachers. There is staff development for all teachers on staff. This year we plan to implement professional development for classroom teachers to address more ESL strategies and methodologies. We will work with our specialists, as well as our literacy coaches, to provide additional support for all members of our staff.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school?

The staff is provided with many different aspects of support to assist ELLs as they transition from elementary to middle school. The Guidance Counselor is a support system and "go-to" person for all staff members. Staff is provided with grade conferences where they can complete record cards and articulation for the students moving to middle school together. ELL teachers assist with the articulation for these students as well. Our Parent Coordinator explains all options to the staff, students, and parents. She also provides information as needed and assists the staff with any questions they may have.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers).

There is ongoing ELL training for all staff members here at P.S. 58. This training exceeds the minimum 7.5 hours required. Staff is given various workshops on Election Day that include many varying topics that would help them with their ELL students. They also receive training during Faculty Conferences, as well as during the school day in the form of Inter-visitations. In the past, various staff members have attended QTEL training. Staff members continue to attend workshops offered all around the city. In addition, staff developers from the CFN visit our school and offer ELL workshops that involve many staff members, not just ELL teachers.

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. Describe parent involvement in your school, including parents of ELLs

Parent involvement at P.S. 58 is ongoing. Parents are included and invited to many activities, workshops, and meetings held here at P.S. 58. This, of course, includes the parents of ELLs.

Parents are given an opportunity to meet and greet the teachers at a parent orientation for all grade levels at the start of the school year. This includes meeting with all service providers and enrichment teachers who explain their programs and share information with all parents. Throughout the school year, we offer workshops to all parents that include many subject areas, such as: Math, Art, Italian, ESL, Reading and Writing just to name a few. There is also a Parent Inter-visitation Week where all parents have the opportunity to visit their child's classroom and observe a lesson. Parents are invited to Literacy and Math Olympics, Author's Appreciation, and Student and Citizen of The Month Awards Ceremonies. Our Parent Coordinator makes sure that all parents receive information about everything happening here at P.S. 58. Parents also attend our monthly PTA meetings, where they are given every opportunity to voice their concerns and questions.

We have many social activities that involve all parents. For instance, we have a Parent Barbeque, Multicultural Festival, Reader's Theater Showcases, The Italian Heritage Day, and the celebrations for moving up (graduation). A possible idea for the future is a multicultural food festival that would include parents on many levels.

Here at P.S. 58 we make every attempt to send parents information, letters, flyers, calendars, and newsletters to keep them involved in the P.S. 58 school family. We also support and involve our parents during parent-teacher conferences by offering translation services offered by the DOE.

2. Does the school partner with other agencies or Community Based organizations to provide workshops or services to ELL parents?

P.S. 58 has an arts partnership with "Ballroom Dancing" and "Theater for a New Audience." Parents are invited to these shows, as

well as on field trips around NYC where we visit various organizations.

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

We evaluate the needs of parents through many channels. Parents are given both formal and informal surveys on an ongoing basis. They are given the opportunity to share their ideas and suggestions at meetings and conferences, which are then noted for further evaluation. Parents also participate in filling out the NYC Parent Surveys. We then assess all data collected. After reviewing all parent surveys, we then set up workshops or meetings to meet their needs. We also address concerns at PTA meetings and CEC meetings. We provide translation services at these meetings if needed. Parents' needs are met based on all the data collected.

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

The parental involvement activities address the needs of the parents in many ways. First, by involving parents in all school activities, such as shows, celebrations, ceremonies, olympics and rewards ceremonies, it makes it possible for our parents to see the success and growth of their children on a regular basis. Parents can proudly recognize the achievements of their child/children. Parents stay in touch with the daily lives of their children, thus fostering a stronger communication bond both socially and academically. Through these activities, the parents are also given many more opportunities to get to know the school staff on many different levels. Parents and teachers are able to communicate on a more regular basis. It is P.S. 58's goal to constantly improve communication with the parents in any way possible. The cultural activities make it possible for parents meet and socialize with parents from different cultures, as well as the teachers, which help to develop a friendly, cooperative, school "family" environment.

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)	10	17	3	8	4	4	2							48
Intermediate(I)	5	12	8	10	9	5	1							50
Advanced (A)	12	2	7	5	13	9	5							53
Total	27	31	18	23	26	18	8	0	0	0	0	0	0	151

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	1	0	0	1	0						
	I		7	0	1	1	0	0						
	A		9	10	7	4	3	4						
	P		14	22	15	24	15	3						
READING/ WRITING	B		13	4	4	2	1	0						
	I		11	7	10	8	6	1						
	A		2	6	5	13	8	5						
	P		3	16	4	6	4	1						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	9	7	2	27
4	6	9	2	0	17
5	5	2	0	0	7
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	4		11	1	9		4		29
4	1		11	1	4		1		18
5	1		3	1	2		0		7
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	0		6		8	1	3		18
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	2		1	1	3				7
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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

Kindergarten is doing very well on focus at this time.

2. What is revealed by the data patterns across proficiency levels and grades?

Data patterns across proficiency levels and grades demonstrate that there is a decrease in the number of ELL students from Kindergarten through to sixth grade, especially allowing for the students who enter P.S.58 as new entrants to the NYC system or transfers from other schools. Most students who begin P.S. 58 in Kindergarten attain English language proficiency and pass the NYSESLAT by third or fourth grade. Most of the students in upper grades are recent arrivals or transfers from other schools

Many of the students testing into ESL in Kindergarten are children of recent arrivals to the United States and enter with little knowledge of English and no English spoken at home. These students make progress and improve in English at a quick rate. Students in the lower grades tend to do better in the listening/speaking modalities at first and then attain proficiency in reading/writing. Intermediate students do better on passages with pictures and multiple choice questions. They need to transfer literacy skills from L1 to English. Advanced level students attempt to read/write above their current level and are finding vocabulary difficult. Instruction needs to expand the Zone of Proximal Development through teacher intervention and peer interaction and exposure to comprehensible input at a level one step beyond the current competence. P.S. 58 provides all students with tailor-leveled resource materials. These materials touch upon pre-reading skills, phonemic awareness, activation of prior knowledge and content-based instruction used within the workshop model.

3. How will patterns across the four modalities affect instructional decisions?

The results for the NYSESLAT/LAB-R tests show that students in P.S. 58 are reaching high levels on the tests in the listening & speaking modalities and that in most cases their scores are being lowered by the results in the reading & writing modalities. This demonstrates that the students are being successful at BICS and are ready to achieve comparable success in CALP. Since most of our ELL students are in grade 4 or under, this is largely in line with the stages of language development.

The findings and work of Lily Wong Fillmore are applied in the instruction of ELL students. Teachers model and apply the practices which help ELL students extract meaning from reading and write successfully. Long sentences with difficult vocabulary, which are called juicy sentences are broken down using the “Deconstruct - Reconstruct Strategy”, mapping meaning to text. Students are taught to break down and understand these juicy sentences. Word baggies are kept for juicy words which can be used for both comprehension and in vocabulary development for writing. Identifying language patterns and figurative expressions in writing samples gives students the tools to understand what they read and to develop their vocabulary to improve their writing. These strategies help students make the difficult transition from BICS to CALP and achieve greater success in their reading and writing. This should greatly address the disparity between the results of ELL students in the listening & speaking and reading & writing modalities.

Students on all grade levels are provided with the Imagine Learning computer based instructional program, which establishes each student’s strengths and weaknesses and provides individualized instruction accordingly. Students are assessed periodically and instruction is further revised. Imagine Learning also prints out worksheets and reports which are useful for teachers to plan instruction for each student. ESL teachers provide classroom teachers with assistance in planning to meet the needs of ELL students and also turnkey strategies from workshops.

Students receive test preparation for the NYSESLAT from the ESL and classroom teachers using teacher developed materials and the workbook Getting Ready for the NYSESLAT and Beyond from Attanasio and Associates. The workbooks provide instruction on different levels reflecting the question types on the different bands of the NYSESLAT.

Language development is encouraged by the classroom teacher and the ESL teacher through collaborative planning and instruction. Together the teachers establish a low anxiety environment with comprehensible input, opportunities for the ELL learner to interact with peers and awareness of the stages of language acquisition. Scaffolding activities encourage students to achieve greater language proficiency through modeling language, providing high interest activities and pairing with a buddy to foster development and risk taking. Students are also grouped at tables with native speakers of English in order to provide maximum exposure to English modeled by their peers. A wide variety of assessment is used to assess development across the four modalities and to drive further instruction within the Zone of Proximal Development through social interaction and academic content-based activities.

Instruction is developed to meet the specific needs of our ELL population. Students receive additional support through differentiated instruction. There are several implications for the school’s LAP and instruction. New classes need to continue to be developed to address the specific needs of our students in each grade level, as described above. Professional development in ESL strategies/methodologies provided to staff on a regular basis. K & 1 will emphasize more Listening and Speaking. Grades 2,3,4,5, & 6 will continue to emphasize Reading and Writing.

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades?

The patterns across proficiencies and grades indicate that ELL students tend to perform better in Math than in English Language Arts. This relates to the fact that many of the students are able to do well on the computational problems but encounter difficulties when faced with reading and writing tasks. This also reflects the fact that the students are still learning the English language and require further support.

How are ELLs faring in tests taken in English as compared to the native language?

For the fourth grade Math test, 20 students took the test in English and one took it in the native language. Two English language scored level 1, Six scored a level 2, Eight scored a level 3, and Four scored a level 4. The student that took it in the native language scored a level 2. For the fifth grade Math test, 11 students took the test in English and 2 took it in the native language. The English test scores were no level 1, Eight students scored a level 2, Three scored level 3 and one a level 4. The 2 native language students scored level 2 and 3. For the sixth grade Math test, 4 students took the test in English and 2 took it in the native language. The English language test results were one level 1, two level 2, and 1 level 4. The native language results were one level 2. For NYS Science, fourth grade, 14 students took the test in English and 1 took it in the native language. In English, three scored level 2, eight scored level 3 and three scored level 4 scored level 1 and 2 scored level 3. For native language, the one scored level 3. In Social Studies, fifth grade, 3 students took the test in English and 1 took the test in the native language. In English, one scored level 2 and two scored level 3. The native language student scored a level 2.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The school leadership and teachers are using the results of the ELL Interim Assessments to determine the progress ELL students have made and where students need to make more progress. Once areas of concern have been identified, strategies are implemented to target specific areas of student need. Intermediate students do better on passages with pictures and on multiple choice questions. Advanced level students

Part VI: LAP Assurances

From the Periodic Assessments, we are learning that instruction should focus on providing student with skills and strategies to transfer literacy and content based skills from their native language to English. This implies a need to develop content area vocabulary through

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		