



**[THE SS COLUMBIA SCHOOL, PS 58]**

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

**SCHOOL: (31/R/058)**

**ADDRESS: 77 MARSH AVENUE, STATEN ISLAND, NY 10314**

**TELEPHONE: 718-761-2155**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 58      **SCHOOL NAME:** SS Columbia School

**SCHOOL ADDRESS:** 77 Marsh Avenue, Staten Island, New York 10314

**SCHOOL TELEPHONE:** 718-761-2155      **FAX:** 718-761-7384

**SCHOOL CONTACT PERSON:** RoseAnn Mezzacappa      **EMAIL ADDRESS:** Mezza@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Margaret Mahoney

**PRINCIPAL:** RoseAnn Mezzacappa

**UFT CHAPTER LEADER:** Anita Himmelblau/Dina Galanti

**PARENTS' ASSOCIATION PRESIDENT:** Angela Gitto

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 604

**NETWORK LEADER:** Gregory Jaenicke

**SUPERINTENDENT:** Erminia Claudio

## 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
RoseAnn Mezzacappa	*Principal or Designee	
Anita Himmelblau & Dina Galanti	*UFT Chapter Chairperson or Designee	
Angela Gitto	*PA/PTA President or Designated Co-President	
Angelic Sealy	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Maggi Mahoney	Member/ Chapter Chairperson	
Nancy Ludwig	Member/Teacher	
Laura Kump	Member/Teacher	
Linda Sirico	Member/Parent	
Barbara Panzella	Member/Parent	
Vanessa Casanova	Member/Parent	
Jodi Davis	Member/Parent	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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#### **Part A. Narrative Description**

**Public School 58, The S.S. Columbia School, is located on Marsh Avenue in the heart of New Springville. The building is located directly in front of The Jerome Parker Educational Complex that houses the CSI International High School, the McGowan High School, The Hungerford High School and the Marsh Avenue Expeditionary Learning School which opened in September 2008. Our students collaborate with the students from these schools on service-learning projects.**

**Our school is a state of the art building that fosters learning in all areas. Our population consists of diverse ethnic and socio-economic backgrounds. We are a barrier-free school and share a wing of our building with District 75. Some of those students comprise our inclusion program. We support all students through Title I/AIS services, an ESL program, free adult ESL classes and Special Education services.**

**We envision P.S. 58 to be a safe, structured and welcoming environment in which all adults and children are successfully working and learning. It is a place where all children including those with special needs will be awarded the opportunity to excel in areas of talent as well as mandated subjects. It is an environment where lifelong learning is fostered through motivation, example and exploration.**

**Our mission is to provide a supportive and intellectually challenging learning environment designed to create lifelong learners. We accomplish this through a comprehensive literacy and math curriculum with a focus on critical thinking, problem solving and writing. Focus is also given to the relevance of science and technology in our world. We realize each child deserves respect, encouragement and the opportunity for creative self-expression.**

**To encourage self-expression, all grades have implemented the School Enrichment Model. Students participate in Enrichment Clusters that focused on life skills or talents. Our Project Arts initiative includes ballroom dancing and Marquis Studios CASA Art Grant. We host an Evening of the Arts that displays art and music work produced throughout the year. All students in grades K-5 are able to participate in chorus and upper grades in the band program. Students in grades 3-5 were able to audition for Ballet Tech, a public school in NYC, to obtain scholarships in their Saturday program.**

**Our technology program is infused into all curriculum areas through use of the computer laboratory, classroom computers, library media center and mobile laptops, Smart boards and Elmo cameras. The use of this technology enables us to teach all learning modalities and foster twenty first century learning.**

**The school-wide Book of the Month selection provides texts for common discussion in building character development to enhance the school community. Our Peer Mediators, Reading/Social Buddies, and Young Diplomat Program reinforce community service and character education.**

**We have a collaboration with St. John's University, Touro College and the College of Staten Island, in which college courses are given in our school and the college students observe and work with P.S. 58 students and staff. We also have a partnership with the JCC who holds adult ESL classes at P.S. 58R each week.**

**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					
<b>School Name:</b>	The SS Columbia School				
<b>District:</b>	31	<b>DBN #:</b>	31R058	<b>School BEDS Code:</b>	353100010058

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" 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 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			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	32	33		93.7	94.2	94.1		
Kindergarten	101	132	120						
Grade 1	119	96	95	<b>Student Stability: % of Enrollment</b>					
Grade 2	130	125	102	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	132	107	90		94.8	95.5			
Grade 4	121	131	111						
Grade 5	120	127	108	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					37.1	51.5	54.0		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	0	1		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					10	3	5		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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	21	36	45						
No. in Collaborative Team Teaching (CTT) Classes	61	56	53	Principal Suspensions	19	4	17		
Number all others	0	0	0	Superintendent Suspensions	2	1	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (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	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	87	77	77	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	5	2	17	(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	51	56	56
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	13	16	16
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	26	32	41
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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	100	98.2	100
American Indian or Alaska Native	0	0	0.1	Percent more than two years teaching in this school	78.4	83.9	97
Black or African American	5.9	5.1	5.2	Percent more than five years teaching anywhere	58.8	62.5	97
Hispanic or Latino	19	20.5	20.9				
Asian or Native Hawaiian/Other Pacific Isl.	19.8	20.8	16.5	Percent Masters Degree or higher	98	96	100
White	55.3	53.5	55.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial			.012				
<b>Male</b>	52.4	53.8	53.2				
<b>Female</b>	47.6	46.2	46.8				

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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" 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 checked="" type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<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)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

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

	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>Student Groups</b>	✓	✓	✓				
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	✓	✓	✓				
Black or African American	✓	✓	✓				
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓				
White	✓	✓	✓				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient	✓	✓	✓				
Economically Disadvantaged	✓	✓	✓				
<b>Student groups making AYP in each subject</b>							

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](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	A	Overall Evaluation:	N/A
Overall Score	79.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.5 A	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.9 B	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.3 A	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	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?
- 

This school utilizes various methodologies for gathering data to understand student performance thereby creating a variety of modalities for viewing student performance. The school has developed various methods for monitoring student progress and making adjustments when needed. These methods include the following: Standardized test data, portfolios, Acuity predictive assessments, Scantron, running records, informal assessments by teachers, Teachers College Reading and Writing Program Assessment, DRA, WRAP, Great Leaps placement tests, fitness-gram assessment and conference notes and goal setting. Parents are presented with this information at parent-teacher conferences and when needed at individual conferences. The following data outlines performance trends, greatest accomplishments, and significant aids and barriers in specific subject areas:

### **I. ELA**

Performance Trends:

An analysis of data for the 2009-2010 school year indicates that 61.7% of students in Grades 3-5 performed on levels 3 or 4 on ELA. Although this represents a significant drop in scores, further analysis of student data reveals that if the prior standard scores had been used, there would have been a 1% increase in the number of students in Grades 3-5 performing on levels 3 or 4 on ELA. In May, 2010, preliminary results of student performance on ELA, minus the writing section indicated that, 22 students in grades 3, 4,5 did not meet promotional criteria. Further analysis of the data reveals that 20 students had modified promotional criteria while (1) student in the third grade had standard criteria and (1) student in the fourth grade had standard criteria. Both of these students met promotional standards based on portfolio data.

A long-term analysis of data indicates that 84.2% of our school-wide population achieved a score of Level 3 or 4 on the 2008-2009 New York State ELA exams (Chart 1.) This is up from 81.5% of students in 2008. Students continue to exceed the prior year of performance on the ELA exam.

	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-2010</b>
<b>Grades 3, 4, 5</b>	<b>74%</b>	<b>77.6%</b>	<b>81.5%</b>	<b>84.2%</b>	<b>61.7</b>

Chart 1: All students in Grades 3-5 percentage performing on levels 3 or 4 on ELA.

Further analysis of data (Chart 2) indicates that students in grades 3 and 5 achieving a score of Level 3 or 4 have demonstrated an increase in ELA performance as compared to the prior year. Students in grade 4 performed slightly lower as compared to the previous year however this class of students has made steady gains when comparing their performance from 72% in 2007-08 to 83% in 2008-2009. In addition, students in grade 3 and 5 have made steady progress as compared to their performance in prior years.

	2005-06	2006-07	2007-08	2008-09	2009-2010
<b>Grade 3</b>	<b>78</b>	<b>79</b>	<b>72</b>	<b>80</b>	<b>61</b>
<b>Grade 4</b>	<b>71</b>	<b>73</b>	<b>85</b>	<b>83</b>	<b>58</b>
<b>Grade 5</b>	<b>75</b>	<b>81</b>	<b>86</b>	<b>88</b>	<b>66</b>

Chart 2: 2008-2009 Students in Grades 3-5 Number performing on levels 3 or 4 on ELA.

The percentage of students making one year of progress during the 2007-08 school year was 65.5 and during the 2008-09 school year there was an increase of 1% to 66.5%. Students in the lowest third making one year of progress increased by 83.5%/. The average change in student proficiency for students starting the year at Level 1 or Level 2 was .41 and the average change in student proficiency for students starting the year at Level 3 or Level 4 was .05.

Utilizing TC benchmarking, it was anticipated that by June 2009, at least 50% of all students in grades K to 5 (358 of 716) will achieve the June independent reading level benchmark for their grade as evidenced by conferencing notes and assessment binders. This goal was achieved as evidenced by the accompanying data:

#### Schoolwide TC Reading Level Benchmarks

March	June
Level 1 – 15.75%	Level 1 – 16.32%
Level 2 – 19.14%	Level 2- 17.50%
Level 3 – 44.36%	Level 3 – 41.32%
Level 4 – 20.77%	Level 4 – 24.85%

66.15% of students in grades K – 5 have met or exceeded benchmark levels as of June 30, 2009. There was an overall increase school-wide in students performing at Level 4 of 4.08%

#### Kindergarten TC Reading Level Benchmarks

March	June
Level 1 - 5.15%	Level 1 – 13.75%
Level 2 – 12.37%	Level 2 – 13.75%
Level 3 – 51.54%	Level 3 – 50%
Level 4 – 15.46%	Level 4 – 22.50%

In June, 72.50% of K students met or exceeded benchmarks for an overall increase of 7.37%. We showed a 7.04% increase in students performing at Level 4.

#### 1<sup>st</sup> Grade TC Reading Level Benchmarks

November	March	June
Level 1 – 18.55%	Level 1 – 17.46%	Level 1 – 17.45%
Level 2- 31.45%	Level 2 – 16.66%	Level 2 – 15.08%
Level 3 – 45.97%	Level 3 – 53.97%	Level 3 – 46.03%
Level 4 – 4.03%	Level 4 – 11.90%	Level 4 – 22.42%

In June, 67.50% of 1<sup>st</sup> grade students met or exceeded benchmark levels for Independent Reading. There was a 9.52% increase in students performing at Level 4.

### 2<sup>nd</sup> Grade TC Reading Level Benchmarks

November	March	June
Level 1 – 34.38%	Level 1 – 29.28%	Level 1 – 20.79%
Level 2 – 27.05%	Level 2 – 10.98%	Level 2 – 9.90%
Level 3 – 28.13%	Level 3 – 31.71%	Level 3 – 41.58%
Level 4 – 10.42	Level 4 – 28.06%	Level 4 – 27.72%

In June, 69.3% of 2<sup>nd</sup> grade students met or exceeded benchmark levels for Independent Reading for an overall increase of 9.53%.

### 3<sup>rd</sup> Grade TC Reading Level Benchmarks

November	March	June
Level 1 – 30.67%	Level 1 – 16.39%	Level 1 – 16.30%
Level 2 – 14.51%	Level 2 – 24.22%	Level 2 – 24.03%
Level 3 – 54.03%	Level 3 – 50.78%	Level 3 – 46.06%
Level 4 – 0.81%	Level 4 – 8.59%	Level 4 – 11.63%

In June, 57.69% of 3<sup>rd</sup> grade students met or exceeded benchmark levels for Independent Reading. There was a 3.04% increase in students performing at Level 4.

### 4<sup>th</sup> Grade TC Reading Level Benchmarks

November	March	June
Level 1 – 33.94%	Level 1 – 20.01%	Level 1 – 15.52%
Level 2 – 25.69%	Level 2 – 23.47%	Level 2 – 22.41%
Level 3 – 31.19%	Level 3 – 31.30%	Level 3 – 32.76%
Level 4 – 9.17%	Level 4 – 25.22%	Level 4 – 29.31%

In June, 62.07% of 4<sup>th</sup> grade students met or exceeded benchmark levels for Independent Reading. There was a 5.55% increase in students performing at Level 4.

### Grade 5 TC Reading Level Benchmarks

November	March	June
Level 1 – 19.83%	Level 1 - 9.43%	Level 1 – 14.05%
Level 2 – 20.66%	Level 2 – 22.84%	Level 2 – 17.19%
Level 3 – 30.57%	Level 3 – 30.72%	Level 3 – 31.25%
Level 4 – 28.92%	Level 4 – 37.01%	Level 4 – 37.50%

In June, 68.75% of 5<sup>th</sup> grade students met or exceeded benchmark levels for Independent Reading. There was a 1.02% increase in students performing at Level 4.

### **Greatest Accomplishments:**

ELA

Accomplishments:

During the 2009-2010 school year, we began to departmentalize instruction in Grade 5. Through planning sessions among the Grade 5 teachers, Administration and the Literacy Coach, this instructional practice was implemented. A longitudinal study of our data, demonstrated that our Grade 5 students were not showing significant gains in their test scores. In consultation with other schools who had departmentalized and our teaching staff, we made this decision. We created the program so that there would be one teacher for reading, one for writing, one for math and one who would teach Social Studies and a portion of the Science curriculum in tandem with the Science Cluster teacher.

The Special Education CTT teacher traveled with the Special Education students to support them in each of the subject areas. Our organizational planning allowed for the Grade 5 teachers to have common planning time each day in order to provide a cohesive organization to instruction and continue a dialog about student work and progress. The students were given planners to use to organize their day and work and enjoyed moving from class to class. We found that there was an increase in instructional time for each subject area, as each teacher was able to focus on their specific subject area in planning and meeting student needs. Students exhibited less negative class behaviors due to the movement and the change of teachers. Our Grade 5 ELA scores rose by 5%, which was the highest growth in the school. The math scores dropped by 3% but were better than our 4<sup>th</sup> grade results and still maintained the highest math scores among the grades tested. Parents gave positive feedback to us in saying that their children enjoyed this instructional change and that this would better prepare them for middle school.

This year, we are expanding this practice to Grade 4 in the same model as outlined above. Grade 4 teachers have a common prep each day to meet and plan collectively and address student needs. We anticipate similar success to last years' student outcomes.

During the 2009-2010 school year, under the guidance of our Literacy Coach, we added a Cross Grade Data Team to work along with the Data Inquiry Team. The Cross Grade Team included representatives from every grade level and they met with the Literacy Coach so that they could study and interpret class and grade level data. The Data Inquiry Team met as a whole team once a month and then as focus teams every other week in the month. The Data Team looked at school data and practices and monitored trends that appeared in benchmarking. Cross Grade members and Data Team members were responsible for disseminating information to classroom teachers. The Cross Grade Team addition was a further step in directly involving teachers in enhanced work with data, benchmarks and implications to instruction. A highlight of last year was a teacher led training program to integrate ARIS, TCPRO, Scantron with the goal of decentralizing data analysis.

This school year, our data initiative will consist of the Cross Grade Data Team and the entire faculty working as Professional Learning Communities. Through an SBO, every Thursday for 50 minutes, our Extended Day Program will consist of data inquiry work performed by the entire staff. Teachers work in grade level teams as they use ARIS, Scantron results, Acuity Predictive and other teacher assessment data and formulate teaching groups to differentiate classroom instruction, as well as instruction done during the Extended Day intervention classes. Teachers will also be examining benchmark results to monitor progress. We believe that this practice is the next step in the process of data inquiry. The work done primarily by the Data Inquiry Team has now shifted to the Professional Learning Communities. Administrators and a smaller Data Inquiry Team will function to gather school wide results, data cleansing, other non instructional data work, and confer with the teams to examine the effectiveness of this structure.

The Cross Grade Instructional team is another group that works on implications of data on instruction and planning. The team ensures planning coherence throughout the school, as well as bringing back strategies that will improve instruction to their grade level partners. Classroom teachers then work in grade level instructional teams to produce units and lessons with this knowledge during common prep periods added into the school week for this purpose. The focus of the instructional team is school wide coherence and differentiation. Teachers have made strides in differentiating instruction throughout the years, but this year, the team will focus on tiering lessons to enhance differentiation. This year, cluster teachers will be involved in interdisciplinary units with classroom teachers. This Cross Grade Instructional team will also spearhead with the Literacy Coach the professional development and assimilation of the new Common Core State Standards for this year.

During the 2008-2009 school year, our students have demonstrated outstanding progress with moving all student subgroups from Level 1 to Level 2. In addition, students receiving special education services and ELL students have made tremendous strides during the 2006-2007 school year. Our

school's professional development aligns well with the school's priorities and teachers' needs. Teachers attend professional development in the meetings prior to the start of the school day. Our school utilizes data well including Acuity and sets measurable long-term goals for students.

During the period 2004 – 2008 we had an increase each year in the total number of students who achieved proficiency on NYS ELA exams. Analysis of our data over time has also shown a steady decrease in the number of students who scored at a Level 1. We have established partnerships with the Staten Island Foundation and the UFT Teacher Center enabling us to enhance instructional practices through in-house professional development. Teachers participate in on-going study groups with our full time Literacy Coach during professional periods creating a culture of professional inquiry. Special education students in our CTT classes have shown an increase in their scale score and levels on the NYS ELA exams each year.

**Significant Aids and Barriers:**

Significant aids include the use of the AIS/PPT Intervention Team to see all aspects of our student's strengths and weaknesses to develop programs targeted to the individual needs of the students. Our full-time Literacy Coach attends and turn-keys the Teacher's College Reading and Writing program in study groups prior to the beginning of school each week. This school continues to provide differentiated instruction through the use of technology and the arts. Our Extended Day Program on Tuesday and Wednesday each week provides differentiated remediation to all students with low achievement in ELA.

Significant barriers include the need to streamline the collection of data so that it is easily stored, interpreted and assimilated on a daily basis. We also strive to develop goal setting for students along with the development of data interpretation by the Cross Grade and Data Inquiry Team. Budget cuts have caused an increase in class size as well as the elimination of our in school push in AIS programs to assist with remediation.

Our Hispanic subgroup has shown a downward trend in ELA progress. To this end, we have created a separate group during Extended Day with our ESL teacher to provide additional supports to this subgroup.

**II. Math**

**Performance Trends:**

An analysis of data for the 2009-2010 school year indicates that 72% of students in Grades 3-5 perform on levels 3 or 4 on ELA. Although this represents a significant drop in scores, further analysis of student data reveals that if the prior standard scores had been used, there would have also been a 4% decrease in the number of students in Grades 3-5 performing on levels 3 or 4 on Math. In May, 2010, preliminary results of student performance on Math indicated that 17 students in grades 3, 4,5 did not meet promotional criteria. Further analysis of the data reveals that 15 students had modified promotional criteria while (2) students in the fourth grade had standard criteria. Both of these students met promotional standards based on portfolio data.

A long-term analysis of math data indicates that in 2008-09 96.5% of students in grades 3, 4, 5 are performing on level 3 and 4 (Chart 1.) This represents a gain of 1.8 percent from 2007-2008 when 94.7 percent of students in grades 3, 4, 5 were performing on level 3 and 4. The school has made significant strides in Math with an increase of 7.5% of student performing on level 3 and 4.

	<b>2005-2007</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>Grades 3, 4, 5</b>	<b>89.</b>	<b>93.</b>	<b>94.7</b>	<b>96.5</b>	<b>72</b>

Chart 1: Overall % of students in grades 3, 4, 5 performing at level 3 and 4 on Math.

The median student proficiency in 2008-2009 was 3.90 representing a .07 percent increase from 2007-2008 when the median student proficiency was 3.83,

Further analysis of the data reveals that students in grades 3 and 5 have demonstrated a steady increase in the number of students performing on level 3 and 4 (Chart 1). Grade 4 experienced a slight decrease as compared to the previous year.

	2005-06	2006-07	2007-08	2008-09	2009-10
<b>Grade 3</b>	<b>78</b>	<b>79</b>	<b>72</b>	<b>80</b>	<b>75</b>
<b>Grade 4</b>	<b>71</b>	<b>73</b>	<b>85</b>	<b>83</b>	<b>63</b>
<b>Grade 5</b>	<b>75</b>	<b>81</b>	<b>86</b>	<b>88</b>	<b>80</b>

Chart 2: Percentage of students in grades 3, 4, 5 performing at level 3 and 4 on Math.

A review of student progress reveals that over time there is an increase the number of students performing on level 3 and 4 on Math. There was a significant increase in the number of students demonstrating one year of progress in math from 2007-08 as compared to 2008-09. During the 2008-09 school year, 68.4% of students demonstrated one year of progress while during the prior year 79.4% of students demonstrated one year of progress. This represents an 11% increase in the number of students demonstrating one year of progress.

In addition, the lowest 1/3 making one year of progress increased 1.2 percent from the prior year. There was an increase of .38 from 2007-08 to 2008-09 in the number of students demonstrating proficiency in levels 1-2. There was a slight increase of .09 in the number of students demonstrating proficiency in levels 3-4.

A correlation between 2009 Math and ELA student performance reveals that students performing on Level 4 on ELA achieved a Math Score of 84% on Level 4 and 16% achieved a Level 3 on Math. Students performing on Level 3 on ELA achieved a Math Score of 46% on Level 4, 53% on Level 3 and 1% on Level 2. Students performing on Level 2 on ELA achieved a math Score of 11% on Level 4, 76% on Level 3 and 13% on Level 2. Students performing on Level 1 on ELA achieved a Math Score of 71% on Level 3 and 29% on Level 2. It appears that success on ELA is a good predictor of success on the Math for top performing students. However, the lower third of students who performed on Level 1 and 2 did well on the Math despite their lower ELA scores.

Scantron results indicated that our grade 3 made a gain of 40 points, our 4<sup>th</sup> grade made a gain of 80 points and our 5<sup>th</sup> grade made a gain of 49 points between the fall and spring administrations. Each grade level falls well within the grade level range indicated by the assessment.

### **Greatest Accomplishments:**

We are in the seventh year of the Everyday Math program. The data collected from the NYSTART, prior year data with Scantron results, and formal and informal assessments show that the instruction of our teachers is of a quality that our students are making good progress in the area of math. The program exceeds the expectations of the New York State Curriculum, and this may be the cause of our students' achievements.

### **Significant Aids and Barriers:**

Significant aids in the school include the use of clear, measurable goals for improvement across the range of performance indicators in its progress report. We have identified some barriers that we need to work with in the coming school year. We will have to make an effort to investigate the root causes for some of the others. Those that we have identified are:

- During the 2009-2010, school year we have added Special Education students as we gained a new 12 to 1 self-contained class in Grades 4, thus having 4 self contained

- classes and 6 CTT classes. These students are in need of intense intervention and test sophistication.
- We have been designated a Title I school, as such we have more low-income students who are in need of support that will be addressed in our Extended Day AIS program.
- Additional funding to support a full-time Math Coach which was a position cut due to budget issues.

### III. Science:

#### Performance Trends:

	Level 1	Level 2	Level 3	Level 4
2005-2006	0	10	46	44
2006-2007	3	12	45	40
2007-2008	0	12	41	46
2008-2009	1	4	33	62
2009-2010	1	10	40	49

During the 2009-2010 school year, 89% of students performed on Level 3 and 4 as compared to 95% during the 2008-2010 school year. Our Hispanic students experienced a 4% increase in student performance as compared to the previous year. This appears to be the direct result of the cooperative efforts of the ESL and Science Teachers efforts to integrate Science vocabulary into the ESL program. Special Education students have continued to make gains in achievement levels. In 2007-2008, 67 percent of students with disabilities scored in level 3 or 4, compared with 2007-2008, 58 percent of these students did so. Further analysis of disaggregate groups found that during the 2007-08 school year, 88 percent of grade 4 students performed at or above Level 3. During the 2006-2007 school year 85 percent of grade 4 students performed at or above Level 3. This represents an increase of 5 percent in this grade. Further analysis of the data reveals that the ELL student's performance impacts the overall achievement of the school. ELL students showed gains in achievement during the 2007-2008 school year. 57 percent of ELL students scored in level 3 and 4 as compared to 58 percent in 2006-2007. This gain shows that ELL students required further assistance with comprehension of science concepts and vocabulary. Our ESL program, which now includes a push in Science component for additional support in Grade 4, has helped to achieve these gains.

#### Greatest Accomplishments:

This school provides two science cluster teachers that enable all students to receive science instruction. Students in grades K-2 receive three periods of science instruction per week and students in grades 3-5 receive four periods of science instruction per week. Student performance is assessed by both the classroom teacher and the cluster teacher. Professional development is provided by the cluster teacher. Parents are provided with workshops to assist their child with completing the science projects. ELL students and parents participate in workshops dealing with utilizing the scientific method. The ELL teacher and the Science teacher have developed a cooperative relationship to develop a list of words for ELL students to master. The school recently developed a cooperative relationship with the Great Kills Parks Department and Sanitation Department to supplement instruction to students on environmental issues and the expansion of the transformation of the landfill to Great Kills Park. The Parks Department has supplemented our curriculum with lesson plans and they have come to our school to provide further instruction on conservation and recycling.

#### Significant Aids and Barriers:

Significant aids include the utilization of standards based science instruction and the instructional time of at least three times per week. Students are provided with the use of a hands-on inquiry, based approach, which utilizes science process skills. The science program is integrated into the technology program and the program has been integrated into the balanced literacy program. In addition, there is an abundance of supplies for experiments.

Significant barriers include scheduling considerations, which result in some CTT classes not receiving two periods of science instruction in the science lab. There is a need for more articulation time between classroom teachers and science clusters. Also, one science teacher has a permanent classroom, while the other teacher is itinerant, moving from class to class. This makes teaching science difficult. It would be ideal if another classroom were available for science instruction.

**IV Social Studies:**

During the 2009-2010 school year, there was a combined total of 92% of students performing on levels 3-4 in Social Studies. This appears to be a relatively constant number when compared to 2008 and 2009 performance. A review of student performance from 2009 to 2010 reveals that there has been a decline in the number of students performing on level 4 and an increase in the number of students performing on level 3. During the 2008-2009 school year, this school experienced a significant increase in the number of students performing on levels 4 from 36% in 2007-2008 to 53% in 2008-2009. The combined number of students performing on levels 3 and 4 remained relatively constant with 94% in 2007-2008 and 93% in 2008-2009. There was been a decline in the number of students performing on level 1 with 5% in 2007-2008 and 2% in 2008-2009. A longitudinal review of data indicates that there has been a steady increase in the number of students performing on levels 3 and 4 as compared to 2006 and 2007 data and a steady decline in the number of students performing on level 1 and 2.

	Level 1	Level 2	Level 3	Level 4	Level 3/4
2005-2006	7	12	53	28	81
2006-2007	6	7	59	28	87
2007-2008	5	1	58	36	94
2008-2009	2	5	40	53	93
2009-2010	2	6	52	40	92

## 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.

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1. In examining our previous and current Progress Reports, we have seen a steady rise in ELA scores; however this year's new scoring system resulted in a 22% drop in ELA, indicating a need to focus on raising student progress and proficiency in ELA. Therefore, our goal this year is:

**To raise ELA student progress and proficiency levels 5% by June 2011, in literacy through the development and teaching of standards based, differentiated units of study that incorporate the workshop model as measured by New York State Assessments.** Data tracking in literacy will determine grouping and instructional changes throughout the school year.

2. In examining our previous and current Progress Reports, over 90% of our students achieved a Level 3 or 4 in math. However, this year, we experienced a 25% drop in math. Therefore, our goal this year is:

**To raise Math student progress and proficiency levels in math by 5% by June 2011, as measured by the New York State Assessments.** This will be accomplished through fidelity in the execution of Everyday Math units, Exemplar problem solving activities and the Gizmo mathematics technology program. Data tracking in math will determine grouping and instructional changes throughout the school year.

3. In response to our last Quality Review and our Teacher and Parent Learning Environment Surveys concerning articulation of student goals and curriculum, our goal this year is:

**To develop by June 2011, Professional Learning Communities that will incorporate 100% of all teachers. This will be measured by the completion of weekly templates and the monitoring of student reading and math benchmarks.**

These communities will be responsible for grade level curriculum planning, parental communication, activities surrounding curriculum, the Extended Day intervention program on Tuesday and Wednesdays, and on Thursdays engage in data inquiry activities and their implication to instruction. 100% of all teachers will be engaged in data collection and analysis. This will be measured by the completion of weekly templates and the monitoring of student reading and math benchmarks.

4. In response to new curriculum expectations and our desire to raise student progress and proficiency, our goal this year is:

**To involve 100% of the teaching staff by June, 2011, in professional development on the new Common Core State Standards. To begin to include the new Common Core State Standards, as well as develop project based learning outlined in the standards into current curriculum maps. This will be measured by teacher feedback surveys and the percent of performance based tasks that are infused into the current curriculum maps.**

5. In response to our Parent Learning Survey and previous Quality Reviews that articulated a need for additional arts programs and enrichment opportunities, as well as raise student proficiency and progress, our goal this year is:

**To continue to provide enrichment activities through the planning and teaching of Enrichment Clusters and dedicated programs in the arts on every grade level for 100% of the student population by June 2011. This will be measured by the quality of student performances and artifacts as well as student, teacher and parent feedback as well as an increase of 3% in the students achieving Levels 3 and 4 as measured by the New York State Assessments.** The arts programs will be in collaboration with community based organizations including Marquis Studios and the American Ballroom Theater.

6. In response to previous Quality Reviews, and Parent and Teacher Learning Surveys that articulated a need for improved communication about the school community and student learning, our goal this year will be:

**To continue to foster greater parent engagement in the learning process through communication about curriculum goals, parent workshops and the use of eChalk, an informational school website. This will be measured by an increase of 5% to parent attendance at workshops and meetings as well as an increase of 5% in parental use of eChalk.** Parents will participate in classroom celebrations and curriculum based activities to enhance their knowledge of the school community.



**Use of item skills analysis to identify areas of weakness at the class, grade and school levels. Data is organized into categories – Areas of Strengths (75 – 100%), Areas of Challenge (50 – 74%), Areas of Critical Need (0 – 49%)**

**Teachers use item skills analysis to identify specific skill deficits for each student and make instructional decisions based on these results.**

**Teachers meet as a Cross Grade Instructional Team with Literacy Coach to identify strengths and weaknesses in current curriculum. They co-plan modifications to units of study to address identified needs in each grade and classroom.**

**Data is disaggregated by specific target groups to identify strengths and weaknesses in current units of study.**

**Use of online Acuity instructional resources matches students with specific skill areas for additional individual support.**

**Information is shared with parents through conferences.**

**Data Inquiry Team agenda of ongoing data study with implications for instruction.**

- 3. Enhance the use of technology and library media center to develop research skills and independent learning.**

**Library media center contains library website which includes circulation and educational links for educational websites, testing frameworks and sample test strategies. Library funding used for audio visual books geared for oral presentation to accommodate ESL and Special Education students. Also bilingual books in Spanish, Arabic, and Chinese will enhance the library collection.**

**Use of Smartboards and laptops in research and learning to give opportunities for inquiry based learning and to reach children with many modalities.**

**Social Studies and Literacy curriculum alignment to reach state standards is fostered through the use of library media center**

**Use of IIM method in research projects**

**Parental link on library and school website to support instruction at home.**

**Use of school website and ECHALK to inform parents about monthly curriculum.**

- 4. Provide support to the ESL population through extended instructional time and focus on content area vocabulary.**

**Beginning and Intermediate ESL students receive 400 minutes of direct ESL instruction**

**Advanced ESL students receive 200 minutes of direct ESL instruction.**

**ESL teachers push in to classrooms to support content areas**

**Transitional program supports newly decertified students.**

- 5. To provide support to all our Special Education students by their classroom teachers, IEP teacher, Literacy Coach and the Network Support Specialist; so that they achieve their IEP goals as well as student progress and proficiency in literacy throughout the school year and culminating in June 2010.**

**Teachers will provide instruction of core curriculum and IEP goals through visualization and verbalization techniques (Lindamood Bell program), Bloom taxonomy questioning prompts during read alouds and guided group activities, and active participation in the Rigby Reading Program.**

**Students in Grades K to 2 participate in the Foundations program, and the Lips program from Lindamood Bell.**

**Students in Grade 3 to 5 use Seeing Stars from the Lindamood Bell program, and the NYS ELA Grade 3 by Continental Press**

**Teachers have been trained by Lindamood Bell representative in their program strategies.**

**Foundations professional development**

**Literacy Coach co plans literacy units with Special Education teachers so that they align with other classes on the same grade but still meet the needs of the children.**

**Special Education 12 to 1 classes will all use the McGraw Hill Triumphs intervention reading program in order to provide continuity of instruction, high interest low level materials, ongoing phonics support, and strategies and skills lessons in an orderly and tiered manner. These teachers are mentored by our IEP specialist and meet regularly in a common prep each week so that they can provide support to students throughout the grade levels and provide on level instruction despite grade**

designation.

6. Professional Development through Mondo and the Staten Island Reading Foundation will provide structure to the composition of guided reading, small group instruction, and the modeling of best practices in the teaching of literacy.

Literacy coach and teachers of grade 1 meet on a monthly basis in a study group setting to enhance current units of study.

In-class modeling of identified research based best practice strategies by Literacy Coach session is followed by debriefing session. During this session teachers reflect on implications of work in their classroom.

Examination of student work samples to determine progress toward meeting standards.

Action research in ICI comprehension study group

Principal study group in comprehension and writing

7. Professional development will be provided weekly for teachers of Grades K to 2 on a rotating basis. PD will be led by the Literacy Coach under the guidance of the Network Literacy Specialists. The following will be presented:  
Introduction to comprehension strategies  
Development of lessons in guided reading and comprehension strategies.  
Intervisitations with reflection time

8. To provide professional development in literacy so as to develop the expertise of teachers' practice through:

One extra professional development period has been placed into the school schedule so as to provide additional time for literacy professional development.

All grade levels have multiple common preps throughout the school week in order to facilitate common planning time.

Each grade level forms an instructional team that closely works with the school Literacy Coach and Cross Grade Teams.

Weekly PD sessions with the Literacy Coach focuses on planning differentiated word study and creating reading and writing units of study. There will be a year long process in workshops to introduce the Common Core State Standards.

Grades 3,4 and 5 units of study contain an overall comprehension question and guided

	<p>questions that accomplish higher order thinking skills as well as reading skills and strategies.</p> <p>Grade 2 continues to perfect their differentiated word study.</p> <p>Grade 2 will focus their literacy PD in guided reading using newly purchased Mondo materials and follow-up PD as per the Staten Island Foundation Grant</p> <p>Grades 3, 4 and 5 will utilize Schoolwide Testing Fundamentals program as well as other Schoolwide Units of Study within their curriculum maps.</p> <p>Principal will continue with a literacy study group with Anne Planchar, Instructional Specialist from CFN 604 Administration will participate in all Central and CFN CCSS PD throughout the year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>1. Classroom teacher salaries – tax levy Core Curriculum – Words Their Way and Foundations C4E allocation was used for smaller class size in Grade 5.</p> <p>2. Data Inquiry Funding Literacy Coach funding</p> <p>3. Library Media Teacher salary – tax levy NYSLT funds for Library materials</p> <p>4. 2 full time ESL teachers salaries – tax levy</p> <p>5. IEP teacher salary Classroom teacher salary – tax levy</p> <p>6. Staten Island Foundation Reading Grant</p> <p>7. Mentor texts – tax levy funding</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**100% of all teachers will be adhering to the outlined unit of study throughout the year as determined by Administrative walkthroughs and observations on an ongoing basis.**

**Student results in Acuity Predictive – Our winter Acuity will result in a Graded 5 60% correct rate; Grade 4 with a 70% average correct rate and Grade 3 with a 56% average correct rate.**

**TC assessment results – Baseline assessment is administered in September and then in November. We expect 50% of students in Grade 1 to show an increase of two reading levels and Grades 2 to 5 to show an increase of one reading level at this time. In March, we expect 65% of students in Grade 1 to show an increase of two reading levels and 65% of students in Grades 2 to 5 to show an increase of one level at this time. In June, we expect 75% of students in Grades K to 5 to meet benchmark levels for Independent Reading as measured by Teachers College Reading Assessment (TRWCP)**

**ELA results - We expect that 86.6% of students in Grades 3 to 5 will demonstrate proficiency.**

**NYSESLAT - 10% of ESL student population become proficient and test out of the program.**

**ESL Interim Assessment - ESL students demonstrate 5% gain in their scores three times a year. (fall, winter and spring)**

**100% of all teachers will be adhering to the outlined unit of study throughout the year as determined by Administrative walkthroughs and observations on an ongoing basis.**

**TC assessment results –Kindergarten baseline is administered in December. The second assessment is administered in March and we expect 80% of students to reach Level A. In June the third assessment will demonstrate that 80% of K students will meet benchmark level for Independent reading as outlined by TRWCP.**

**Baseline assessment is administered in September and then in November. We expect 50% of students in Grade 1 to show an increase of two reading levels and Grades 2 to 5 to show an increase of one reading level at this time. In March, we expect 65% of students in Grade 1 to show an increase of two reading levels and 65% of students in Grades 2 to 5 to show an increase of one level at this time. In June, we expect 75% of students in Grades K to 5 to meet benchmark levels for Independent Reading as measured by Teachers College Reading Assessment (TRWCP)**

**Units of study reflect guided questions that stimulate higher order thinking skills.**

**Administrative walkthroughs and observations note the strength of literacy instruction and student engagement.**

**Administrative Literacy checklists result in over 90% compliance from classroom teachers.**

**Weekly meetings with Administrators and the Literacy Coach reflect on progress being made, teacher compliance and student engagement. Adjustments will be made to continue to perfect plans.**

**Teacher feedback during reflection time at PD sessions.**



	<p><b>Coach, Ladders to Success and Buckle Down as instructional materials for their programs. They will address the skills and content being done in the Everyday Math lessons done by the classroom teachers, in order to clarify and reinforce student understanding of math concepts. This will occur from September 2010 to June 2011 during the Extended Day program.</b></p> <p><b>All teachers for all grades will use data from informal assessments in class, math boxes, Check Progress assessments at the end of each Everyday Math unit, Scantron results and Acuity Math Predictive tests to assess the strengths and weaknesses in skills and concepts of each student. Remediation and enrichment built into the Everyday Math program, Scantron and Acuity tutorials will be used to improve skills and concepts needed for individual students. This will last from Sept. 2010 to June 2011.</b></p>	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<table border="1" data-bbox="737 610 1971 646"> <tr> <td data-bbox="737 610 1971 646"><b>Assistant Principal salary includes Math Coaching responsibilities</b></td> </tr> </table> <p><b>Classroom teacher salary</b>  <b>Use of C4E funding to lower class size in Grade 5.</b>  <b>Core curriculum purchases</b>  <b>ESL teachers' salaries - tax levy</b>  <b>Purchases of Jump Start, NYS Coach, Ladders to Success and Buckle Down</b>  <b>Data Team Inquiry Funds to support data professional development to teachers and Data Team work to disseminate data to teachers.</b></p>	<b>Assistant Principal salary includes Math Coaching responsibilities</b>
<b>Assistant Principal salary includes Math Coaching responsibilities</b>		
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>In Grades K-2, teachers will monitor progress through math boxes, Check progress assessments at the end of each unit and conferencing. 60% of all students will maintain a Level 3 on their report cards in November, February and May. We project to have over 75% of students in the Level 3 or 4 range by June 2011.</b></p> <p><b>In Grades 3 to 5, teachers will use Acuity Predictives and Scantron Performance Series assessments. By October, all students will have an established baseline. By March, we project a 10% gain on the Performance Series and a 2% gain in Level 3 and 4 in the Acuity Predictive. By June, Grade 3 to 5 students will have another 5% gain in Scantron.</b></p>	

**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.

**#3. PROFESSIONAL LEARNING**

**Subject/Area (where relevant):** COMMUNITIES/DATA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop by June 2011, Professional Learning Communities that will incorporate 100% of all teachers. This will be measured by the completion of weekly templates and the monitoring of student reading and math benchmarks.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>This school year, our data initiative will consist of the Cross Grade Data Team and the entire faculty working as Professional Learning Communities. Through an SBO, every Thursday for 50 minutes, our Extended Day Program will consist of data inquiry work performed by the entire staff. Teachers work in grade level teams as they use ARIS, Scantron results, Acuity Predictive and other teacher assessment data and formulate teaching groups to differentiate classroom instruction, as well as instruction done during the Extended Day intervention classes. Teachers will also be examining benchmark results to monitor progress. We believe that this practice is the next step in the process of data inquiry. The work done primarily by the Data Inquiry Team has now shifted to the Professional Learning Communities. Administrators and a smaller Data Inquiry Team will function to gather school wide results, data cleansing, other non instructional data work, and confer with the teams to examine the effectiveness of this structure.</p> <p>The Cross Grade Instructional team is another group that works on implications of data on instruction and planning. The team ensures planning coherence throughout the school, as well as bringing back strategies that will improve instruction to their grade level partners. Classroom teachers then work in grade level instructional teams to produce units and lessons with this knowledge during common prep periods added into the school week for this purpose. The focus of the instructional team is school wide coherence and differentiation. Teachers have made strides in differentiating instruction</p>

	<p>throughout the years, but this year, the team will focus on tiering lessons to enhance differentiation. This year, cluster teachers will be involved in interdisciplinary units with classroom teachers. This Cross Grade Instructional team will also spearhead with the Literacy Coach the professional development and assimilation of the new Common Core State Standards for this year.</p> <p>Teachers will utilize follow up skills lessons as outlined in Acuity to address students' strengths and weaknesses.</p> <p>Data Inquiry Team will continue action research on focus groups in tandem with classroom teachers. These groups address the areas of improvement as dictated by the PS 58 Progress Report as well as teacher recommendation.</p> <p>Data Inquiry Team, will work with classroom teachers to train them on how to monitor focus groups within classrooms.</p> <p>Classroom Assessment Binders will contain ARIS, Acuity, and Scantron data and flexible grouping that was a result of data interpretation.</p> <p>Extended Day Program will be set up according to data interpretation. Teachers will departmentalize to address specific needs as indicated.</p> <p>Data Team meetings will focus on the progress of data collection, monitoring and interpretation by classroom teachers as well as student benchmarking progress.</p> <p>Teachers will make using data in the classroom a professional goal throughout the year.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy to provide additional preparation period for the team meetings.  Tax levy and Title 1 funds for Literacy Coach.  Data Inquiry funding to support after school team meetings and substitute teachers.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Weekly examination of templates completed that indicate data work.**

**Periodic examination of teacher Assessment Binders**

**Data Inquiry agendas**

**Bi monthly Cross Grade Data and Cross Grade Instructional Team agendas and reflections.**

**Curriculum map revisions handed into Administration when it occurs.**



**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

**CFN Network stipend to support per diem or per session for the Common Core Standards work.**

**UFT SBO to allow for two additional PD days in November and April for this work.**

**Tax Levy dollars to support the additional prep period**

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Tax Levy for teachers' salaries and preparation periods.**

**Tax Levy and Title 1 for Literacy Coach and Assistant Principal**



	<p>to provide “Latin Percussion” to Grade 5 students, Drama illustrating Immigration (from the Social Studies curriculum) to Grade 4 and Movement and Music for Grade 2. Grade 3 will continue its affiliation with Stages of Learning and learn about and perform a Shakespearean play. We are in the process of organizing programs for Kindergarten and Grade 1 with the Staten Island Zoo on the study of animals.</p> <p>Our Evenings of the Arts is a two night culmination where students perform for their families and our gym is transformed into an art gallery.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>CASA grant from City Councilman for \$20,000</b>  <b>Tax Levy – teacher salaries</b>  <b>PTA funding for \$4,000 to support the Arts</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Each Enrichment Activity has a culminating event or product. Enrichment clusters will have the students produce a project based on their investigation into that topic. Our music and drama activities will produce a performance as a measure of progress. Our art program will have art pieces produced that will hang throughout our school and in our Art Gallery during our Evenings of the Arts. Student grades in the arts.</b></p>



**the teachers and sent home at the beginning of every month. They will outline for parents all curriculum topics in each subject area, so parents are aware of their children's learning and can assist them at home. They will also include reading benchmarks, so that parents can track their child's progress at home and familiarize them with the levels of competency. Curriculum goals will be put into the Happenings Newsletters, so that parents will be aware of curriculum and goals within one message. In addition, these newsletters will be posted on the eChalk website, so that parents can access the information at any time and also have it translated into their own native language if needed.**

**Our PTA purchased the online communication program eChalk for our school last year. This program allows each teacher to post all relevant learning and class happenings on their own class page and parents can access from home at any time and can translate into many languages. This year, we are dedicating one Thursday of each month during Extended Day for parental communication. Teachers compose and post all monthly curriculum information to parents and update it during this time frame. This enables the information to remain current and easy for parents to attain.**

**Another feature of eChalk called eBlast is used by our Parent Coordinator. She asked parents for their email addresses and through eBlast, she is able to contact parents immediately in a mass email. She uses this on a weekly basis to remind parents of deadlines and activities**

**Each month, one grade level will host a learning parent activity. These activities will be held within the school day. During this activity, parents and their children work side by side to complete a learning activity. Parents will be able to experience firsthand the expectations of learning that their children face each day.**

**Our Student of the Month reception will give families a chance to celebrate their children.**

**Our Parent Coordinator has an informational table prominently displayed in our lobby that has a variety of parent materials for them to access at any time. She**

	<p>also maintains a bulletin board outside our General Office for parental purposes. The PC will also publish a monthly school calendar on our behalf that outlines all monthly activities and the school food menu. It will be posted on a bulletin board outside the General Office and on eChalk.</p> <p>Our Coordinator and the SLT will sponsor a Welcome Tea for our incoming Kindergarten, so that they are aware of all school policies and Kindergarten expectations.</p> <p>We have a collaboration with the local JCC for adult ESL classes. A teacher is provided by the JCC 4 days a week to come to P.S. 58. Adult ESL classes are taught in our cafeteria to our family members, as well as the community at large.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Parent Coordinator funding  Tax Levy – Teacher salaries  PTA funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Attendance at the various parent events will be taken. We will monitor this attendance and have evaluations filled out. This will enable us to monitor the needs of the parent population, allowing us to create activities that meet their needs. Results of the Parent Learning Survey.</p>

## **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	23	23	N/A	N/A	4			
1	41	41	N/A	N/A	3			
2	57	57	N/A	N/A	4			
3	34	34	N/A	N/A	5			
4	32	32	20	6	6			
5	27	27	0	9	3			
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>AIS will be provided for all grade 1-5 AIS eligible students that are not meeting, or are at risk for not meeting the State Standards. AIS service will be provided using small group instruction during our extended day period 2x/week. Programs used: Gr. 1 Early Success, Foundations, Gr.2 Early Success, Mondo Bookshop, Foundations, Gr. 3 Buckle Down ELA, Wilson, Lindamood-Bell, Write Traits, Gr. 4 -Soar to Success, Buckle Down ELA, Time for Kids Writing, Gr. 5 will use Ralley, and Buckle Down for ELA and project based learning.</b>
<b>Mathematics:</b>	<b>Math will be provided for all grade 1-5 AIS eligible students that are not meeting, or are at risk of not meeting the State Standards. AIS service will be provided using using small group instruction during our extended day period 2x/week. Programs used: NYS Coach Math, Buckle Down Math, and Everyday Math reinforcement.</b>
<b>Science:</b>	<b>Science enrichment is provided in a small group, during extended day. The Science Cluster and classroom teacher and focus on using reading strategies to assist with non fiction, informational based text. Additional test preparation is given to Grade 4 students who are taking the New York State Science Assessment. During the Extended Day AIS Program, students use Science based texts to support the content area as well as reading and writing strategies. Also Grade 4 ELLs receive push in support during their Science class from their ESL teacher to further support this content area since our data showed ELLs needed to improve in this area.</b>
<b>Social Studies:</b>	<b>During the Extended Day AIS Program, students use Social Studies based texts to support the content area as well as reading and writing strategies. Also Grade 4 ELLS receive push in support during their Social Studies class from their ESL teacher to further support this content area since our data showed ELLs needed to improve in this area.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>The At-Risk Counseling Program will be provided for all students in Grades K to 5 that are at risk of being referred for counseling. Service will be provided by pull out method in a group of 3 to 5 students during the school day. The purpose of the program is to maximize their potential, remove obstacles to learning, improve socialization, foster positive self image, develop effective study skills, and resolve interpersonal conflicts and transition to the intermediate school.</b>

<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	<b>The At-Risk Counseling Program will be provided for all students in Grades K to 5 that are at risk of being referred for counseling. Service will be provided by pull out method in a group of 3 to 5 students during the school day. The purpose of the program is to maximize their potential, remove obstacles to learning, improve socialization, foster positive self image, develop effective study skills, and resolve interpersonal conflicts and transition to the intermediate school.</b>
<b>At-risk Health-related Services:</b>	

**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 I: School ELL Profile**

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**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 I: School ELL Profile**

P.S.58, the S.S. Columbia School is located on Marsh Avenue in the heart of the New Springville section of Staten Island. This District 31 school is nestled between a growing middle-class community and the Staten Island Mall. P.S.58 opened in September 2003.

At our school we have a Language Allocation Policy Team that is comprised of various people, each of whom holds a different position. The team is comprised as follows: RoseAnn Mezzacappa, Principal; Maggi Mahoney, Assistant Principal; Robert Edelman, Assistant Principal and Math Coach; Laura Kump, Literacy Coach; Doctor Nancy Ludwig, Guidance Counselor; Debbie Capic, Science Cluster Teacher; Kimberly Cefalu, Fifth Grade Teacher; Stacey Cohen, Fifth Grade Teacher; Sherri Donders, Parent Coordinator; Alyssa Chaplin and Mary DelVecchio, ESL Teachers.

Our ESL students are serviced by two full-time ESL certified teachers. One ESL teacher instructs all K, 1, and transitional ELLs. The other ESL teacher instructs grades 2, 3, 4, and 5 ELLs, as well as transitional ELLs.

This Pre-K through Grade 5 school serves a diverse ethnic population. The student population of 791 is heterogeneously grouped within each grade and supported by a pedagogical staff of 55 teachers that are one hundred percent certified and licensed. Students are assigned to 6 Kindergarten classes, one K/1 special education class, 5 first grade classes, one 1/2 special education class, 4 second grade classes, 4 third grade classes and 1 self-contained special education class, 4 fourth grade classes and one 12:1 special education class, and 4 fifth grade classes and one 12:1 special education class. Each grade has a CTT. (Collaborative Team Teaching) class included in that number.

Our ESL population has stabilized as indicated by 88 ELLs in 2006/2007, 78 ELLs in 2007/2008, 78 ELLs in 2008/2009, 78 ELLs in 2009/2010 and 72 in 2010/2011. This comprises 9.1 percent of our school population.

**Part II: ELL Identification Process**

In order to identify possible ELLs P.S.58 conducts a series of steps each fall. When parents first enroll their child, pedagogues who have been trained in the ELL intake procedures, meet with parents to make an initial determination of the child’s home language. This is done by conducting a

discussion about home language with the families who indicate another language is spoken at home and conducting an informal oral interview with the parents and child (if he/she is present) in order to determine eligibility for English language support services. At this time Lucy Uccello, teacher, Marysol Diaz, paraprofessional, and Maritza Concepcion, paraprofessional, are all able to assist parents in Spanish translation. In cases where translation is needed in languages that cannot be provided through PS 58 staff, the phone translation unit provided by the DOE is utilized.

This process is formalized through a Home Language Identification Survey (HLIS) which is translated into nine languages: Spanish, Chinese, Korean, Polish, Russian, Albanian, Arabic, Urdu and English. The parents complete this survey with the help of trained pedagogues.

Next, the certified ESL teachers, under the guidance of the Principal, check all Home Language forms of new students to see who is eligible to take the LAB-R. These eligible students are then informally interviewed by the ESL teachers and are given the LAB-R if it appears these students may require English language services.

Every spring the New York State English as a Second Language Achievement Test is administered at P.S.58 by the certified ESL teachers and the SETTS and Speech teachers, support teachers that also service these children and who are also trained in NYSESLAT administration. This test determines the level of proficiency of each student in the four modalities: Listening, Speaking, Reading, and Writing. The results of this test are reviewed by the ESL teachers in September of each school year. Depending on their total score on the NYSESLAT, students are grouped according to grade and proficiency levels and receive ESL services accordingly.

Parents must be informed of their child's eligibility for ELL services; therefore, the certified ESL teachers, Principal, and Parent Coordinator conduct an orientation meeting within the first ten days of school. At this meeting parents of newly enrolled ELLs are provided with information on the different ELL programs that are available: Transitional Bilingual, Freestanding English as a Second Language, and Dual Language. This year our first orientation was held September 22, 2010. All parents are invited if their child may be given the LAB-R. We explain the screening process and tell them why their children will be given the LAB-R. We show the Parent Orientation video for parents of ELLs in English. All parents are asked if they need to see the video in their native languages. Translation by staff is provided or the DOE phone translation unit is utilized if necessary. We give out the parent surveys after having shown the video. The surveys are passed out in English and in their native languages. A guide for parents is also made available in the following languages: English, Spanish, Chinese, Korean, Russian, Urdu, Arabic, Polish, and Albanian. All parents who were unable to attend are contacted by the Parent Coordinator to find a time that is convenient for them to come in for a meeting. The certified ESL teachers then hold subsequent meetings to assist parents with this process. As always, translation by staff is provided or the DOE phone translation unit is utilized if necessary.

Throughout the year parents of newly enrolled ELLs are invited to come to an orientation. The same parent orientation process as outlined above is followed.

Every year the following letters are also distributed in the available languages: If a student scores below proficiency on the LAB-R, the ESL teachers will provide an entitlement letter and placement letter. If a student scores at or above proficiency on the LAB-R, the ESL teachers will provide a non-entitlement letter. If a student scores below proficiency on the NYSESLAT, they will be provided a continued entitlement letter. If a student scores at or above proficiency on the NYSESLAT, the student will be provided non-entitlement/transition letter.

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The criteria used to place the identified ELL students in bilingual or ESL instructional programs are the LAB-R and NYSESLAT scores, as well as the Program selection forms. The Program Selection forms are reviewed each year by the ESL teachers in order to place the ELLs in program chosen by the parent. The program selection forms are stored in the Home Language binder that is kept by the certified ESL teachers. A copy of every ESL students' HLIS and program survey selection form is maintained in this binder.

After reviewing the Program Selection forms for the last three years the responses indicate a trend in choosing the Freestanding ESL program. In 2008/2009 the parent selection forms were reviewed and showed that out of 78 parents, 72 chose ESL, 1 chose a dual language program, and 5 chose a transitional bilingual program. In 2009/2010 the parent choice letters were reviewed and showed that out of 78 parents, all of them chose ESL. In 2010/2011 the parent choice letters were reviewed and showed that out of 72 parents, all chose ESL. All parents of former ELLs were given continued entitlement letters that explain if they desire a program change, they should contact PS 58. Thus far, this has not happened. Each year, continued ELL program selection forms are reviewed, and in the event that enough parents choose a program other than ESL, the option of opening another program will be reviewed.

The program models offered at P.S.58 are aligned with parent requests. A large majority of parents choose the Freestanding ESL program. The parents who chose a program other than ESL were not enough to open a bilingual classroom, however, were contacted by ESL teachers in order to inform them of the alternate options available that would meet their needs. They all chose to continue with the push-in/pull-out ESL at P.S.58. Due to the parent responses, our program was defined by two full-time certified ESL teachers. We continue to instruct on a competency and grade level.

**Part III: ELL Demographics**

At P.S.58 there is currently a Freestanding ESL program. This program is taught by two fully certified ESL teachers. There are 3 Kindergarten classes, 3 First Grade classes, 2 Second Grade classes, 1 Third Grade classes, and 1 Fourth and Fifth Grade class divided amongst the two ESL teachers. Of our 72 ELLs, 58 are Newcomers and have received 0-3 years of ELL services, while 14 have been receiving ELL services for 4 to 6 years. 14 ELLs are Special Education, 7 of them being Newcomers. There are no Long Term ELLs or SIFEs currently at P.S.58.

	ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)
	ALL - SIFE - SE	ALL - SIFE - SE	ALL - SIFE - SE
ESL	58 - 0 - 7	14 - 0 - 7	0 - 0 - 0

Many native languages are represented in our school among these 72 ESL students: 19 students speak Spanish (5 in Kindergarten, 6 in First Grade, 1 in Second Grade, 3 in Third Grade, and 4 in Fourth Grade); 12 students speak Chinese (4 in Kindergarten, 1 in First Grade, 4 in Second Grade, 2 in Third Grade, and 1 Fifth Grade); 13 students speak Russian (5 in Kindergarten, 1 in First Grade, 6 in Second Grade and 1 in Third Grade); 8 students speak Urdu (2 in Kindergarten, 1 in First Grade, 2 in Second Grade, 2 in Third Grade, and 1 in Fourth Grade); 3 students speak Arabic (2 in First Grade and 1 in Second Grade); 5 students speak Korean (3 in Kindergarten, 1 in First Grade and one in Second Grade); 5 students speak Polish (2 in First Grade, 2 in Second Grade, 1 in Third Grade); 2 students speak Cantonese (2 in Kindergarten); 5 students speak other languages (1 Hebrew; 1 Albanian; 1 Slovak; 1 Czech; and 1 Turkish).

<b>Freestanding English as a Second Language</b>							
Number of ELLs by Grade in Each Language Group							
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Spanish</b>	5	6	1	3	4	0	19
<b>Chinese</b>	4	1	4	2	0	1	13
<b>Russian</b>	5	1	6	1	0	0	11
<b>Urdu</b>	2	1	2	2	1	0	8
<b>Arabic</b>	0	2	1	0	0	0	3
<b>Korean</b>	3	1	1	0	0	0	5
<b>Polish</b>	0	2	2	1	0	0	5
<b>Cantonese</b>	2	0	0	0	0	0	2
<b>Other</b>	1	4	0	0	0	0	5
<b>Total</b>	22	19	16	9	5	1	72

At P.S.58 the ESL program follows the Pull-Out and Push-In models. Students are grouped according to proficiency and grade level. For example, in Kindergarten there are two groups that are heterogeneous; they contain all proficiency levels (Beginner, Intermediate, and Advanced) that meet four times a week and an additional homogenous Kindergarten group that consists of Beginners who meet an extra four times per week. Kindergarten and First Grade all follow this Pull-Out model. The upper grades also follow the Pull-Out models that are grouped according to grade and proficiency levels. In addition to this Pull-Out model, there is one Push-In period a day that goes above the ESL mandates. The ESL teacher pushes in to a Fourth Grade classroom and co-teaches with a General Education teacher.

The ELLs are provided ESL services by two ESL teachers. These teachers each devote their schedule to providing these services. All Beginner and Intermediate students are serviced 400 minutes per week. All Advanced students are serviced 200 minutes per week. CR Part 154 mandates Beginner and Intermediate students to receive 360 minutes of ELL services per week, and all Advanced students to receive 180 minutes of ELL services per week. P.S.58 is therefore exceeding these mandates. The Advanced students are also receiving 180 minutes of ELA instruction weekly from their general classroom teachers.

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**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 to 5 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ 23 \_\_\_\_\_ LEP \_\_\_\_\_ 2 \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ 2 \_\_\_\_\_ 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.

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.

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The ESL program is conducted by way of a pull-out/ push-in program. All ELL students are serviced through this program. All eligible students from Kindergarten through grade 5 are serviced year-long by the two ESL teachers. Beginner and Intermediate ELLs are instructed for 400 minutes weekly. Advanced ELLs are instructed for 200 minutes weekly. In addition, the transitional ELLs are serviced for one period 2 to 5 times per week and some are also a part of our Extended Day program. All students are taught in the English language. Due to the trend of parent survey responses for the last three years, we have implemented the ESL program. The modalities of Listening, Reading, Writing, and Speaking are all addressed in the ESL program in a variety of ways. The two ESL teachers are both one hundred percent certified.

Our Title III funds provide for an after school program that is open to all ELLs and their parents. Twenty three of our ELLs attend this program and two of our former ELLs have also opted to be part of this program. These two children come from our Hispanic subgroup who are having difficulty with ELA proficiency and progress. We will continue to encourage more participation throughout the school year.

Our two ESL teachers work for 1.5 hours every Monday and Friday after school with the ELLs and their parents. Students are grouped according to grade level. The teachers work in these small groups with the ELLs and their parents to show them how to do their homework together and to further explain curriculum so that learning as a family will assist with student achievement. Mini-lessons are conducted in order to re-teach difficult concepts and also to familiarize the parents with new teaching methods and curriculum. Teachers will foster literacy through the use of read alouds that will be purchased and given to families to take home so that parents and children can work together on extended activities that will be introduced by the teachers and then done at home. In addition, we are purchasing bilingual libraries that will be used as lending libraries to families to further foster literacy at home. On Fridays, the sessions will be dedicated to the other content areas of Science, Social Studies and Math on a rotating basis. These lessons will focus on content vocabulary and extended activities to foster greater understanding of the curriculum.

In addition, during this time the teachers engage the ELLs and their parents in a read aloud and follow-up literacy activity. The teachers use trade books purchased from Lee and Low for this portion of the program. Every student gets a copy of the read aloud to take home. Literacy activities are done in small groups in this program. They incorporate all four ESL modalities: Listening, Speaking, Reading, and Writing. Additional projects are assigned for homework to foster literacy at home. These projects are then shared the following week with the entire group.

Our Title III program was designed after reviewing the needs of the ESL population. The ESL team looked at the ESL population and evaluated their needs. Based on teacher observation and parent comments, we found that it was essential to increase the help we offer to our ESL parents so that we can build a better bridge between school and home. We notice a trend that the ESL parents have a strong desire to help their children and see them succeed, however, the language barrier often presents difficulty in accomplishing this goal. We designed this program so that parents can learn how to do homework with their child, as this often proves an arduous task due to lack of command of the English language. We also want to foster a school to home literacy connection. By incorporating rich stories and engaging read alouds into our Title III After School Program, we hope to inspire a love for reading that can be shared at school and at home. We believe the more children read, the more their language skills will progress.

**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.

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Throughout the year our teachers who are responsible for delivering instruction and services to limited English proficient students attend numerous workshops that cover a variety of topics. The ESL staff is included in all content area professional development so as to coordinate activities with the classroom teachers and provide continuity of instruction. Training on the implementation of the NYSESLAT and its significance is a yearly priority. Our network also hosts a number of professional development workshops that address ELL needs through the OELL and BETAC. Maria Maisano also hosts a number of ESL workshops that our ESL staff regularly attends. Our ESL staff with the help of our Literacy Coach also set-up intervisitations at other New York City Public Schools so that they can collaborate and learn from other professionals with similar ELL populations.

Every year our professional development plan is to provide ongoing instruction to all staff on using ESL strategies within all phases of their teaching. Our ESL teachers provide professional development through our "Learning Lunch" program. The professional development is based upon the needs of our students and the levels we intend for them to achieve. Literacy as well as all other content areas are addressed at our Learning Lunches. Classroom teachers are invited to ESL related workshops outside the building that provide useful and helpful information such as strategies necessary to differentiate instruction that can be implemented within the regular classroom setting. The ESL teachers also offer their help by way of pushing in to general education classrooms in order to help model and launch the implementation of various ESL strategies.

All of these professional development activities will fulfill the 7.5 hours for general education teachers, and 10 hours for special education teachers, that are required ELL training for all staff. A list of the ELL training our staff has received is maintained in the general office and in the ESL binder.

**Section III. Title III Budget**

School: PS 58R BEDS Code: 353100010058

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$8583.00	Two ESL teachers per session, 6 hours per week for 27 weeks or the Monday and Friday Title III program.
<b>Purchased services</b> - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3000.00  \$2255.00  \$1162.00	Lee and Low Read Aloud books to give to families after weekly lessons to foster literacy at home. Attanasio Bilingual Libraries to be used as lending libraries each week for families to use at home to further foster literacy. Instructional materials including art materials, food items for extended projects and summer skills workbooks to assist families in literacy in July and August. (to be given out in June)
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000.00	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

#### **Part A: Needs Assessment Findings**

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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.  
**The data used to assess our schools written translation and oral interpretation needs are the Home Language Survey forms. Each year our ESL teachers go through these surveys to find all students and families who speak languages other than English. This list is used throughout the year to determine which languages families require in order for P.S.58 to communicate accordingly. The ESL teachers work closely with the Parent Coordinator in order to comply with the Chancellor's A663.**
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.  
**We have found that the majority of our families that require interpretation and translation services are those of our ELL students. In P.S.58's lobby there is a large poster that has a statement in every language that tells the parents that they are entitled to the translation and interpretation service in order to inform our school community of the accommodations available to them. A binder with translation tools from Chancellor's regulations A663 are kept on the general office counter for daily use. Parent Coordinator often uses three-way translation calling to assist parents.**

#### **Part B: Strategies and Activities**

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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.  
**P.S.58's written translation needs are addressed by the New York City Department of Education's Translation Unit. All important notices are sent to the unit by our Parent Coordinator or Pupil Accounting Secretary well in advance so that they can be distributed in all of the appropriate languages our families require. P.S.58 takes these measures to ensure that all parents are provided with appropriate and times information in a language that they can understand. Parent Coordinator, ESL teachers, and classroom teachers frequently utilize the three-way phone call translation services to assist them in communicating with parents.**
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.

**P.S.58's oral interpretation needs are addressed by the New York City Department of Education's Translation Unit. Administration, teachers, and other staff who require communication with a parent who speaks a language other than English uses the translation unit's services to make phone calls or assist during an in person conference. Parent volunteers also help facilitate parent/teacher meetings when available.**

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

**In P.S.58's lobby there is a large poster that has a statement in every language that tells the parents that they are entitled to the translation and interpretation services. A notice in every language was also distributed to all students. These measures are taken in order to inform our school community of the accommodations available to them. A binder with the A663 regulation is on display in the General Office for reference and use on a daily basis.**

**In addition to the mandated forms on home language, our school created a form that went home to all students (not just ESL) to be filled out by families. The form asks for family language preference in both oral and written language. The outcomes were collated by our office and information is posted on all areas where correspondence is sent home. These numbers are used to distribute information to classrooms whenever possible. Classroom teachers have the data as well, so that they are aware of translation needs. In addition, the PTA has access to this data for their distribution.**

**Our PTA has purchased ECHALK, a web correspondence and informational site for parents. All of our information will be posted on this site and it contains options for translations in the appropriate languages.**

**The data collected concerning translations is as follows:**

	<b>Oral Language</b>	<b>Written Language</b>
Arabic	7	6
Urdu	13	13
Spanish	57	56
Polish	7	6
Portuguese	0	0
Albanian	1	1
Chinese	24	22
Korean	30	30
Italian	1	1
Russian	29	27
Hebrew	2	2
Malayalam	0	0
Turkish	2	3
Oneida	0	0
Slovak	0	0
Cantonese	3	3
Mandinka	1	1

**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:	\$293,858	\$21,188	\$315,046
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,939	\$212	\$3,151
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,693	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$29,386	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100% \_\_\_\_\_
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.

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

**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.

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

### **SCHOOL PARENTAL INVOLVEMENT POLICY**

#### **PART I – GENERAL EXPECTATIONS**

P.S. 58, S.S. Columbia School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve parents of Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement are spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two way and meaningful communication involving student academic learning and other school activities, including ensuring -

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

## **PART II - DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. P.S.58 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
  - Formulate a committee of parents to participate in the development of the school and district involvement plan.
2. P.S.58 will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
  - Host a meeting to review current instructional policies and develop methodology for improvement.
  - Parents and the school will share responsibility for high student performance.
  - The school will develop building activities for parents and school staff that support strong parental involvement through the Parent Advisory Council, the PTA and the School Leadership Team.
  - As a result of teacher and parental surveys, and student assessment data, we have developed key areas of concern. We seek to continue to strengthen literacy and math instruction as we adhere to the mandated curriculum.
  - In conjunction with our Parent Teacher Association, School Leadership Team and staff, we seek to improve parental involvement in school-wide activities to attract parents to the school community. We will also further seek community involvement in order to

accomplish this goal. We will continue to support the efforts of our Parent Coordinator as she diligently plans educational and meaningful activities for all parents especially our non-English population.

3. P.S. 58 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other goals:
  - One of the goals of P.S. 58 is to involve and recognize the families and community members that are part of all students' academic and social success.
  - School administrators and staff remain open to communication at all times.
  - We have dedicated a room as a Parent Engagement Room for the purpose of parent and community education. Our Parent Coordinator has assumed a vital role in our school in our work towards this goal. She participates in meetings each morning with the Administrators in order to keep current on all school activities. She is a constant presence in all PTA meetings and events. She coordinates and presents Parent Engagement workshops for Parents on a variety of relevant topics. Staff members, coaches and administrators have presented school related workshops.
  - The school has developed a collaborative relationship with the JCC to provide English as Second Language instructions to parents. This is a highly successful program with significant bi-weekly attendance.
  - The school has established Parent Engagement Workshops. These workshops are informative opportunities for parents to receive information about their child's academic development as well as providing strategies for improving student performance. Workshops include the following topics: Children's Health Issues, Characteristics of Successful Students, Making the Most of Parent-Teacher Conferences, Assisting Your Child with a Science Project, Discipline Code, Women's Health Issues, NYSESLAT Testing, Tips for the New York State ELA and Math Testing, Developing a Confident Child. Internet Safety, Preventing Bullying, Choosing appropriate "book levels", How to Prepare Healthy Foods for Parents & Children.
  - Our PTA room, off our main lobby, is dedicated to parental involvement. The PTA hosts a variety of activities to encourage parent involvement. We seek to strengthen and expand this goal.
  
4. PS 58 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers in order to achieve greater participation in parental involvement activities. The school will use the findings of the evaluation to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - The school will conduct a yearly survey and conduct evaluative progress reports throughout the school year. Surveys will be conducted in various languages.
  - Persons responsible for conducting surveys include Teachers, Administrators, Parent Coordinator, Coaches, Guidance Counselor, PTA and Parent Advisory Committee.
  - Parent roles in the completion of the evaluation include developing a collaborative relationship with their child and their classroom teachers regarding academic and instructional needs and assessment.

5. P.S. 58 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph;
- The State's academic content standards;
- The State's student academic achievement standards;
- The State's and local academic assessments including alternate assessments;
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

Needed resources and materials necessary to ensure success include:

- Development of a Parent Lending Library,
- Access to Technology,
- Sufficient space to conduct workshops and hold parent meetings,
- Refreshments
- Supplies/office materials such as paper, pens, pencils, folders, Xerox, etc.
- Funding to provide parents with an opportunity to participate in Citywide, Statewide Leadership training including workshops fees and transportation

The School will provide materials and training to help parents work with their children to improve their children's academic achievement.

The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, and other staff, in how to reach out to, communicate with and work with parents as equal partners, and in how to implement and coordinate parent programs and build ties between parents and the school.

The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents of Title I children in an understandable and uniform format including alternative formats upon request, and to the extent practical, in a language that parents can understand.

### **PART III - DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

Other activities may include:

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.

- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents in order to maximize parental involvement and participation in their children's education by trying to arrange school meetings at a variety of times.
- Adopting and implementing model approaches to improving parental involvement.
- Participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs.

Providing other reasonable support for parental involvement activities under Section 1118- Parental Involvement, as parents may request.

#### **PART IV - ADOPTION**

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of Title I, Part A programs, as evidenced by written vote.

This policy was adopted by P.S. 58, The SS Columbia School and will be in effect for the period of September 9, 2010 to June 28, 2011. The school will make this policy available to all parents of Title I, Part A children on or before November 8, 2011.

#### **School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

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

### **SCHOOL PARENT COMPACT**

P.S. 58, the S.S. Columbia School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Second Education Act (ESA) agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for

improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the school year 2010/2011.

## **PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### School Responsibilities

P.S. 58, the S.S. Columbia School will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Our Literacy Program adheres to the concepts of Comprehensive Literacy, which includes the Reading strands of Read Aloud, Shared Reading, Guided Reading, Literature Circles and Independent Reading. Instruction is administered through the workshop model within a 120 minute block. Teachers and students utilize Rigby Literacy materials, leveled classroom libraries, Mondo Bookshop Guided Reading, Making Meaning Reading Program, and plethora of fiction and non-fiction materials that are available in our Literacy lending library. Instruction focuses on schema and the development of metacognitive strategies as our children make text to self, text and world connections. Units on test sophistication are designed to assist students in improving literacy achievement on standardized tests.

A Book of the Month selection provides texts for common discussions and an arena to express individual or class responses through a multitude of writing genres and artistic expression. A Buddy Reading program between the 5<sup>th</sup> Grade and Kindergarten classes serve as a wonderful opportunity for students to share literature and pleasurable enrichment. Word Study is accomplished through Words Their Way, content area vocabulary, self selected vocabulary and the development of meaningful strategies.

Assessment in literacy includes running records, conferencing, teacher generated Acuity assessments, TCRWP, and City and State assessments. Data derived from the fore mentioned provides implications for instruction, differentiation, and professional development. All literacy activity is supported and advance by the work of a full time literacy coach. Teachers will provide fidelity to the implementation of the TCRWP Assessment Program and Grades 1 through 5 during our Extended Day Program. Foundations, Great Leaps, Linda Mood-Bell, Soar to Success, Early Success, Wilson, and RALLY programs also provide academic intervention, Our SETTS program and Extended Day program utilizes the Wilson program for those students in need.

In the coming year we strive to improve the use of our leveled libraries and our independent reading program. We will continue to improve our instruction from skills based to strategy oriented in order to strengthen student reading capacity. Through professional development, we will continue to familiarize our teachers with the variety of literacy materials available to them so as to maximize students use. Using benchmarks from periodic assessments such as Acuity, we will address student deficiencies as well as small group intervention strategies using needs assessments such as Great Leaps, Larson's Math, Earobics, and the Wilson Program. The Wilson Program will be used in SETTS. We intend for this reading support to further literacy instruction to struggling students especially in the early childhood grades.

An important part of the Literacy Block is the implementation of the Writer's Workshop and its execution through Units of Study. We have been guided by the Teacher's College Units of Study in all grades and strive to implement these units to a greater degree in the building. Published work is permanently kept in standard based portfolios.

Math instruction is guided by the adherence to City and State math standards. The Everyday Math program is used from grades Pre-Kindergarten to Grade 5. This program and its extensions are executed in a 60 minute block in Pre-Kindergarten to Grade 2, in a 75 minute block in Grades 3, 4 and 5. Multiple strategies are taught for all operations and problem solving through a cyclical approach. Teachers are cognizant of areas of introduction, immersion and mastery. Conceptual understanding is linked heavily to thinking strategies are connected to writing in order to make students adept at verbal and written expression, the workshop model is adapted so as to be used within the Everyday Math format. We include the Exemplars Program that reinforces problem solving and reasoning skills to all grade levels in our math curriculum. Students will be instructed according to deficiencies in their item skills analysis with the Finish Line Math and Larson's Math and Buckle Down.

Math assessment includes teacher-generated tests, teacher observations and conferencing, Everyday Math assessments, Scantron, and City and State assessments. Teachers organize all assessments within an assessment binder in order to have student data readily available for interpretation for instructional guidance to meet student needs. Teachers will monitor their students' progress through portfolio collection.

Academic Intervention and Enrichment Services are provided through small group instruction during our Extended Day Program for students who require additional assistance to meet the state standards in content areas. Students have been placed in groups based on assessment data. Targeted instruction is provided during this time according to need using Soar to Success, Buckle Down, Mondo Guided Reading, Foundations, Wilson, ELL Services and Project Based Learning. Benchmarks are administered four times a year to monitor progress and changes are made in programs and groupings as needed. Baseline assessments are administered when the students enter the program. Benchmarks are administered three times during the year to monitor student progress. Our focus continues to be on early intervention and intense upper grade support to students in need. Teachers will have access to all interventions within the school. They are Great Leaps, Wilson, Foundations, Voyager Passport, Leap Track, Soar to Success, Early Success and RALLY.

The goal of New York City's Children's First reform initiative is to create a system of outstanding students where effective teaching and learning is a reality for every teacher and child. If children are to achieve their highest potential, they must have effective classroom instruction and access to appropriate support and environmental conditions. Student Support Services plays a pivotal role in making this happen by developing and coordinating support services that promote safe, healthy, and nurturing learning communities in which students can succeed academically. Student Services encompasses the Support Services Providers, School Based Support Team, Secretaries and School Aides.

Support Service Providers include providers of mandated services and at-risk services to include guidance counselor, speech therapist, occupational therapists, physical therapist and paraprofessionals. The Guidance Counselor also conducts guidance lessons and coordinates student services in the school. The speech therapists, occupational therapists and physical therapists fulfill mandates required by Individualized Education Plans. These service providers attend bi-weekly student progress team meetings and share their expertise when consulting with teachers and parents.

The PPT/Intervention Team is a proactive group of professionals who look at the whole child and over time provide all students and teachers with the necessary tools to support learning in the classroom. The focus of the team is to assess student academic and social/emotional progress, recommend and provide interventions, evaluate progress, recommend and provide interventions, evaluate progress toward goals, adapt and modify interventions, follow up with parents and teachers and to maximize all resources to the fullest extent possible. The team consists of administrators, teachers, guidance and SAT.

They meet on a regular basis to assess student progress, articulate with classroom teachers and set benchmarks to monitor each student's progress toward meeting academic and behavior standards.

P.S. 58 is continually examining data to improve student performance. In order to have a clear picture of student achievement, we have examined our School Progress Card, the Item Skills analysis, Acuity, TCRWP, portfolios and teacher conferencing along with the teachers generated assessment binders to make appropriate decisions regarding instruction, enrichment and Extended Day Services. These indicators detail all critical reading and math skills for each student. It also provides direction for differentiated instruction through follow-up activities in the Curriculum. We will continue this ongoing formal and informal data collection in order for our students to meet City and State performance standards. Our instruction and professional development will both be determined by the results. Teachers will adhere to all of the above and continue a constant dialog with classroom teachers to assure continuity of instruction and student achievement.

**Hold parent teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent-Teacher conferences will be held November 2010 and March 2011, as scheduled by Department of Education. Classroom teachers will be available during these same times to discuss individual child's progress in their Title 1 services.

During the Parent-Teacher conferences, the Parent coordinator will host meetings at timed intervals to accommodate parents to discuss the Compact and how it impacts them and their child.

**Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

In addition to the scheduled parent-teacher conferences, teachers will periodically send home to parents benchmark assessment results. These will be sent in December and May. These results will include an individual child's progress in Literacy and Math as determined by benchmark assessment in the individual programs they are assigned based on their individual needs. For example, Wilson, Voyager Passport, Earobics, Foundations, Leap Track and Finish Line Math and Reading. Teachers will be available at these times for conferencing with parents on a needs basis.

**Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

- A Parent Introductory Tea will be held in mid September outlining all school activities to new parents.
- Standards based goals will be sent home to parents four times a year to make all aware of curriculum so that parent conversations with parents can be more meaningful.
- Monthly curriculum grade level breakfasts focus on a shared instructional activity so that parents can experience their child's learning first hand.
- Class mothers will disseminate important class activities in tandem with the classroom teachers
- Open school week enables parents to visit all classrooms during instructional times.
- Parents are invited to all writing publishing parties so they can share in their children's writing process.
- Student of the Month students and their parents share a breakfast celebration each month.

## **PARENT RESPONSIBILITIES**

We, as parents, will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her school activities everyday;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- Participating, as appropriate, in decisions relating to my children's education;
- Promoting positive use of my child's extracurricular time;
- Participating in the Goal Setting program by monitoring and commenting on my child's educational goals and supporting their efforts at home.
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- Reading together with my child every day;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respect, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school and District Discipline Code;
- Express high expectations and offer praise and encouragement or achievement;

## **PART OPTIONAL ADDITIONAL PROVISIONS**

### **STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning-pens, pencils, books, etc
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class rules of conduct;
- Follow the school's dress code;

- Ask for help when we don't understand
- Do our homework every day and ask for help when we need to;
- Study for tests and assignments;
- Read at least 30 minutes every day outside of school time;
- Read at home with our parents;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

P.S. 58, the S.S. Columbia School will

- involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicable possible;
- Provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg 71710, December 2, 2002)

## **OPTIONAL SCHOOL RESPONSIBILITIES**

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, the P.S. 58, S.S. Columbia School will:

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A program who are interested in serving on the State's Committee or Practitioners and School Support Teams;
- Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating with the school, the district and the contact information;
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118-Parental Involvement of Title I, Part A.

- Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving a issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

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

See pages 10 to 15 for a comprehensive needs assessment of P.S. 58R.

2. Schoolwide reform strategies that:

See Goals, Action Plans, School Compact and LAP for school wide instructional policy

- Our Title 1 funding this year was dedicated to lowering class size by funding additional teachers. Lower class size enables all students to have more access to teacher assistance and allows for effective smaller group instruction. Teachers have the opportunity for more frequent conferencing so that students can realize their standards based curriculum goals.

This strategy provided the opportunity for a school wide initiative to improve upon our Extended Day AIS program. Through an SBO, we restructured our Extended Day to be a 2 day 50 minute instructional program. This allowed for longer and more productive instructional sessions. Having additional teachers made it possible to have more groups of students serviced. Each grade has differentiated groups of students who were grouped by student need (remediation or enrichment) as informed by hard and soft data. Benchmark assessments performed on a quarterly basis will determine student progress as well as inform future instruction within the group. Groups will remain fluid so as to assist student needs as they arise.

- This school year, in addition to the mandated curriculum, we will continue our Enrichment Cluster program that enhances the mandated curriculum. Students in all grade levels will participate in a 10 week enrichment course. Grades K to 2 will select from interest based courses ranging from art, cooking, foreign language, study of culture, scrapbooking, etc. Grade 3 will collaborate with the CBO, Stages of Learning, and participate in drama workshops that will culminate in a performance of Shakespeare’s “As You Like It”. Grade 4 will be involved in two 10 week courses. One will be a photography course and the other a drama course in tandem with the Marquis Studios courtesy of a CASA Grant. The CASA Grant will also support a Grade 5 Latin Percussion residency and a Grade 2 Music and Movement residency. In addition, 60 students in grades 4 and 5 will participate in ballroom dancing lessons and competition under the direction of the American Ballroom Association.

- Our units of study, created by our teachers under the direction of our Literacy Coach, use guiding questions that stimulate higher order thinking and content beyond the basic mandated curriculum.
- Exemplars program in Math adds differentiated problem solving opportunities to our Everyday Math curriculum. The activities allow for assimilation and application of mathematical concepts within problem solving.
- Our Music program includes Grades 4 and 5 band, an upper and lower grade chorus and troupe of song flute players.
- Our staff includes 2 full time Visual Arts teachers, a Physical Education teacher, two full time Science cluster teachers, a Technology teacher and Library Media specialist. All of them provide a wide range of standard based learning in their fields to all students.
- PS58 employs 2 full time certified ESL teachers. Having 2 teachers allows us to provide more instructional time to ELL students beyond the mandate. We provide 400 minutes per week to beginning and intermediate students and 200 minutes per week for advanced students. Our Title III program provides additional instruction to Grade 5 ELLs via a push in program that concentrates on additional support in the content areas.
- PS 58 has the services of a full time Guidance Counselor who not only provides mandated counseling but at risk to any student in need. She also heads our Student Diplomat program that stresses peer mediation, a Social Buddies program which is a collaboration of Grade 5 students and District 75 PreK students in a literacy and play group, and Peaceful Playgrounds. She also spearheads our Community Service programs that support the March of Dimes, Project Hospitality, Project Homefront, Cystic Fibrosis, and Pennies for Patients. She collaborates with the March Avenue School for Expeditionary Learning on other learning projects for our students as well as works jointly with our Parent Coordinator on Parent Engagement Workshops.
- PS 58 participates in foreign language tutoring classes provided by Susan Wagner High School
- Our first graders participate in culinary classes at Port Richmond High School.
- Our Data Inquiry Team works to support our teaching staff in data collection and interpretation as well as action research tracking focus groups of students including students in the bottom third of student achievement.

3. Instruction by highly qualified staff.

P.S. 58R has a 100% highly qualified staff since its opening in 2003.

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.

- Our Title 1 funding this year is dedicated to supporting professional development through supporting our Literacy Coach and our Assistant Principal/Math Coach. Both are involved in yearlong trainings in literacy and math for the entire teaching staff.
- PS 58 has an additional two preparation periods built into our schedule that are dedicated to PD twice a week. During these times, presenters meet with instructional grade level teams in writing units of study, collecting and interpreting data, ESL training, testing strategies, goal setting, etc.
- Our SSO, ICI provides monthly PD in math, literacy, science, and ESL. Each month, our staff attends these workshops.
- Our Visual Arts teachers attend city wide PD as offered by the Central DOE.

- Our Technology teacher and classroom teachers are visited monthly by our Network Technology Support Specialist in order to build capacity on the use of technology in instruction.
  - Our Science teachers attend our Network Science Support Specialist PD on a quarterly basis.
  - All grade levels except for Kindergarten have multiple common preps throughout the school week in order to facilitate common planning time.
  - Each grade level forms an instructional team that closely works with the school Literacy Coach.
  - Weekly PD sessions with the Literacy Coach focuses on planning differentiated word study and creating reading and writing units of study.
  - Grades 3,4 and 5 units of study contain an overall comprehension question and guided questions that accomplish higher order thinking skills as well as reading skills and strategies.
  - Grade 3 will pilot a grammar program offered by Central. PD provided by our Literacy Coach.
  - Grade 2 continues to perfect their differentiated word study.
  - Grades 3 and 4 Self Contained Special Education classes will use the Triumphs Reading Intervention program that uses a very detailed and methodical approach to literacy instruction that has proven successful with Special Education students.
  - Grade 1 will focus their literacy PD in guided reading using newly purchased Mondo materials and follow-up PD.
  - Grades 3, 4 and 5 will utilize Schoolwide Testing Fundamentals program as well as other Schoolwide Units of Study within their curriculum maps. Schoolwide PD will assist their teaching expertise.
  - Literacy Coach will spearhead a weekly PD with Kindergarten teachers after the month of December in the area of guided reading.
  - Principal participates in a comprehension study group with Anne Planchar from ICI Research and Development.
  - Teachers participate in UFT Teacher Center literacy PD throughout the year with our Literacy Coach who is a UFT Teacher Center professional.
  - Our Library Media Specialist attends all Central DOE PD for librarians.
  - All new teachers are mentored by our Literacy Coach or IEP teacher if they are licensed in Special Education.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
P.S. 58R has a 100% highly qualified staff since its opening in 2003. We have never had difficulty attracting highly qualified teachers.
6. Strategies to increase parental involvement through means such as family literacy services.
- PS 58 has a full time Parent Coordinator who works to keep parents informed by holding bi monthly Parent Engagement Workshops on a variety of academic, social and community issues. She remains available to all via the school phone, cell phone and email. She uses a Parent Engagement Table that is prominently displayed in our lobby as a method of disseminating important community and school information. She is also the liaison between the JCC and our school in regards to adult ESL education.
  - Each month a different grade level hosts a parent learning breakfast where parents and children share an activity related to the grade's curriculum. For example, in Grade 5, they would examine a primary document and then write a document based questions, in Grade 4, they would write a response to literature, in Grade 3, they created an art project.

- The JCC in collaboration with our Parent Coordinator hosts English classes to ESL parents and adults in the community. We average about 30 adults per day. Two days a week are dedicated to those beginning to learn the English language and two other days are dedicated to those adults who need intermediate reading and writing skills.
  - PS 58 distributes a Parent Handbook to all families each September so that they are aware of all school policies and activities.
  - A monthly family calendar is sent home to parents to inform them of all school activity.
  - A monthly curriculum newsletter entitled Happenings is sent home by each grade level. It contains all monthly curriculum goals so that parents can assist their children's learning at home.
  - Our Science teacher presents workshops each year on the scientific method and information on Science projects.
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.

PS 58R has two half day PreK classes. Our Pre K family worker and social worker plan and hold parent workshops and activities throughout the year in tandem with the PreK teachers so that families are aware of the academic, social and emotional development of the children. Also they work to alert parents to community resources available to them. In addition, these parents are also invited to the bi monthly Parent Engagement Workshops held by our Parent Coordinator. Our Guidance Counselor is also available to PreK families if needed.

All of these parents and children as well as perspective Kindergarten parents and children are invited to a Welcome Tea held each May that introduces them to the PS 58 community. Each family receives a Handbook and visits a typical kindergarten classroom and is given an overview of the curriculum.

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.
- Instructional grade level teams meet during the two professional development periods within the school day to plan units, examine data, plan differentiated grouping of students and determine the courses of study for the Extended Day AIS program. These are collaborative meetings with the Literacy Coach and at times, Administrators.
  - Data Inquiry Team prepares statistics for the instructional teams. They also monitor student progress of target groups within the grade levels. They evaluate the effectiveness of programs and make strategic suggestions for change. The Data Team, this year, will hold PD for classroom teachers in order to build capacity among the staff to accomplish the same action research within their classes.
  - Teachers share information from outside professional development that reflects instructional advances and strategies that can benefit our students. These are adapted within planning and monitored for effectiveness.
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.

See Appendix 1 – School Academic Services – pages 48 and 49.

Academic Intervention and Enrichment Services are provided through small group instruction during our Extended Day Program for students who require additional assistance to meet the state standards in content areas. Students have been placed in groups based on assessment data. Targeted instruction is provided during this time according to need using Soar to Success, Buckle Down, Mondo Guided Reading, Foundations, Wilson, ELL Services and Project Based Learning. Benchmarks are administered four times a year to monitor progress and changes are made in programs and groupings as needed. Baseline assessments are administered when the students enter the program. Benchmarks are administered three times during the year to monitor student progress. Our focus continues to be on early intervention and intense upper grade support to students in need. Teachers will have access to all interventions within the school. They are Great Leaps, Wilson, Foundations, Voyager Passport, Leap Track, Soar to Success, Early Success and RALLY.

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.
- PS 58 students who are in our Peer Mediator's program are trained in conflict resolution (RCCP) by our Guidance Counselor and act as peer mediators especially during the lunch periods.
  - PS 58 has a nutrition committee that is led by our Parent Coordinator and Maria Milar who is the school nutritionist. The committee contains students from all grade levels whose input is important to the outcome of the menus served within the school cafeteria.
  - JCC and PS 58 collaborate for Adult ESL education of our parents and other members of the community.
  - Our collaboration with Fresh Kills Park educates students in our community that faces the Fresh Kills landfill as well as develops an understanding of land development, conservation and recycling.
  - Our students participate in Ecology awareness in collaboration with the local Rotary.
  - Our Parent Coordinator works in collaboration with Health Plus during Open School week so as to educate parents on the health services available to them.
  - Our school nurse communicates with parents other health benefits and opportunity available to them.
  - Our Guidance Counselor has collaborations with outside agencies that address domestic violence, mental health, and adult assistance so that she readily assists parents upon request. She also presents Parent Workshops along with our Parent Coordinator to further publicize these services.

## **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" <sup>1</sup> 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 <sup>2</sup> 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		
Title I, Part A (Basic)	Federal	✓			\$293,858	✓ 21 to 44, 75
Title I, Part A (ARRA)	Federal	✓			\$21,188	✓ 21 to 44
Title II, Part A	Federal	✓			\$11,325	✓ 21 to 44
Title III, Part A	Federal		✓			
Title IV	Federal			✓		
IDEA	Federal		✓			
Tax Levy	Local	✓			\$4,037,170	✓ 21 to 44

#### 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.

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**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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

**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.

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

## **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>

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### **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.)  
As of October, 2010, we have one student in Temporary Housing.
  - This school year to date, we do not have any students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
  - We assist the parent in securing expedited bus service when applicable. We keep communication open between the school and the particular bus driver.
  - We provide counseling either mandated or at risk to assist the child with any school related issues and keep a dialog open with the parent to keep them aware of pending issues.
  - We provide information to the parent on how to secure gratis services in regards to vision and hearing services via the Guidance Counselor.
  - We provide free breakfast and hot lunch upon arrival.
  - We provide any school activity that requires payment free of charge, so that the student can participate without the stigma of lack of payment. Our PTA assists us with this service.
  - Our Guidance Counselor and Pupil Accounting Secretary keeps in contact with Shelter Educational Liaisons so that any needs of the child can be addressed in a timely manner.
  - The Guidance Counselor provides sensitivity awareness to all professionals that have contact with the children involved.
  - In the case of the Special Education child, we fully comply with the child's IEP and provide seamless mandated services upon the child's arrival.

- Our Parent Coordinator will keep in communication with parents to keep them aware of parent workshops and school activities and notices.
- Provide metrocards when applicable.

**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**

<b>School Name:</b>	Space Shuttle Columbia School					
<b>District:</b>	31	<b>DBN:</b>	31R058	<b>School</b>		353100010058

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	33	35		94.2	94.6	94.1
Kindergarten	116	138	155				
Grade 1	127	111	130	<b>Student Stability - % of Enrollment:</b>			
Grade 2	100	119	113	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	128	110	120		94.8	95.5	96.6
Grade 4	116	135	112				
Grade 5	129	120	124	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		37.1	51.5	54.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		13	11	10
Grade 12	0	0	0				
Ungraded	0	1	2	<b>Recent Immigrants - Total Number:</b>			
Total	752	767	791	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	0	5

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	45	55	Principal Suspensions	4	11	17
# in Collaborative Team Teaching (CTT) Classes	61	63	55	Superintendent Suspensions	1	0	0
Number all others	58	62	71				

*These students are included in the enrollment information above.*

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	78	77	TBD
# ELLs with IEPs	0	17	TBD

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	16	15	40

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	98.2	100.0	100.0
				% more than 2 years teaching in this school	83.9	90.6	87.5
				% more than 5 years teaching anywhere	62.5	60.4	76.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	96.0	94.6
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	100.0	100.0	98.3
Black or African American	4.9	5.2	5.9				
Hispanic or Latino	22.7	20.9	21.9				
Asian or Native Hawaiian/Other Pacific	18.2	16.6	16.9				
White	53.9	55.7	54.9				
<b>Male</b>	53.1	53.2	52.3				
<b>Female</b>	46.9	46.8	47.7				

#### 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	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	38.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>604</b>	District <b>31</b>	School Number <b>058</b>	School Name <b>SS Columbia</b>
Principal <b>RoseAnn Mezzacappa</b>		Assistant Principal <b>Maggi Mahoney, Robert Edelman</b>	
Coach		Coach	
Teacher/Subject Area <b>Alyssa Chaplin, ESL Teacher</b>		Guidance Counselor <b>Dr. Nancy Ludwig</b>	
Teacher/Subject Area <b>Mary DelVecchio, ESL Teacher</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Sherri Donders</b>	
Related Service Provider		Other	
Network Leader <b>Greg Jaenicke</b>		Other	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>791</b>	Total Number of ELLs	<b>72</b>	ELLs as Share of Total Student Population (%)	<b>9.10%</b>
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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.

Paste response to questions 1-6 here

1. In order to identify possible ELLs P.S.58 conducts a series of steps each fall. When parents first enroll their child, pedagogues who have been trained in the ELL intake procedures, meet with parents to make an initial determination of the child's home language. This is done by conducting a discussion about home language with the families who indicate another language is spoken at home and conducting an informal oral interview with the parents and child (if he/she is present) in order to determine eligibility for English language support services. At this time Lucy Uccello, teacher, Marysol Diaz, Maritza Concepcion and Bianca Vargas, paraprofessionals, are all able to assist parents in Spanish translation. Amy Hoy, paraprofessional speaks and translates in Chinese and another paraprofessional, Kristina Tandek speaks and translates in Polish and Russian. Our School Psychologist is fluent in Arabic and translates for us upon need. In cases where translation is needed in languages that can not be provided through PS 58 staff, the phone translation unit provided by the DOE is utilized.

This process is formalized through a Home Language Identification Survey (HLIS) which is translated into nine languages. The parents complete this survey with the help of trained pedagogues.

Next, the certified ESL teachers, under the guidance of the Principal, check all Home Language forms of new students to see who is eligible to take the LAB-R. These eligible students are then informally interviewed by the ESL teachers and are given the LAB-R if it appears these students may require English language services.

Every Spring the New York State English as a Second Language Achievement Test is administered at P.S.58 by the certified ESL teachers and the SETTS and Speech teachers, support teachers that also service these children who are also trained in NYSESLAT administration. This test determines the level of proficiency of each student in the four modalities: Listening, Speaking, Reading, and Writing. The results of this test are reviewed by the ESL teachers in September of each school year. Depending on their total score on the NYSESLAT, students are grouped according to grade and proficiency levels and receive ESL services accordingly.

2. Parents must be informed of their child's eligibility for ELL services, therefore, the certified ESL teachers, Principal, and Parent Coordinator conduct an orientation meeting within the first ten days of school. At this meeting parents of newly enrolled ELLs are provided with information on the different ELL programs that are available: Transitional Bilingual, Freestanding English as a Second Language, and Dual Language. This year our first orientation was held September 22, 2010. All parents are invited if their child was given the LAB-R. We explain the screening process and tell them why their children will be given the LAB-R. We show the Parent Orientation video for parents of ELLs in English. All parents are asked if they need to see the video in their native languages. Translation by staff is provided or the DOE phone translation unit is utilized if necessary. We give out the parent surveys after having shown the video. The surveys are passed out in English and in their native languages. A guide for parents is also made available in the following languages: English, Spanish, Chinese, Korean, Russian, Urdu, Arabic, Polish, and Albanian. All parents who were unable to attend are contacted by the Parent Coordinator to find a time that is convenient for them to come in for a meeting. The certified ESL teachers then hold subsequent meetings to assist parents with this process. As always, translation by staff is provided or the DOE phone translation unit is utilized if necessary. Throughout the year parents of newly enrolled ELLs are invited to come to an orientation. The same parent orientation process as outlined above is followed.

3. Every year the following letters are also distributed in the available languages. If a student scores below proficiency on the LAB-R, the ESL teachers provide an entitlement letter. If a student scores at or above proficiency on the LAB-R, the ESL teachers provide a non-entitlement letter. If a student scores below proficiency on the NYSESLAT, they are provided a continued entitlement letter. If a student scores at or above proficiency on the NYSESLAT, the student is provided non-entitlement/transition letter. Parent Survey and Program Selection forms are given out and collected at the Parent Orientation Meetings. Any parent who does not return a Program Selection form is contacted by the ESL teachers and/or Parent Coordinator until it is received.

4. The criteria used to place the identified ELL students in bilingual or ESL instructional programs are the LAB-R and NYSESLAT scores, as well as the Program selection forms. The Program Selection forms are reviewed each year by the ESL teachers in order to place the ELLs in program chosen by the parent. The program selection forms are stored in the Home Language binder that is kept by the certified ESL teachers. A copy of every ESL students' HLIS and program survey selection form is maintained in this binder. Any questions or concerns

ELL parents may have regarding the program selections and placement are addressed by the ESL teachers with the help of the DOE Translation Unit.

5. After reviewing the Program Selection forms for the last three years the responses indicate a trend in choosing the Freestanding ESL program. In 2008/2009 the parent selection forms were reviewed and showed that out of 78 parents, 72 chose ESL, 1 chose a dual language program, and 5 chose a transitional bilingual program. In 2009/2010 the parent choice letters were reviewed and showed that out of 78 parents, all of them chose ESL. In 2010/2011 the parent choice letter were reviewed and showed that out of 72 parents, all of them chose ESL. All parents of former ELLs were given continued entitlement letters that explain if they desire a program change, they should contact PS 58. Thus far, this has not happened. Each year, continued ELL program selection forms are reviewed, and in the event that enough parents choose a program other than ESL, the option of opening another program will be reviewed.

6. The program models offered at P.S.58 are aligned with parent requests. A large majority of parents choose the Freestanding ESL program. The parents who chose a program other than ESL were not enough to open a bilingual classroom, however, were contacted by ESL teachers in order to inform them of the alternate options available that would meet their needs. They all chose to continue with the push-in/pull-out ESL at P.S.58. Due to the parent responses, our program was defined by two full-time certified ESL teachers. We continue to instruct on a competency and grade level.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	2	3	2	1	1	0	0	0	0	0	0	0	0	9
<b>Total</b>	2	3	2	1	1	0	0	0	0	0	0	0	0	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	58	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	58	0	7	14	0	7	0	0	0	72
<b>Total</b>	<b>58</b>	<b>0</b>	<b>7</b>	<b>14</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>72</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>N/A</u>	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	5	6	1	3	4	0	0	0	0	0	0	0	0	19
Chinese	4	1	4	2	0	1	0	0	0	0	0	0	0	12
Russian	5	1	6	1	0	0	0	0	0	0	0	0	0	13
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	2	1	2	2	1	0	0	0	0	0	0	0	0	8
Arabic	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	3	1	1	0	0	0	0	0	0	0	0	0	0	5
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	2	2	1	0	0	0	0	0	0	0	0	0	5
Albanian	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Other	3	3	0	0	0	0	0	0	0	0	0	0	0	6
<b>TOTAL</b>	<b>22</b>	<b>18</b>	<b>17</b>	<b>9</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>72</b>						

# 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.

Paste response to questions 1-4 here

1. At P.S.58 the ESL program follows the Pull-Out and Push-In models. Students are grouped according to proficiency and grade level. For example, in Kindergarten there are two groups that are heterogeneous, they contain all proficiency levels (Beginner, Intermediate, and Advanced) that meet four times a week and an additional homogenous Kindergarten group that consists of Beginners who meet an extra four times per week. Kindergarten and First Grade all follow this Pull-Out model. The upper grades also follow the Pull-Out models that are grouped according to grade and proficiency levels. In addition to this Pull-Out model, there is one Push-In period a day that goes above the ESL mandates. The ESL teacher pushes in to a Fourth Grade classroom and co-teaches with a General Education teacher.

2. The ELLs are provided ESL services by two ESL teachers. These teachers each devote their schedule to providing these services. All Beginner and Intermediate students are serviced 400 minutes per week. All Advanced students are serviced 200 minutes per week. CR Part 154 mandates Beginner and Intermediate students to receive 360 minutes of ELL services per week, and all Advanced students to receive 180 minutes of ELL services per week. P.S.58 is therefore exceeding these mandates. The Advanced students are also receiving 180 minutes of ELA instruction weekly from their general classroom teachers.

3. Our ESL program is based upon our literacy program. Our ESL teachers use the workshop model in their classrooms with their groups. They have Rigby materials, a leveled library, and sets of guided readers and novels for our students to use. Teachers and students utilize a plethora of fiction and non-fiction books that are available in our literacy lending library. Instruction focuses on schema and the development of metacognitive strategies as our children make text to self and text to world connections. Comprehensible input is provided by the ESL teacher during small group instruction. The ESL teachers also provide important test preparation for the NYSESLAT and the ELA with Santillana and Attanasio created materials. All materials are appropriately selected according to the level of instruction. Classroom teachers also provide students with bilingual dictionaries to aid them in their classwork.

Writing is published upon completion of a unit of study that includes immersion into literature and writing everyday. The use of graphic organizers and word study enhance the writers' organization and composition. Both strategies are used within the regular and ESL classrooms. Conferencing is very important to the individualized assistance given to these students, as well as to their progress. Our ESL teachers have focused on writing strategies since the data points to student weakness in this area.

Content area teaching has become increasingly more present and vital in the ESL classroom as academic language often presents confusion with the ELLs. The ESL teachers therefore provide differentiated instruction within the content areas. This instruction includes strategies such as word play, and deconstructing and reconstructing sentences. These strategies are being implemented in order to foster the use of Cognitive Academic Language Proficiency (CALP) language. The Fourth and Fifth Grade are departmentalizing this year at P.S.58. One ESL teacher co-teaches when she pushes into the content area classrooms daily in order to achieve this goal in making content comprehensible. All of the above methods of instruction are designed to enrich language development.

4. At P.S.58 we differentiate instruction for all ELL subgroups. SIFE students as defined by the New York City Department of Education

are students with interrupted formal education. These students tend to lack a base in literacy and therefore struggle in the classroom. They require intensive instruction that will develop their reading and comprehension skills. We currently do not have any SIFE children at our school, however, in the event that one arrives, they will be placed in the ESL group that is most appropriate for their proficiency level. As their literacy skills develop, they will be moved accordingly within the ESL program.

Many of our newcomer ELLs are in the lower grades (K, 1, 2). These students receive ELL instruction that focuses on a variety of themes. These themes are selected by the ESL teachers after observing the language the students are not familiar with. All modalities are a main focus within these themes as students are encouraged to listen, speak, read and writing. Songs, chants, repetition and rhymes are an integral part of newcomer instruction. These help lower the affective filter and cultivate risk-taking within their language development and expression. Some of our newcomers are in the upper grades. In these cases, the child is given extra support above the mandates during the day by an ESL teacher who takes the student for an extra intensive period of newcomer instruction. These students are also a part of the Extended Day program where they work in a group with children who need additional support in the reading modality as these ELLs are now required to take the ELA after one year. Materials used particularly for the newcomers are Rigby On Our Way to English, and Hampton-Brown Into English. Classroom teachers are following the Teachers' College Readers' and Writers' workshop model and implement strategies such as clarifying and scaffolding. Picture files/cards and bilingual dictionaries are also a tool used in the general classroom. Classroom teachers also pair newcomer ELLs with another child who speaks their native language in order to assist the child in their transition. This year classroom teachers will be attending more professional development on implementing ELL strategies in the classroom.

ELLs who have received 4 to 6 years of ELL services are those children who are in the upper grades. They typically have a strong BICS foundation by grade 3. According to Dr. Lily Wong Fillmore ELLs in this stage are more comfortable and not as focused on language, form and function. The reading becomes harder, more complex, just around the time that ELLs and teachers become more relaxed. This comfort zone leads all to be less focused on language, meaning, and use across content areas. This knowledge proves that BICS and CALPS must be taught simultaneously. They will benefit from intensive reading comprehension and vocabulary instruction. This type of instruction is a primary focus in the instruction of ELLs of 4 to 6 years within the ESL model. Primary Source for Social Studies, Buckle Down Social Studies, Everyday Counts, and The New York City Edition Science textbook are all materials used by the ESL teacher for this particular group of ELLs. Classroom teachers also provide ELL support and differentiation within the workshop model with the use of graphic organizers and deconstructing and reconstructing sentences. Bilingual dictionaries are also used within the general classroom to assist ELLs. These classrooms teachers also will be attending ongoing professional development on implementing ELL strategies in the classroom.

Long-Term ELLs are defined by the New York City Department of Education as those children who have completed 6 or more years of ELL services. We currently do not have any Long-Term ELLs at our school; however, in the event that there is one, they will be placed in the ESL group that is most appropriate for their proficiency level. Additional support, such as ESL Enrichment, will be provided if necessary.

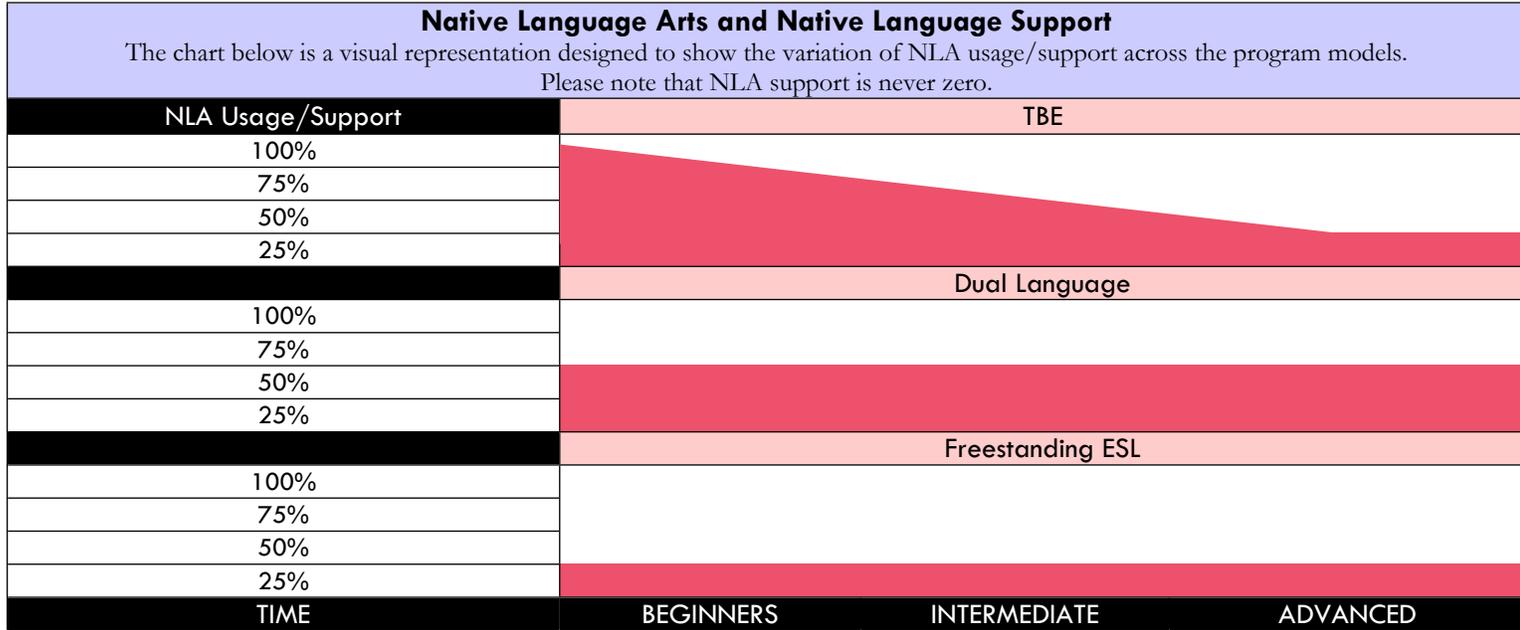
ELLs with special needs exist in the ESL program at P.S.58. These children are grouped according to proficiency and grade level as are all other children. Many of our special needs ELLs have paraprofessionals, some who are bilingual, who assist within their classrooms and the ESL program. Of our special education students none are X-coded, therefore all 8 are mandated to receive ESL as per their IEP and/or NYSESLAT. The ESL teachers become familiar with the specific needs of these children by reading their IEPs and conversing with their classroom teachers. These needs are taken into account when planning and differentiating with the use of materials such as Reading Basics, and Right Into Reading as well as the use of Wilson strategies, small group instruction and clarifying vocabulary. Their special education teachers also incorporate these strategies into their lessons, use bilingual dictionaries, and will attend ongoing ELL professional development at PS 58 and at our Integrated Service Center.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**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?

Paste response to questions 5-14 here

Fourth Grade Schedule:

	1	2	3	4	5	6	7
Monday	Math	ESL	Science	Lunch	Science	Writing	Science
Tuesday	ESL	Reading	S.S.	Lunch	S.S.	Writing	Science
Wednesday	Math	Reading	S.S.	Lunch	S.S.	Writing	Art
Thursday	Math	Reading	ESL	Lunch	S.S.	Writing	Gym
Friday	Math	Reading	ESL	Lunch	S.S.	Writing	Technology

Second Grade Schedule:

	1	2	3	4	5	6	7
Monday	ESL	Reading	Writing	Lunch	Art	Math	S.S.
Tuesday	Word Study	Reading	Writing	Lunch	Gym	Math	Science
Wednesday	ESL	Reading	Writing	Lunch	Science	Math	S.S.
Thursday	ESL	Reading	Writing	Lunch	Library	Math	Small Groups
Friday	ESL	Reading	Writing	Lunch	Science	Math	S.S.

5. At P.S.58 we have intervention programs in place to meet the needs of struggling ELLs in ELA, Math, and other content areas. These intervention programs include SETTS, the Extended Day program, and the A.I.S. program. ELLs who have received 4 to 6 years of ELL instruction are typically targeted. The SETTS teacher instructs using the Wilson program, Everyday Math and reading comprehension strategies. Extended Day is now departmentalized so that students are grouped according to needs. Groups include Foundations, Wilson, Buckle Down Math, and more. The A.I.S. program takes place two times a week with one teacher responsible for each of the following grades: third, fourth, and fifth. This program focuses on developing reading skills and utilizes the Passport program, as well as guided reading materials.

6. ELLs who have reached proficiency according to the NYSESLAT are also integrated into the ESL program. These students are given the opportunity to continue to participate in the ESL program 4 times a week. Providing this opportunity affords the students continuous support in the English language. As the former ELL becomes more confident the ESL teacher and classroom teacher confer to determine whether services can be gradually decreased.

As per the New York State Department of Education, all former ELLs are given testing accommodations for two year after they pass the NYSESLAT. These accommodations include time and a half, separate location and bilingual dictionaries.

7. This year new programs and interventions were considered. We added an Extended Day group that targets students whose native language is Spanish. This was a result of the analysis of last years' test ELA and Math scores where we found that this Spanish native language subgroup presents weakness in these areas. We also added an Extended Day group that targets transitional ELLs. The ELLs in this group are those in First Grade who passed the NYSESLAT in June. This program was created in order to provide proficient ELLs with some additional support for a year following their passing this exam. This is done to ensure that the transition from receiving mandated ESL services to no longer receiving mandated ESL services is a smooth one. Here their self esteem and confidence is bolstered while their language skills continue to be cultivated.

Another new implementation is the After-School Title III program. Our Title III funds provide for an after school program that is open to all ELLs and their parents. Our two ESL teachers work for 1.5 hours every Monday after school with the ELLs and their parents. The teachers work in small groups with the ELLs and their parents to show them how to do their homework together. Mini-lessons are conducted in order to re-teach difficult concepts and also to familiarize the parents with new teaching methods and curriculum. In addition, during this time the teachers engage the ELLs and their parents in a read aloud and follow-up literacy activities. Every student gets a copy of the read aloud to take home. Literacy activities are done in small groups in this program. They incorporate all four ESL modalities: Listening, Speaking, Reading, and Writing. Additional projects are assigned for homework to foster literacy at home. During our Monday Title III program parents and children will also have the opportunity to borrow books from our new bilingual library. We currently have a nice selection of bilingual books in Arabic, Albanian, Urdu, Chinese, Korean, Russian, Polish, and Spanish. We believe incorporating this library into our program will support dual language learning.

On Fridays we began a second after school Title III program that focuses on the content areas. Both parents and children were invited to attend this weekly program. Our two ESL teachers work for 1.5 hours every Friday after school. Every two to three weeks another content area is explored. Each week different activities are introduced to support that content area. Some topics include: creating your science fair project, math games, and black history month.

8. In previous years Title I services allowed for additional intervention programs for our students, including ELLs. This program provided instruction in reading, writing and math. Materials such as Wilson, Great Leaps, Great Books and more were utilized. Unfortunately due to this years budget constraints within the Department of Education this program is no longer running at P.S.58. However, the materials are still used during the Extended Day program, three F status teacher AIS schedules and SETTS teacher. We hope to be able to provide this additional service in the future.

9. All ELLs are included in every aspect of the school, both curricular and extracurricular. All opportunities available at PS 58 are extended to our ELLs. All of our ESL students participate in the regular physical education, art, science and technology lessons and project based learning. They also are included in the Enrichment Clusters program. This program allows the children to select something they are interested in to be a part of for a ten week program. Some choices included photography, broadcasting, gardening, travel, and cooking. Ballroom Dancing is also an available program offered at PS 58 in the 2010/2011 school year. One of the ESL teachers is the coordinator of this program. Many ELLs participate in the Ballroom Dancing program. It incorporates cultural dances such as the Tango, Salsa, Merengue, Rhumba, Polka, and more, therefore increasing cultural awareness and school-wide community. Also available to all students, including ELLs, are chorus, band, tap and ballet. These programs have a culminating event every Spring, The Night of the Arts, in which their hard work and success are showcased. The third grade will participate in a special Shakespeare/Drama program that ends with a culminating performance. The fourth grade will participate in a drama program that will entail them acting out immigration to Ellis Island. Fifth grade will be involved in a new Latin percussion class this year. The Second Grade will be participating in a Music and Movement program. In these activities, many ELLs partake and enjoy.

10. The ESL program includes many instructional materials. The materials include The New York City Edition Science textbook (Harcourt School publisher), Rigby On Our Way to English, Hampton-Brown Into English, Soar to Success, Primary Source for social studies, Buckle Down Social Studies, Social Studies New York City (Houghton Mifflin Harcourt), as well as Santillana and Attanasio NYSESLAT test preparation books. These materials are used regularly to support ELLs. We also employ technology within the ESL and general classrooms. Elmo projectors and Smart Boards are used to enhance the learning experience and engage all learners. Programs such as Earobics which addresses the challenges of reading through technology by delivering highly differentiated instruction that improves a broad range of literacy skills from phonological awareness to comprehension.

11. Native language support is delivered in the ESL program model in a number of ways. This year P.S.58 was fortunate to purchase a bilingual library from Attanasio to make available to all our ELL's. This library includes books in Arabic, Albanian, Russian, Polish, Urdu, Chinese, Korean, and Spanish. These books are intended for the ESL children to share with their families. The school library also has bilingual books available for the children to share at home. Bilingual dictionaries in Spanish, Polish, Russian, and Korean have also become a part of our ESL library as well as classroom libraries. Another method is pairing students with another child who speaks their native language during "Turn and Talk" time and collaborative work. ESL teachers, classroom teachers, the Parent Coordinator and Administrators all make use of the bilingual staff and the DOE Translation Unit regularly when communicating with and contacting ELL parents.

12. ELL support and resources at PS 58 are aligned with ELLs age and grade levels. The curriculum is adhered to and not diluted within the ESL program. Reading, writing and content area lessons are scaffolded and infused with ESL strategies in order to make content comprehensible. Teachers receive ongoing professional development on ELL strategies, and integrate graphic organizers, word play,

deconstructing and reconstructing sentences, and clarifying into all learning.

13. To assist our newcomer ELL students prior to the first day of school the ESL teachers distribute a number of materials to assist the children and their families during the summer months. They give each child a journal to write in, a summer skills workbook, booklists of suggested reading, and lists of events in the area. Journals and workbooks are encouraged to be brought back to school in September to share with their peers. These materials will be used in the ESL classrooms at the beginning of the year as a part of our "Getting to Know You" activities. If the ELLs return these workbooks and journals they are invited to an ice cream party in September as a reward for their hard work.

14. P.S.58 does not have language electives in such a way as intermediate school may. However, we do maintain a language program in collaboration with Tottenville Highschool students. These students come to P.S.58 weekly to lead lessons that teach our students basic Spanish, Italian and French. In addition, we also have a Spanish class as a part of our Enrichment clusters. Children choose this cluster if it is one that they are interested in. A P.S.58 teacher who is fluent in Spanish and who is also a certified ESL teacher leads this cluster.

### 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)?

Paste response to questions 1-5 here

N/A

### 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.

Paste response to questions 1-3 here

1. The ESL staff is included in all content area professional development so as to coordinate activities with the classroom teachers and provide continuity of instruction. Training on the implementation of the NYSESLAT and its significance is a yearly priority. Our network also hosts a number of professional development workshops that address ELL needs through the OELL and BETAC. Maria Maisano also hosts a number of ESL workshops that our ESL staff regularly attends. Our ESL staff with the help of our Literacy Coach also set-up intervisitations at other New York City Public Schools so that they can collaborate and learn from other professionals with similar ELL populations.

2. PS 58 also makes efforts to provide professional development for teachers in order to help them transition their fifth grade students from PS 58 to middle school. This PD helps teachers understand how translators, the DOE Translation Unit, and trips to local middle schools can be used to assist ELLs in this difficult transition. On the trips to local schools, ELLs and all other students take a tour of the school to become familiar with their surroundings, they meet teachers and administration and are asked to participate in a question and answer session. Teachers are also trained to pair ELLs with other ELLs who speak their native language so that they may participate in this session.

3. Every year our professional development plan is to provide ongoing instruction to all staff on using ESL strategies within all phases of their teaching. Our ESL teachers provide professional development through our "Learning Lunch" program. The professional development is based upon the needs of our students and the levels we intend for them to achieve. Literacy as well as all other content areas are addressed at our Learning Lunches. Classroom teachers are invited to ESL related workshops outside the building that provide useful and helpful information such as strategies necessary to differentiate instruction that can be implemented within the regular classroom setting. The ESL teachers also offer their help by way of pushing in to general education classrooms in order to help model and launch the implementation of various ESL strategies.

All of these professional development activities will fulfill the 7.5 hours for general education teachers, and 10 hours for special education

teachers, that are required ELL training for all staff. A list of the ELL training our staff has received is maintained in the general office.

# Part V: Assessment Analysis

## A. E. Parental Involvement

Enter the number of parents for each category 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?

### 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)	2	1	0	0	1	0	0	0	0	0	0	0	0	4
Intermediate(I)	8	4	2	1	0	0	0	0	0	0	0	0	0	15
Advanced (A)	8	12	7	4	0	0	0	0	0	0	0	0	0	31
Total	18	17	9	5	1	0	0	0	0	0	0	0	0	50

Academic Success, Staying Healthy, Diet and Nutrition, Planning for the Future using 529 Plans, State Test Preparations, Speech and Language Intervention, and Receiving Families with the IEP. Our Parent Coordinator hosts many events that involve and engage parents.

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	2	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	P	7	3	9	5	1	0	0	0	0	0	0	0	0
	I	7	4	2	1	0	0	0	0	0	0	0	0	0
	A	5	6	7	4	0	0	0	0	0	0	0	0	0

empowers them to ultimately assist their children in school and in the community at large.

### NYS ELA

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

parents. This committee helps her to create events that will match parents concerns.

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
interest in things	English	NL	English	NL	English	NL	English	NL	
3	0	0	3	0	1	1	0	0	5
4	0	0	2	0	0	0	0	0	2
5	0	0	0	0	0	0	0	0	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

Paste response to questions 1-6 here

\*\*\*PLEASE NOTE: All of our Testing Data is listed under the grade the student was in last year as that was the year they were tested. For example, under the Kindergarten column for the NYSESLAT you will find the scores for the students who are currently in Grade One since they took the test in their Kindergarten year.

1. At PS 58 the assessment tools used to assess the early literacy skills of our ELLs are the Teachers College Assessment Pro, Scantron, and EPAL. The Teachers College Assessment Pro assesses the students' reading level and comprehension in all grades. Scantron is an internet based assessment used in the Second Grade in order to assess the students' abilities in language arts either at, above or below grade level. The Early Performance Assessment in Language Arts (E-PAL) is used in grade 2 to provide information about student writing in response to literature. According to the Teachers College Assessment Pro, the largest concentration of our ELLs in grades 1 and 2 fall into the levels of 1 and 2. This means they are reading below grade level. This data indicates that we must concentrate on reading skills and comprehension

tend to need help in this Reading modality, as well as in Listening and Speaking.

3. As our data points to the fact that our ESL students struggle most in Reading and Writing as per the NYSESLAT, we believe our instruction must focus on these skills throughout the year. Professional Development such as the “Academic Literacy for ELLs,” and “Scaffolding Writing for ELLs” will be attended and turn-keyed to provide all teachers with access to ELL strategy use. We will be using more non-fiction materials to develop academic language. We will continue to use graphic organizers, visual aids and charts to aid in reading comprehension and the writing process. These materials and strategies will be utilized by ESL and classroom teachers alike. As per teacher observations of trends in students' needs who have only taken the LAB-R, instruction in the Kindergarten ESL classroom is geared exactly towards these student needs. All students, Advanced, Intermediate and Beginner, receive instruction that focuses on the Reading modality. This include letters, sounds, and basic reading skills. In addition, the Beginner students also attend a separate ESL class that is geared towards success in Listening and Speaking. During this time, students participate in activities that promote these important skills that are needed to achieve proficiency in these modalities.

4. After examining the students' results, we found that all of the ESL students in grades 3 and 4 are scoring Level 1 and 2 on the ELA. In Math, they are scoring Level 2 and 3. On the NYS Science exam, we only have 1 ESL student's score to report, and it is a Level 2. As far as the NYS Social Studies exam is concerned, our Fifth Grade students last year are now in the Sixth Grade and we are therefore unable to obtain their test results. As the NYS math exams are available in Chinese, Spanish, Russian, Korean and Haitian Creole, only one of our students used the native language version of the test. This child was the only one who was both proficient enough in her home language and who was fortunate enough to have the test available to her in her native language. This same child did receive a Level 3 on the NYS Math test that she took in Spanish. Though this is a small control group, this result leads us to believe that she scored higher on this exam because it was available to her in her native language. We therefore believe that it would be highly beneficial for NYS to expand the languages in which the tests are available.

ELL Periodic Assessment results are reviewed periodically by the ESL teachers and school administration, and is shared with the general education teachers. The results provide data that indicate the students' strengths and weaknesses in each of the four modalities: Listening, Speaking, Reading and Writing. This data helps the teachers lto drive instruction. It enables the teachers to learn about the students' individual needs so that they can differentiate instruction for each child.

5. N/A We do not have a Dual Language program at P.S.58.

6. Every year we evaluate the success of our ELL programs. In order to do this, we evaluate all of the New York State tests. These tests include the NYSESLAT, ELA, Math, and Science exams. In the lower grades, we also analyze student report card grades, Teachers' College assessments, EPAL and Scantron. We analyze the trends and patterns of our ESL students' performance. This analysis helps P.S.58 to examine how the ESL students are succeeding in school. It helps us to determine whether programs that are in place should be continued, altered, or discontinued. This data analysis also helps us to drive our instruction and programming.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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		