



**PUBLIC SCHOOL 58X**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 09X058**  
**ADDRESS: 459 EAST 176 STREET BRONX, NY 10457**  
**TELEPHONE: 718-583-6866**  
**FAX: 718-583-6895**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 58      **SCHOOL NAME:** P.S. 58

**SCHOOL ADDRESS:** 459 East 176 Street Bronx, New York 10457

**SCHOOL TELEPHONE:** 718-583-6866      **FAX:** 718-583-6895

**SCHOOL CONTACT PERSON:** Velma Gunn      **EMAIL ADDRESS:** Vgunn@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** Velma Gunn

**UFT CHAPTER LEADER:** \_\_\_\_\_

**PARENTS' ASSOCIATION PRESIDENT:** Kanika Howard

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 9      **CHILDREN FIRST NETWORK (CFN):** 19

**NETWORK LEADER:** Ben Waxmen

**SUPERINTENDENT:** Dolores Esposito

**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
<b>Velma Gunn</b>	*Principal or Designee	
<b>Carolyn Robinson</b>	*UFT Chapter Chairperson or Designee	
<b>Kanika Howard</b>	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Grace Tucker</b>	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	
<b>Deborah M. Lewis</b>	Member/	
<b>Lenora Cuffee</b>	Member/	
<b>Asana Adama</b>	Member/	
<b>Mayra Perez</b>	Member/	
	Member/	
	Member/	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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The mission of Public School 58 is to create a safe child centered learning environment that is built on a foundation of high quality standards supportive of collaboration and teamwork. We build upon the varied strengths of students, staff and parents in the development of programs and curriculum. Our commitment is to continuously improve the delivery of instruction so that there is measurable achievement in the academic performance of all students. We work diligently at providing a rich curriculum supported by engaging and rewarding experiences, resulting in lifelong learners. We celebrate diversity and strive to instill integrity, compassion and confidence in each child. We give each child support and encouragement to become his or her own unique self. Many of our students are selected for specialized Middle Schools and continue to perform successfully. Our Motto, "It's All about the Kids" drives the educational success of our students.

Public School 58 is located in the Highbridge Section of the Bronx, New York. Our building is over 100 years old and is attached to the Rescue 3 New York City Firehouse. The Tremont Branch of the Public Library is located across the street from the school.

We offer a strong standards-based curriculum in literacy, mathematics and the content areas. We have a new school library, computer room, science lab, art room, school playground and multipurpose room. Our Partnership with the Principal for a Day Program resulted in the renovation of our school library. We also have a new playground which was funded by Council Member Joel Rivera. The school has a strong visual arts and instrumental music program. Students have performed at Madison Square Garden and locally. Musical instruments have been donated by members of the New York Knicks. Our third grade students participate in the Harrison Grant, "Own My Own Book" Program which collaborates with Barnes and Noble.

Parents and students created school murals with the Society for the Arts (SEA). Our Visual Thinking Curriculum includes field trips as well as partnerships to various Cultural Museums throughout the Metropolitan area. We provide our students and their parents with cultural enrichments that include music lessons, theatre, dance, drama and the visual arts. Our collaboration with the Bronx Arts Ensemble and Marquis Studios supports this.

Students have a computer lab as well as the classroom computers. All classrooms have wireless internet capability and students on each floor have access to laptop computers. We have increased the amount of computers, Smart Boards, digital cameras, projectors for use by students and teachers. Our Technology Innovation Goal is to help infuse technology in preparing our students to be successful in this global society. We have established our web site 58Connect.org. This shared learning community is for all stakeholders in our school community.

Our students participate in tutorial and enrichment activities in our after school and Saturday Academy Programs for all populations. Our extracurricular activities offer a wide variety of activities including chess, drama, chorus, dance, and technology.

Family and community collaborations are essential to student success. PS 58 provides opportunities for parental involvement through the Family Nights, Open Houses and monthly celebrations. Our Parent Teacher's Association supports our school goals and mission.

**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>	Public School 58				
<b>District:</b>	9	<b>DBN #:</b>	09x058	<b>School BEDS Code:</b>	09058

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input 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	6	0			89.7	91.2			
Kindergarten	35	43							
Grade 1	45	76		<b>Student Stability: % of Enrollment</b>					
Grade 2	48	56		(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	71	86			85.2	84.8			
Grade 4	71	86							
Grade 5	75	74		<b>Poverty Rate: % of Enrollment</b>					
Grade 6	54	59		(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0			99.0	95.2			
Grade 8	0	0							
Grade 9	0	0		<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0		(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0			11	3	22		
Grade 12	0	0							
Ungraded	4	1		<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	407	495			11	24			
<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	45	55		Principal Suspensions	14	42			
No. in Collaborative Team Teaching (CTT) Classes	0	18		Superintendent Suspensions	10	10			
Number all others	18	32							
<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)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	33	41		Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0					
# receiving ESL services only	77	91		<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	3	3		(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	40	43	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	10	10	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	6	
				<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	100.0	100.0	
American Indian or Alaska Native	1.0	0.6		Percent more than two years teaching in this school	32.5	46.5	
Black or African American	32.9	32.3		Percent more than five years teaching anywhere	40.0	37.2	
Hispanic or Latino	62.9	64.00		Percent Masters Degree or higher	60.0	72.0	
Asian or Native Hawaiian/Other Pacific Isl.	1.7	1.2		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.8	100.0	
White	1.5	1.6					
Multi-racial							
<b>Male</b>	51.6	52.1					
<b>Female</b>	48.4	47.9					

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	x	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<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	X	✓	-				
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	5	6	1				

### 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**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	C	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	52.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	4.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	31.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	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?
- 

### **The following are Mathematics results for 2008-2009 and 2009-2010 for grades 3-5**

Grade 3 Students Performance on the CTB-Mathematics Test (2009 & 2010)

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009-97 Students	4	4.1	16	16.5	69	71.1	8	8.2
2010-98 Students	17	17.3	41	41.8	23	23.5	17	17.3
<b>Growth</b>	<b>13</b>	<b>13.2</b>	<b>25</b>	<b>25.3</b>	<b>46</b>	<b>47.6</b>	<b>9</b>	<b>-9.1</b>

Grade 3 Students Performance on the CTB-Mathematics Test (2008 & 2009)

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008-69 Students	3	4.3	6	8.7	53	76.8	7	10.1
2009-97 Students	4	4.1	16	16.5	69	71.1	8	8.2
<b>Growth</b>	<b>1</b>	<b>-0.2</b>	<b>10</b>	<b>7.8</b>	<b>16</b>	<b>-5.7</b>	<b>1</b>	<b>-1.9</b>

Grade 4 Students Performance on the Mathematics (2009 & 2010)

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009- 78 Students	13	16.7	10	12.8	44	56.4	11	14.1
2010- 105 Students	14	13.3	57	54.3	31	29.5	3	2.9
<b>Growth</b>	<b>1</b>	<b>-3.4</b>	<b>47</b>	<b>41.5</b>	<b>-13</b>	<b>-26.9</b>	<b>-8</b>	<b>-11.2</b>

Grade 4 Students Performance on the Mathematics (2008 & 2009)

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008- 71 Students	3	4.2	12	16.9	53	74.6	3	4.2
2009- 78 Students	13	16.7	10	12.8	44	56.4	11	14.1
<b>Growth</b>	<b>10</b>	<b>12.5</b>	<b>-2</b>	<b>-4.1</b>	<b>-9</b>	<b>-18.2</b>	<b>8</b>	<b>9.9</b>

Grade 5 Students Performance on the CTB-Mathematics Test (2009 & 2010)

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009- 75 Students	4	5.3	24	32.0	43	57.3	4	5.3
2010 76 Students	12	15.8	36	47.4	25	32.9	3	3.9
<b>Growth</b>	<b>8</b>	<b>10.5</b>	<b>12</b>	<b>15.4</b>	<b>-18</b>	<b>-24.4</b>	<b>-1</b>	<b>-1.4</b>

Grade 5 Students Performance on the CTB-Mathematics Test (2008 & 2009)

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008- 74 Students	7	9.5	25	33.8	36	48.6	6	8.1
2009- 75 Students	4	5.3	24	32.0	43	57.3	4	5.3
<b>Growth</b>	<b>-3</b>	<b>-4.2</b>	<b>-1</b>	<b>-1.8</b>	<b>7</b>	<b>8.7</b>	<b>-2</b>	<b>-2.8</b>

**The following are ELA results for 2008-2009 and 2009-2010 for grades 3-5**

**Grade 3 Students Performance on the ELA Test (2009 & 2010)**

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009- 96 Students	13	13.5	41	42.7	41	42.7	1	1.0
2010- 93 Students	29	31.2	49	52.7	13	14	2	2.2
<b>Growth</b>	<b>16</b>	<b>17.7</b>	<b>8</b>	<b>10</b>	<b>-28</b>	<b>-28.7</b>	<b>1</b>	<b>1.2</b>

**Grade 3 Students Performance on the ELA Test (2008 & 2009)**

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008- 64 Students	11	17.2	27	42.2	25	39.1	1	1.6
2009- 96 Students	13	13.5	41	42.7	41	42.7	1	1.0
<b>Growth</b>	<b>2</b>	<b>-3.7</b>	<b>14</b>	<b>0.5</b>	<b>16</b>	<b>3.6</b>	<b>0</b>	<b>-0.6</b>

**Grade 4 Students Performance on the ELA Test (2009 & 2010)**

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009- 73 Students	7	9.6	32	43.8	34	46.6	0	0.0
2010- 99 Students	22	22.2	49	49.5	28	28.3	0	0.0
<b>Growth</b>	<b>15</b>	<b>12.6</b>	<b>17</b>	<b>5.7</b>	<b>-6</b>	<b>-18.3</b>	<b>0</b>	<b>0.0</b>

**Grade 4 Students Performance on the ELA Test (2008 & 2009)**

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008- 68 Students	5	7.4	30	44.1	33	48.5	0	0.0
2009- 73 Students	7	9.6	32	43.8	34	46.6	0	0.0
<b>Growth</b>	<b>2</b>	<b>2.2</b>	<b>2</b>	<b>-0.3</b>	<b>1</b>	<b>-1.9</b>	<b>0</b>	<b>0.0</b>

**Grade 5 Students Performance on the ELA Test (2009 & 2010)**

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009- 73 Students	0	0.0	34	46.6	39	53.4	0	0.0
2010- 70 Students	19	27.1	33	47.1	15	21.4	3	4.3
<b>Growth</b>	<b>19</b>	<b>27.1</b>	<b>-1</b>	<b>0.5</b>	<b>-24</b>	<b>-32</b>	<b>3</b>	<b>4.3</b>

**Grade 5 Students Performance on the ELA Test (2008 & 2009)**

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2008- 72 Students	4	5.6	31	43.1	37	51.4	0	0.0
2009- 73 Students	0	0.0	34	46.6	39	53.4	0	0.0
<b>Growth</b>	<b>-4</b>	<b>-5.6</b>	<b>3</b>	<b>3.5</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0.0</b>

**Summary of Needs Assessment Findings**

These results indicate that we must keep continue providing Academic Intervention Services (AIS) Services to all Level 1 and Level 2 students. We are performing as a school at higher levels in Mathematics than English Language Arts. We must continue to provide enrichment for our Level 3 and Level 4 students, in order for them to maintain and exceed the standards. Classrooms will have interactive learning centers and manipulatives to support our at risk students. We will continue integrating Literacy in the Math Curriculum. All classrooms will have libraries to support all content areas.

To ensure that our students reach the Level 3 and/or above, our Coaches, staff developer, and Teacher Center Specialist will continue to support for our teachers with demo lessons as well as co-teaching lessons. Teachers attend Professional Development sessions to improve lesson planning and to create hands-on activities that follow the workshop model. Our students participate in math exhibitions and math fairs to challenge their math knowledge. We have partnered with Reading and Writing Project at Teachers College and the Math UpGrant through Lehman College. We focus on Academic Rigor and aligning curriculum with common Core Standards will lift the level of instruction.

In addition, our AIS staff will tutor small groups which will be coordinated by AIS staff, the teacher and the mathematics coach. We will integrate our technology into the mathematics curriculum using the Orchard Mathematics program and “Understanding Math”, computer assisted interactive learning programs. These programs assess students and determine the skills needed and then select practice skills and test questions with individual feedback. They also generate topic and cumulative tests which summarize performance.

These results indicate that we must provide AIS Services to our Level 1 and Level 2 students across the grades in all content areas. We must continue to develop a strong Early Childhood Program that prepares our students for the upper grades. In addition, attention must be placed on the high achieving students to maintain and challenge them in English Language Arts. The Literacy Team will provide on-going professional development for teachers using the peer-coaching model. We will use ARIS, Acuity, DRA's, Running Records, Portfolios, Conference Notes and teacher-made assessments to target strengths and weaknesses of our students.

### **Greatest Accomplishments**

- Strong Instrumental Music and Visual Arts Program-Little Kids Rock School Band, and partnerships with Studio in a School, Marquis Theater, Bilingual Society of the Arts, the Bronx Arts Ensemble, and Ballroom Dancing through Dancing Classrooms.
- Professional Development- Selected for Lead Teacher Classroom Initiative, Teacher Resource Center, AUSSIE Technology Consultants and Reading and Writing Project from Teachers College, Professional Development Team which includes Literacy, Mathematics and English Language Learners Specialists.
- Consistency in the Academic Intervention Services (AIS), with research based programs – Read 180, Foundations, Wilson and Waterford.
- P.S. 58X collaborates with many Community Based Organizations such as Bronx Lebanon Hospital, St. Barnabas Hospital, NYC Fire Department Rescue Ladder 3, and EMS, Tremont Avenue Public Library, and Barnes and Noble Book Store, to unite the school and community so that we can offer supreme services to our community of learners.
- The completion of our schoolyard, which was funded by Out2Play and Council Member Joel Rivera.
- The donation for the renovation of our school library, by Jamal Crawford a basketball player for the New York Knicks. This is the result of our partnership with Pencil and their Principal for a Day Program.
- Students, parents and teachers worked together and completed three murals in the school through residency programs with the Bilingual Society for the Arts.
- Development of an Inquiry Teams which includes a Data Specialist and teacher specialists
- New York State School in Good Standing
- We have increased our technology program with smart boards, projectors and additional computers and laptops. Professional development focuses on creating data based systems that are utilized by all staff members. In addition Technology AUSSIE Consultant and school website 58connect.org.
- Extensive accountability systems for all students which includes data binders in literacy and mathematics. Cluster teachers also have data binders to track the progress of their students.

- Tracking systems in literacy and mathematics include baselines, midlines, end lines and online tracking systems with periodic benchmarks to drive instruction.
- Stronger and more active Parent Teacher’s Association, School Leadership Committee and Learning Leaders
- After school and Saturday Academies that provide remedial, challenging standards based instruction. In addition, technology, music and visual arts are included.
- Through project-based learning, Public School 58x students tackle academic curriculum in ways that are engaging, meaningful, adaptable to a variety of learning styles and fun.

**Aids to the school’s continuous improvement include:**

- Positive attitude of students, staff and administration, administration’s “Open Door” policy, community involvement, moral of the school has improved
- More students are wearing uniforms increased school spirit and building tone
- Teachers support one another, teamwork, teachers volunteer to stay after school and Saturday
- After school programs and Saturday Academies increase opportunities for students to practice strategies and skills
- Consistent common planning and professional development, summer curriculum planning provide more quality time for establishing effective programs
- Professional development team- administration, coaches, consultants, lead teachers and staff collaborate on school-wide enrichment and academic programs

**Barriers to the schools continuous improvement include:**

- Parental involvement has increased however we still need more involvement
- A large population of students are bussed
- Continuous improvement in student attendance is needed
- New Staff including teachers and paraprofessionals



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Goal 1 To increase the number of students performing at or above grade level in English language Arts. By June 2011 We will increase the number of students performing at levels 3 and 4 by 5% as measured by the results of the New York State English Language Arts Tests.

Goal 2 In order to better serve our increasing ELL population, we are looking to strengthen the instructional program this year. 10% of English Language Learners will improve one language acquisition level on the NYSESLAT. 85% of teachers will attend professional development to obtain effective teaching methodologies to support language acquisition. 85% of teachers will demonstrate the use of ESL methodologies during classroom instruction as evidenced by units of study and lesson plans.

Goal 3 To increase the number of students performing at or above grade level in Mathematics. We will increase the number of students performing at levels 3 and 4 by 5% as measured by the results of the New York State Mathematics Tests.

Goal 4 As part of the Children First reforms, we will continue to develop and expand school-wide collaborative inquiry teams during our small learning community meetings where 90% of our teaching staff are involved in teams engaged in collaborative inquiry. This opportunity will allow us to improve student achievement and close the achievement gap by using a systematic, data-driven approach that will result in researched-based instructional strategies to support our struggling students.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011: We will increase the number of students performing at levels 3 and 4 by 5% as measured by the results of the New York State English Language Arts Tests</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><u>Assessments</u></p> <ul style="list-style-type: none"> <li>➤ DRA2 assessments will be administered in September 2010 to ascertain their reading level, ability, strengths and needs, with Professional Learning Communities taking place around DRA2 administration.</li> <li>➤ DRA2 will be administered in May to ascertain growth in reading ability, strengths and performance.</li> <li>➤ DRA2 Focus for Instruction and Class Reporting Form to used for grouping and a class at a glance data.</li> <li>➤ DRA2 Online Management System will be used to input DRA2 data twice a year. Student, class, grade and school wide data will be gleaned from this system. A binder will contain school data.</li> <li>➤ Running Records will be given between the first and last DRA assessment to monitor and assess improvement in student reading ability and growth, with Professional Learning Communities taking place around Running Records administration.</li> <li>➤ Writing Baseline administration with analysis that generates class, grade and school wide strengths and needs.</li> <li>➤ Writing midline and endline administration with analysis that generates class, grade and school wide comparisons in strengths and needs.</li> <li>➤ Monitor daily writing in notebooks re: daily entries and unit writing.</li> <li>➤ Teacher conferencing with notes, peer conferencing to promote student engagement.</li> <li>➤ Teachers will look at student work including using the Santa Cruz Model</li> <li>➤ Individual student reading goals will be developed during reading conferences which will</li> </ul>

address individual and group needs.

- Teachers will access ARIS and NYSTART student data.
- Non-fiction, Literary Non-fiction, Historical Fiction Units of Study will be assessed through Acuity, student work and portfolio
- Read 180, and Orchard Interactive Technology Program will be used in the computer lab as well as the classrooms. Students will be assessed and provided with individual learning paths.
- AIS facilitators, SETTS, Speech, ELL teachers, Special Education and support staff will be responsible for monitoring the growth of their students and articulate with classroom teachers. All Level 1 students will receive small group support at least three times a week on 6 week cycles.

#### Professional Development

- The principal, AP's, consultants and staff developers will monitor reading and writing units prepared to guide the improvement of reading and writing skills. In addition, they will monitor lesson plans that reflect the units of study. This will occur daily through formal and informal observations.
- This year we will collaborate with Teacher's College and have on-site training and calendar days. Classes on each grade will have a Reading/Writing Lab Site. The focus of the lab sites will be the use of higher order questions during instruction and specifically during conferences. Teachers will record and share conference notes as well as use video to document exemplar questioning techniques during conferences. This will be a part of our school community web-site 58Connect.org. AUSSIE Technology Specialist will provide training.
- We are departmentalizing literacy instruction in fifth grade. Fifth grade teachers are teaching Literacy and Social Studies or Mathematics and Science. The content specific teachers will provide professional development to self contained, Special Education Teachers and Bilingual Teachers.
- A new Teacher Center Specialist with a strong literacy background in Early Childhood has been added. Teacher Center Specialist will also provide Academic Intervention Services to targeted students. On site peer coaching and professional development will be given on 6 week cycles for targeted teachers will be implemented.
- Common Core State standards training will be unpacked this year with the establishment of a Core Team.
- Staff developers, and teachers will model Readers Workshop to promote proper implementation that will encourage maximum student engagement.
- Guided Reading to be conducted daily during Reading Workshop to help students become better readers, for differentiation and individualization. The Continuum of Literacy Learning, will be the teacher's school resource for a reading instruction study

	<p>group. We will increase the amount of non-fiction guided reading books providing students with more daily opportunities to read and comprehend more challenging texts.</p> <ul style="list-style-type: none"> <li>➤ Student engagement throughout the workshop model will include academic rigor, accountable talk, peer conferencing. Teachers will have critical friends that help them self assess using the Professional Performance Standards.</li> <li>➤ Phonics instruction through the use of Foundations for grades K-2 and Wilson Language Training for Grade 3 will be used on a daily basis. Support will be provided based on the needs of the teachers and students.</li> <li>➤ Students will be provided with vocabulary instruction within the content areas of Social Studies, Science and Math. Teachers will model necessary strategies for word development such as read alouds, direct instruction, word charts and pre – reading activities. Students will be provided with opportunities to learn new vocabulary words through inferring from context, root words, affixes, spelling and word pronunciation.</li> <li>➤ Continue collaboration with Bank Street – Focusing on effective instructional strategies using learning modalities, Intelligent Words Strategy, Questioning/Bloom’s Taxonomy, and Accountable Talk will be used across the grades.</li> </ul>
<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><u>Funding</u></p> <ul style="list-style-type: none"> <li>➤ Contract for Excellence funds were used to secure a Literacy staff developer and Teacher’s College Staff Developers.</li> <li>➤ Early Grade Class Size Reduction Title 1 for reduced class size in Grades K-3 allows for small group instruction.</li> <li>➤ Increased the number of Collaborative Team Teaching Classes Grades 2, 3 and 4.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>➤ Baseline, midline and endline assessments with analysis</li> <li>➤ Running records.</li> <li>➤ Student portfolios</li> <li>➤ Unit writing assignments and samples</li> <li>➤ Computerized tracking systems using DRA2 Results, Interim Assessments, Acuity and portfolios.</li> <li>➤ Teacher’s pre and post tests of new vocabulary words in the content area.</li> <li>➤ Year-long student reading goals will be developed with benchmarks.</li> <li>➤ Class Reporting Forms, Teacher lesson Plans</li> <li>➤ Formal and Informal teacher observations</li> <li>➤ Professional development logs</li> <li>➤ Weekly parent progress report</li> <li>➤ Teacher-student conference notes</li> <li>➤ Computer records of Read 180 and Orchard Programs</li> </ul>

	<ul style="list-style-type: none"><li>➤ Acuity Results</li><li>➤ Schedule of monthly trips</li><li>➤ 2010-2011 AIS plan</li><li>➤ Attendance and agendas of Literacy staff developer and Literacy Consultants professional development sessions</li><li>➤ RACL illustrating grade 3 reduced class size in Grade 3</li><li>➤ Student work</li></ul>
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**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Learners

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011:</b></p> <ul style="list-style-type: none"> <li>➤ 10% of English Language Learners will improve one language acquisition level on the NYSESLAT.</li> <li>➤ 85% of teachers will attend professional development to obtain effective teaching methodologies to support language acquisition.</li> </ul> <p>85% of teachers will demonstrate the use of ESL methodologies during classroom instruction as evidenced by units of study and lesson plans.</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><u>Assessments:</u></p> <ul style="list-style-type: none"> <li>➤ Administer the DRA to all students</li> <li>➤ Administer the baseline, midline, and endline writing assessments</li> <li>➤ Achieve 3000 for grades (3-5) assessment</li> <li>➤ ELL periodic assessments two times a year</li> </ul> <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> <li>➤ Teachers will participate in monthly network ELL professional development provided by an ELL consultant from our CFN.</li> <li>➤ Teachers will begin to assist in the development of the school’s Language Acquisition Policy, Title III Plan, CR-Part 154 and extension of services based on student data.</li> <li>➤ Teachers will receive training on preparing and administering the NYSESLAT.</li> <li>➤ Data will be reviewed using the Calsoda that identifies the students patterns and trends in each area of the NYSESLAT</li> <li>➤ Teachers will begin to disaggregate the NYSESLAT data and compare the raw scores to the scale scores to determine the proficiency levels of students.</li> <li>➤ Continue to ensure that students identified as ELLs are placed in the appropriate instructional setting</li> <li>➤ Provide mandated ESL instructional time: Beginners/Intermediate – 360 minutes; Advanced/Transitional – 180 minutes</li> <li>➤ Provide standards-based instruction incorporating ESL strategies and methodologies into ELA classes and into content area instruction that includes all four strands: reading,</li> </ul>

	<ul style="list-style-type: none"> <li>writing, listening and speaking in English</li> <li>➤ Provide opportunities for students to participate in flexible grouping such as partnerships, whole group/small group instruction and cooperative learning during literacy and other content area instructional time</li> <li>➤ Teach ELLs conventions, grammar and usage of the English language in a progressive and incremental manner</li> <li>➤ Teachers will participate in grade level meetings to discuss the specific needs of each student based on their proficiency levels (beginners, intermediate, and advanced).</li> <li>➤ Provide preparation time for ESL teacher to articulate with monolingual classroom</li> <li>Create and display criteria charts and rubrics that demonstrate the current unit of study and that support ELLs</li> </ul>
<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><u>Funding</u></p> <ul style="list-style-type: none"> <li>➤ Contract for Excellence funds were used to secure a Literacy staff developer and Teacher's College Staff Developers.</li> <li>➤ Early Grade Class Size Reduction Title 1 for reduced class size in Grades K-3 allows for small group instruction.</li> <li>➤ Increased the number of Collaborative Team Teaching Classes Grades 2, 3 and 4.</li> <li>➤ Title III Funding</li> </ul>
<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>	<ul style="list-style-type: none"> <li>➤ Agendas/attendance from grade meetings</li> <li>➤ Professional development calendars</li> <li>➤ Formal/ Informal Observations</li> <li>➤ Data binder tracking progress of ELL students</li> <li>➤ Item analysis of NYSESLAT exam and NYS ELA Exam</li> <li>➤ Teacher lesson plans and units of study</li> <li>➤ Periodic Assessment Data</li> <li>➤ Calsoda Assessment Data</li> <li>➤ Achieve 3000 Data</li> </ul>

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011:</b> We will increase the number of students performing at levels 3 and 4 by 5% as measured by the results of the New York State Mathematics Tests.</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><u>Assessments</u></p> <ul style="list-style-type: none"> <li>➤ Teachers will administer baselines, midlines and endlines which will be used for student, teacher, class, grade goals. These goals will be monitored and tracked three times a year.</li> <li>➤ ARIS and Acuity will be used to track data and plan instruction.</li> <li>➤ Everyday Mathematics is used in Grades K-5. The workshop model will be used in Mathematics.</li> <li>➤ Teacher Assisted Instruction (TAI) will focus on computational skills in Grades 2-6. 20 minutes daily, students will use the skill period which will focus on the individual needs of the students. The student folders will track the proficiency levels on the computational skills.</li> <li>➤ Teachers will review the student portfolios from the previous grades</li> <li>➤ Orchard interactive technology program will be used in the computer lab as well as the classroom. Students will be assessed and provided with individual learning paths.</li> <li>➤ Third Grade ICT students will be supported with Waterford Learning Technology Program which tracks and designs learning paths for the students.</li> </ul> <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> <li>➤ Professional Development will occur bi-weekly for all Mathematics teachers based on Everyday Math Curriculum Calendars as part of our Circular Six Plan.</li> <li>➤ Math-Up Grant- Five teachers will collaborate with Lehman College to become mentors using thinking math strategies and skills based on standards. The first phase of the grant will train my teachers to become mentors in year one. During the second year my teachers will be partnered with student teachers. Monthly professional development will support this collaboration which began with a Summer 2010 week long Institute.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Item-skills analysis of the NYS Math Exam and utilizing the data to drive instruction</li> <li>➤ Students will be provided with vocabulary instruction within the content area of Math. Teachers will model necessary strategies for word development such as read alouds, direct instruction, word charts and pre – reading activities. Students will be provided with opportunities to learn new vocabulary words through inferring from context, root words, affixes, spelling and word pronunciation.</li> <li>➤ AIS facilitators, SETTS, Monolingual/Bilingual Speech, ELL teacher, ELL Special Education and support staff will be responsible for monitoring the growth of their students and articulate with classroom teachers. All Level 1 students will receive support three times a week on 6 week cycles.</li> </ul>
<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><u>Funding</u></p> <ul style="list-style-type: none"> <li>➤ Contracts for Excellence funds, Early Grade Class Size Reduction State Program for reduced class size in Grade 3 allows for small group instruction. After school and Saturday Academies for all students using Title III Funding LEP and Title 1 School-Wide Projects.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>➤ Records of Baseline, midline and endline assessments will be utilized with additional benchmarks.</li> <li>➤ Computerized tracking systems using Interim Assessments, Acuity and portfolios.</li> <li>➤ Grade conferences in which teachers look at student work using the Santa Cruz Model.</li> <li>➤ Teachers pre and post tests of new mathematics vocabulary words in the content area.</li> <li>➤ Teachers conference notes</li> <li>➤ Weekly parent progress reports</li> <li>➤ Records of Orchard interactive technology program</li> <li>➤ Waterford Learning classroom data</li> <li>➤ 2009-10 AIS plan</li> <li>➤ RACL showing grade 3 reduced class size</li> <li>➤ Plans, fliers, and attendance of after school and Saturday Academies</li> <li>➤ Formal and informal observations</li> <li>➤ Student work</li> <li>➤ Professional development plan and logs of assistance</li> <li>➤ TAI work folders</li> </ul>

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** School Wide Inquiry

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2011:</b></p> <ul style="list-style-type: none"> <li>➤ At least 90% of teachers will participate in collaborative inquiry during their small learning community meetings.</li> <li>➤ At least 90% of teachers will participate in professional development to support inquiry work</li> <li>➤ At least 90% of teachers will utilize the inquiry spaces available on ARIS</li> </ul>
<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>	<ul style="list-style-type: none"> <li>➤ Teachers will participate in weekly small learning community meetings that support collaborative inquiry</li> <li>➤ Teachers will conduct an item-skills analysis of the NYS Exams and identify the areas/standards where students scored below 50%.</li> <li>➤ Teachers will conduct an item-skills analysis of their current students’ diagnostic tests to establish baselines and identify areas of weakness.</li> <li>➤ Teachers will identify the learning targets for each team</li> <li>➤ Teachers will identify targeted students on each team</li> <li>➤ Teachers will begin to implement the 3 phases of the inquiry cycle</li> <li>➤ Teachers will begin to identify and/or create an assessment tool that will establish baseline data</li> <li>➤ Teachers will begin to set long-term and short-term goals for each team</li> <li>➤ Teachers will begin to analyze conditions of learning for each targeted group of students</li> <li>➤ Teachers will begin to design and implement an instructional change strategy</li> <li>➤ Teachers will evaluate and revise based on their interim progress measures.</li> <li>➤ Teachers will utilize the inquiry spaces available in ARIS connect to share, reflect on their work, and track progress.</li> <li>➤ Each team will complete an inquiry profile on ARIS</li> <li>➤ Teams will share their results to the entire school community and begin to implement the change strategy school wide.</li> <li>➤ Provide teams with professional learning materials to support their inquiry work. Teachers will participate in professional development on ARIS connect</li> </ul>

<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>	<ul style="list-style-type: none"> <li>➤ .Title I</li> <li>➤ Children's First</li> <li>➤ Fair Student Funding</li> </ul>
<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>	<ul style="list-style-type: none"> <li>➤ Agendas and sign-in sheets from small learning community meetings</li> <li>➤ Agendas and sign-in sheets from professional development meetings</li> <li>➤ Results of 2009-2010 NYS exams</li> <li>➤ Baseline data</li> <li>➤ Item skills analysis charts and graphs</li> <li>➤ Lists of targeted students for each team</li> <li>➤ Long-term and short term goals for each team</li> <li>➤ Completed Inquiry profiles for each team on ARIS</li> <li>➤ Low-inference transcripts</li> <li>➤ Interim assessment tools</li> <li>➤ Interim assessment data</li> <li>➤ Formal and informal observations</li> <li>➤ Student work</li> </ul>

## **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	20	20	N/A	N/A	2		5	
1	15	15	N/A	N/A	4		10	0
2	10	10	N/A	N/A	5		15	1
3	80	80	N/A	N/A	15		15	1
4	35	35	35	35	14		12	
5	30	30	30		2		6	1
6								
7								
8								
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<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>	<p><b>Fundations and Wilson Reading Program</b></p> <ul style="list-style-type: none"> <li>• Is a multi-sensory, structured reading and spelling curricula.</li> <li>• The Wilson Reading System and Wilson Foundations incorporates phonological / phonemic awareness into the reading program.</li> <li>• The Wilson Program provides teachers with the resources needed to help their students become fluent, independent readers.</li> <li>• Lessons are interactive in nature and are designed to fully engage students in the task at hand. Students learn by hearing sounds; manipulating color-coded sound; syllable and word cards; performing finger tapping exercises, writing down spoken words; reading aloud and repeating what they have read in their own words, and hearing others read as well. All skills and knowledge are reinforced through visual, auditory, kinesthetic and tactile senses.</li> <li>• Wilson consists of a ten part lesson plan, which is designed to be very interactive between teacher and student.</li> <li>• Students receive this support during the school day, before/after school and during Summer Academies.</li> <li>• Professional development for the Lead AIS Reading Teacher and classroom teachers is on-going by the Wilson Reading Program,</li> <li>• Foundations (Wilson for lower grades) is used in the K-2 Classrooms daily as an intervention</li> </ul> <p>•</p> <p><b>READ 180 Program</b></p> <ul style="list-style-type: none"> <li>• READ 180 is an adaptive, instructional software provides intensive, differentiated skills practice to motivate struggling readers.</li> <li>• The Read 180 Program analyses monitors, tracks, and reports on student accuracy, noting not only incorrect answers, but also the types of errors made and the time of the response. According to how the student performs, the software continually adjusts instruction offering students immediate feedback.</li> <li>• The comprehension program is implemented 3 – 5 times a week, in small group instruction during the school day. The targeted population works for 6 week cycles.</li> <li>• Professional development is provided for the in-school Read 180 Lab through Scholastic and intervisitations to peer schools.</li> <li>• Read 180 Lab is equipped with laptops, three work stations</li> </ul>

- Lexile Levels are correlated Fountas and Pinnel and DRA's
- Articulations with classroom teachers and the AIS Teacher are conducted twice a month
- Parent Teacher Conferences and parent information sessions are periodically conducted
- The program correlates with Nonfiction Units of Study, Acuity Assessments, and State Social Studies and Science Tests.
- Read 180 begins with the teacher having a whole group-direct instruction session for about 20 minutes. It sets the tone, focus and goals for the day. These sessions are designed to build skills through teacher-directed lessons.
- Teachers provide instruction in reading comprehension, vocabulary, word study, and writing strategies. Teachers also use read alouds and instructional shared reading activities.
- This instructional rotation provides our students with instruction, immediate feedback and practice that is customized to address each student's reading needs. The students use the Read 180 software on laptops. Videos help our students develop background knowledge that is needed to form accurate mental models of the text. They then read passages based on their reading levels. There are instructional activities in the Reading, Word, Spelling and Success Zones which focus on target words which develop fluency, decoding, and comprehension. They also build skills in phonics and spelling.
- Small group instruction is teacher-led instruction of an individual or small group of students. I am able to provide differentiated skill instruction based on diagnostically determined student needs. It gives me the opportunity to customize instruction based upon each student's individual needs while the other students are engaged in the other rotations. I provide them with:
  1. differentiated skill instruction in reading skills and strategies
  2. differentiated skill instruction in vocabulary and word study
  3. differentiated instruction in writing skills and strategies
  4. fluency assessment, instruction and practice
  5. reading conferences
  6. writing conferences assessment of their progress
- This station builds reading success both through leveled high-interest books that students read independently as well as through grade-level literature and skills that are modeled for students on audiocassette.
- The paperbacks build fluency and expand vocabulary through independent reading practice.
- The whole group wrap up ends our Read 180 session. Students are able to summarize and review the skills taught that day. Students may also share learning and

### **Orchard Targeted Interactive Program**

- Offers a wide variety of instructional approaches that meet individual learning needs. The Orchard program's focus is on balanced instruction with direct instruction in phonemic awareness, phonics, fluency, vocabulary, writing, and reading comprehension.
- Orchard Software provides targeted instruction in math, reading, writing, language arts, and science for grades K-6.
- The program combines formative and benchmark assessments aligned with state standards, motivating instruction, and qualitative data reporting.
- Orchard Software provides our schools with a powerful solution that enables educators to adapt and deliver both individualized and whole class instruction that meets the needs of all students, including ELL learners and those with special needs.
- Orchard has proven effective in helping teachers differentiate instruction in multilevel classes.
- Orchard's blend of research-based teaching techniques, include skill builders, critical concepts, and learning games, provide instruction, practice, and review of master skills.
- Students take a short test, which places them in the appropriate Skill Trees. These assessments are correlated to each New York State standards and enable teachers to target instruction to students' individual needs.
- All work is captured in detailed reports to help teachers communicate student growth and make critical, data-driven decisions.
- Orchard is flexible with its balanced, cross-curricular content, which is challenging for advanced students while providing reinforcement skills for those who need it by incorporating a variety of instructional approaches coupled with the effective use of learning games and puzzles.
- The school has a site license for Orchard and it is used in classroom and in the computer lab.
- The program is used during the day, after school and Saturday academies.
  
- All students use the program including our English Language Learners, and Special Needs Students
- Professional development is on-going with our computer teacher as the facilitator and the company.

	<p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>• AIS Teachers provide support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth).</li> <li>• Professional Development for AIS Teachers with Classroom Teachers on DRA Assessments</li> <li>• Teachers plan and articulate flexible grouping within the classrooms based on the needs of the students.</li> <li>• In class support with targeted students daily during Reading Workshop</li> <li>• The focus of the Guided Reading group is determined by the teacher's assessment of individual student needs.</li> <li>• To determine groups for Guided Reading, the teacher must be aware of each reader's progress as determined by individual running record analysis.</li> <li>• The principle behind Guided Reading is to help students learn strategies to apply to other reading situations.</li> <li>• <i>Students develop as individual readers because they:</i> <ul style="list-style-type: none"> <li>– develop as individual readers</li> <li>– are given the opportunity to develop and use reading strategies</li> <li>– experience success in reading for meaning</li> <li>– learn how to problem solve with the new text independently</li> </ul> </li> </ul>
<p><b>Mathematics:</b></p>	<p><b>Orchard Interactive Program</b></p> <ul style="list-style-type: none"> <li>• Individualized instruction that remediates, reinforces, and extends learning is the heart of Orchard Software. The Orchard program's focus is on a balanced approach to our instructional content by offering computational and conceptual math programs.</li> <li>• Orchard Software provides targeted instruction in math, reading, writing, language arts, and science for grades K-6.</li> <li>• The program combines formative and benchmark assessments aligned with state standards, motivating instruction, and qualitative data reporting.</li> <li>• Orchard Software provides our schools with a powerful solution that enables educators to adapt and deliver both individualized and whole class instruction that meets the needs of all students, including ELL learners and those with special needs.</li> <li>• Orchard has proven effective in helping teachers differentiate instruction in multilevel classes.</li> <li>• Orchard's blend of research-based teaching techniques, include skill builders, critical concepts, and learning games, provide instruction, practice, and review of master skills.</li> </ul>

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- The school has a site license for Orchard and it is used in classroom and in the computer lab.
- The program is used during the day, after school and Saturday academies.
- All students use the program including our English Language Learners, and Special Needs Students
- Professional development is on-going with our computer teacher as the facilitator and the company

#### **Everyday Math Games**

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. These mathematics games are more meaningful because they are rooted in real life contexts and situations, and children are given the opportunity to become actively involved in learning.
- Professional development from the Math Team is on-going and the games are explicitly taught and monitored.
- Parent Workshops on how games support math instruction and how to implement them at home are conducted

#### **Guided Math**

- Comprehensive standards-based mathematics approach that offers new ways to teach and learn mathematics. Combining the most powerful elements of reform mathematics with the best of traditional approaches.
- During guided math, students use objects, drawings, conceptual language, games and real-world situations to help students build mathematical ideas that make sense to them.
- Guided Math is an environment in which some students are afforded the opportunity to work independent of teacher guidance to building Math student's skills, concepts and strategies through the use of teacher directed tasks and/or Math Learning Centers.

	<ul style="list-style-type: none"> <li>• This will have a significant benefit in building student self-reliance, independence and critical thinking skills.</li> <li>• Students will develop their own strategies for solving problems.</li> <li>• The additional guided math groups will supports differentiated instruction.</li> <li>• Allow students the opportunity to teach and assist each other to clarify their thinking and share ideas with the support of the AIS Teacher</li> <li>• Guided Math fosters student articulation about a problem and it gives the teachers time to observe and assess student needs.</li> <li>• During student conferences various areas of need or more reinforcement can be developed into Math Learning Centers/tasks accordingly.</li> </ul>
<b>Science:</b>	<p><b>Read 180 and Waterford</b></p> <ul style="list-style-type: none"> <li>• This program provides instruction using nonfiction resources.</li> <li>• Effective strategies and skills supported by hands on materials from the Foss Science Kits</li> <li>• Small group instruction that focuses on the application of science in which students are shown the steps and skills necessary to solve a variety of science problems through open ended questioning techniques and inquiry.</li> <li>• This program is implemented 3 – 5 times a week.</li> <li>•</li> </ul> <p><b>Orchard Interactive Program and Waterford</b></p> <ul style="list-style-type: none"> <li>• Students will discover how to use science to make decisions and to think critically.</li> <li>• Each lesson contains a series of interactive simulations that engage the student in a specific process skill.</li> <li>• Students will make and test hypotheses, design experiments, and formulate conclusions. They are then invited to apply what they have learned in over 20 activities.</li> </ul>
<b>Social Studies:</b>	<p><b>Read 180</b></p> <ul style="list-style-type: none"> <li>• The program provides instruction using nonfiction resources.</li> <li>• Strategic guides for teachers on how to teach document based questions, reading informational graphs and how to write sentences and paragraphs.</li> <li>• Pretests and Posttests are administered. AIS Teachers work in class and in small groups</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Our Guidance Counselor provides services in either small groups or individual sessions based on the needs of our students. Guidance sessions include: Building Self Esteem, Conflict Resolution, Sportsmanship Skills</li> <li>• Provide Parents with outside referrals and counseling</li> <li>• Referrals to CBO's</li> <li>• Home visits</li> <li>• ACS Designated Training</li> <li>• HIV Training</li> <li>• Crisis Intervention and Behavior Management</li> </ul>

	<ul style="list-style-type: none"> <li>• Facilitate Trips</li> <li>• Student Intervention and Instructional Support Team Facilitators</li> <li>• Collaborate with Individual Educational Plan Team</li> <li>• Collaborate with the local Police Department</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Our School Psychologist provides individual counseling to students on a needs basis,</li> <li>• Provides our school with academic assessments of students and provides parents with outside referrals to counseling and CBO's.</li> <li>• Observe and report at SBST Meetings</li> <li>• Contact and articulate with parents</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Our Social Worker and interns from Lehman College provide services in either small group or individual sessions based on the needs of our students.</li> <li>• Guidance sessions include: Building Self Esteem, Conflict Resolution, Sportsmanship Skills, Peer Mediation</li> <li>• Provide Parents with outside referrals and counseling</li> <li>• Home visits</li> <li>• ACS Designated Training HIV Training</li> <li>• Crisis Intervention and Behavioral Management Facilitate Trips</li> <li>• Student Intervention and Instructional Support Team Facilitators</li> <li>• Collaborate with Individual Educational Plan Team</li> <li>• Collaborate with the local Police Department</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Provides workshops for parents and students on health related issues on diabetes, asthma, and other related issues as needed.</li> <li>• Provide outreach for parents</li> <li>• Health Awareness Training</li> </ul>

**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.

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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-5                      Number of Students to be Served:    165    LEP 303    Non-LEP

Number of Teachers 6                      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.

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There are 165 identified English Language Learners in P.S. 58X who are placed in either a Bilingual class or receive instruction with an ESL teacher. Approximately, 40 students will be enrolled in the schools bilingual program that will serve students from grades 3<sup>rd</sup> to 6<sup>th</sup>. Bilingual classes will be created from those students who participated in the program in the previous year along with any new admits whose parents have optioned for Spanish bilingual instruction. Those whose parents have opted for ESL or those who speak a language other than Spanish, along with the previous year's participants will be provided with ESL services (K-6<sup>th</sup>). All instruction will be provided by state certified teachers, certified in the areas of bilingual education and English as a Second Language. There are two Bilingual Classes in grades 3 through 6. There is one 3<sup>rd</sup> / 4<sup>th</sup> grade bridge bilingual class and a 5<sup>th</sup> / 6<sup>th</sup> grade bridge bilingual class. The freestanding ESL program groups children by grade level and by proficiency level. Each beginning and intermediate level child receives 360 minutes of ESL instruction, while the child in the advanced level receives 180 minutes. ESL methodology is also used to teach in the content areas.

Students in Bilingual classes who are beginning or intermediate level receive instruction in Spanish as follows: 180 minutes of Native Language Arts; 450 minutes of Mathematics; 225 minutes of Science and Social Studies weekly. They also receive instruction in English as follows: 360 minutes of ESL; linguistics summaries in Math, Science, and Social Studies; one period of Art, Library Arts, and Technology.

Students who are advanced English Language Learners are instructed in English as follows: 450 minutes of English Language Arts; 225 minutes of ESL, linguistics summaries in Math, Science, and Social Studies; one period of Art, Music, Library Arts, and Technology. These students also receive instruction in Spanish as follows: a daily 90 minute Math block, 180 minutes of Native Language Arts, and linguistics summaries Spanish for Social Studies, Science, Music, and the Arts.

There are approximate 100 students in the ESL program that will receive the mandated amount of instruction as per city and state laws, That is, 360 minutes weekly of ESL for those who are at the beginning and intermediate language level. ELLs who are at the advance level of English language proficiency will receive 225 minutes of ESL instruction.

### **Supplementary Language Instruction Program funded under Title III**

Public 58x's Title III **supplementary** program will assist ELLs in meeting the NYS standards using ESL methodology and differentiated instruction such as CALLA, learning styles, cooperative learning and thinking maps to support our ELLs. The Saturday Academy will begin in February 2010. The program will run for 13 weeks and each session will be four hours. The 3 bilingual certified and 2 ESL certified teachers will provide instruction to approximately 50 ELLs in grades 1 through 5. Group size will be maintained at 10 students per teacher. There will be 5 classes with a total of 50 students. The students will receive instruction in a cross curricular program that addresses their area(s) of need and enhance students' abilities in the areas of Reading, Writing, Speaking and Listening in English and native language support. A portion of the program will also focus on strengthening students' math skills. The program will target ELLs at the intermediate/advanced language levels and the identified long term ELLs gathered from research-based information provided by the NYSESLAT modality report, Acuity and ARIS.

The main textbook selected: **Getting Ready for the NYSESLAT** is embedded with best strategies in standards-based instruction. It identifies the skills that are needed to succeed on the NYSESLAT. In addition, it includes ongoing assessment activities to measure progress in attaining English language proficiency. It also helps transition students from the NYSESLAT to the ELA test for students in grades 3-6. Moreover, it familiarizes students with the structure of the NYSESLAT and the ELA in grades 2-6. It provides students with question types that parallel those found on the NYSESLAT. Additional enrichment materials such as **Avenues** will be used to further enrich reading and writing skills. This program is appropriate for independent work, it is interactive and is a highly visual program which helps students access the content.

Our school will use the research based computer program Orchard in the classrooms and in the Computer Lab. This program will be used to enhance the linguistic and academic learning experiences during Saturday Academy. This is a Language Arts and Math based program for kindergarten through 5th grade. Orchard correlates with the NYS Standards and gives our students extra practice with these skills. The program also includes an assessment program which provides diagnostic and end of level tests along with a skill



<ul style="list-style-type: none"> <li>- Per diem</li> </ul>		<p>5 Licensed Bilingual/ESL Teachers</p> <p>5 teachers x 4 hrs x 13 sessions @ \$41.98 = <b>\$10,914.80</b></p> <p>1 supervisor, secretary &amp; school aide (In kind contribution)</p> <p><u>For ELL PD for Teachers selected for Saturday Academy:</u></p> <p>5 teachers x 1 hrs x 15 sessions @ 41.98= <b>\$587.72</b></p>
<p><b>Supplies and materials</b></p> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)	<p><b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b></p> <p>Test prep materials: Getting Ready for the NYSESLAT <b>\$3,426.28</b></p> <p>Avenues student workbooks in kind contribution</p> <p>Strategies to Achieve Mathematics Success in kind contribution</p>
<p><b>Supplies and materials</b></p> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	(e.g., \$500)	<p><b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b></p>
<p><b>Educational Software (Object Code 199)</b></p>	(e.g., \$2,000)	<p><b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b></p>
<p><b>Travel</b></p>		
<p><b>Other</b></p>		
<p><b>TOTAL</b></p>	13,992.00	

### 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.

**we serve a significantly high population of Hispanic students. As students are admitted into our school, a survey is completed which includes a question about which language is spoken at home. At this time, it has been noted that many of our students come from Spanish speaking households. Due to this all publications must be written in Spanish and English. The main office is staffed with personnel who speak Spanish.**

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.

**Our findings indicate a definitive need for all translations of written documents to be made into Spanish. As well, oral communications are thereby conducted in Spanish. These findings have been communicated via memo to the parents. Thus far, we have sufficiently addressed the needs of our community by employing a number of bilingual staff members. The community has been made aware of our translation and oral interpretation needs via communication in memos to parents (in Spanish and English) and there is always someone readily available to translate for teachers, parents in the office, classrooms and on the phone. Should any parent encounter a staff member who does not speak Spanish, a fellow staff member translates immediately.**

#### **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.

**All communications with parents are not issued until it has been translated into Spanish first; therefore all parents have equal access to information. All translations are requested and provided by the Principal's office and mainly the Principal's secretary. Staff members also are aware that they can request a translation of a written document from the bilingual coordinator.**

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.

**At this time, there is no need to use an outside contractor for translation services. The majority of the staff are fully equipped to interpret language either orally and/or written.**

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>.
  1. **Notify the parents in a memo detailing the availability of personnel in the office and in the school in general to translate over the phone, in person or as necessary in regards to their child's education.**
  2. **Post the services available in both Spanish and English on the Parent's bulletin board. This bulletin board will contain all communications in Spanish and English to meet the needs of the parents. Additional postings will also be available in the main office and the parent coordinator's office.**

**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:	650,064	52,330	702,394
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,500	5,230	11,730
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	32,503	*	
4. Enter the anticipated 10% set-aside for Professional Development:	65,006	*	

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.

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

### I. General Expectations

P.S. 58X agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- 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, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 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 the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - 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 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. P.S. 58X will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Conduct monthly meetings
  - Conduct meetings at feeder schools
  - Recruit Parents to participate in the Leadership Team
  - Recruit Parents to serve on the PTA
  - Conduct curriculum workshops
  - Provide Parents with referrals to appropriate Community Based Organizations as needed
2. P.S. 58X will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Provide Parents with the school report card
  - Notices will be sent home via students or mail
3. P.S. 58X will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

4. P.S. 58X will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
  - Headstart – we have invited both students and parents to visit our educational facility
  - Arts Program – we have provided parents and their children to participate in music lessons and parents were able to keep the guitar
5. P.S. 58X 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 school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - The Parent Coordinator, under the supervision of the principal and the School Leadership Team will develop a parental needs assessment survey, with input from our PTA . The Translation Team will translate the letter into appropriate languages. Our Parent coordinator will distribute and collect surveys.
6. P.S. 58X will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. 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 actions described in this paragraph –
    - i. The State's academic content standards – parents will be provided with a workshop explaining the NYS Content Standards and curriculum.
    - ii. The State's student academic achievement standards – parents will be provided with a workshop explaining the NYS Academic Achievement Standards.
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: - Parents will be provided with a series of workshops on how to monitor their child's progress, booklets and workshops will be distributed prior to parent teacher conferences regarding such topics
    - iv. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - v. P.S. 58X, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and

schools, by providing staff with professional development relating to parental needs and concerns and sensitivity training.

vi. P.S. 58X will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by inviting Community Based Organizations to view our facilities and meet with an educator to review the curriculum.

b. P.S. 58X will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: With the help of our Translation Team, which includes a careful review of the home language survey, P.S. 58X will ensure that Parents are able to understand all information regarding our school's meetings, activities, and programs.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
  - Parents are involved in the development of training for teachers, principals, and other educators through their involvement in the PTA and School Leadership Team
  - 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;
  - Our parent coordinator is currently seeking information as to how we can establish a GED program within our school
  - Our Guidance counselors offer referrals to outside agencies regarding literacy 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
  - Our parent coordinator has notified parents that transportation and child care costs are provided upon request
  - training parents to enhance the involvement of other parents
  - Our parents are offered the opportunity to be trained to be parent leaders where they are taught how to enhance the involvement of other parents
  - in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- P.S. 58X conducts parent meetings at feeder schools in the evening, has sent home notices to parents regarding the availability of teachers prior to the school day, prep time, and after school. We have also conducted home visits upon request.

- adopting and implementing model approaches to improving parental involvement;

- 

To increase parental involvement:

- We have begun student performances prior to the PTA meetings

- We have provided parents with the Arts Programs (guitar lessons and computer lessons).

- We have provided parents with door prizes for attending meetings

- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

- We have invited CBO's such as Bronx Health Network to share information about health related services to our facility during PTA meetings, curriculum night and report card night

- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

## 2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

**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 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

P.S. 58X, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 58X will:

TEMPLATE - MAY 2010

1. 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: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

P.S. 58X will continue to implement the Chancellor's Citywide Comprehensive Balanced Literacy Program. Through ongoing staff development we will train teachers to develop a deeper understanding of the skills and strategies applicable to the demands of reading and writing. The skills of reading and writing will be conveyed through meaningful experiences and practices. Students will be taught the habits and techniques of what good readers and writers do. Teachers will provide students with many opportunities to practice their reading and writing with authentic texts, and carefully develop instructional plans that pinpoint students' strengths and weaknesses. Teachers and students will be provided with a sufficient amount of books that are carefully matched to their interests, reading levels, and instructional goals. Students will engage daily in sustained silent reading and writing in many different genres in all content areas. Effective literacy practices will immerse students in the practice of reading and writing while providing a series of supports that move from teacher direction to student independence. The Reading and Writing Workshop model will be the structure for implementing this comprehensive approach to literacy. Teachers will design and implement standards-based units of study. The units will demonstrate how to focus curriculum pose thought provoking problems and questions. The model units will include a rationale, standards, assessments and evaluations with a strong focus on meaningful feedback. Conferences will help students monitor their progress and improve their performance.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held. P.S. 58X will conduct a parent teacher conference according in the Teacher's Contract and the Department of Education Mandated Date for the Distribution of Report Cards. In addition, we will conduct a curriculum night where parents and teachers discuss their child's curriculum. We will also provide parents with a monthly progress report.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.

The school will provide reports to parents during Parent Teacher Conference Nights, School Report Cards, and on a needs basis. We will alert parents of events and meetings via our automatic system. Parent home visits will also be used when necessary.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

Parents have access to staff based upon their needs. Parents are advised to call and arrange a meeting with appropriate staff members during their prep, lunch, prior to or after school hours.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parents may volunteer and observe classroom activities in the school during operational school hours in all aspects of the school's curriculum (tutoring, office assistant, etc.,).

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

During PTA and SLT Meetings and via notices parents are consistently invited to join in the planning of the School's Comprehensive Educational Plan, Parent surveys are used to obtain information from parents. The Parent Coordinator has monthly meetings and workshops. Parents are invited to meet with the principal and administrative time monthly to discuss concerns and issues.

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way. During PTA and SLT Meetings and notices parents are consistently invited to join in the planning of the School's Comprehensive Educational Plan. The Parent Coordinator conducts outreach to parents and has a monthly calendar and the autodialing system.
8. 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 (participating students), and will encourage them to attend.  
Our Parent Coordinator and PTA President inform parents of their rights to be involved in Title 1 programs through notices sent home and the initial PTA meeting in September, Mid year, and on an individual needs basis.
9. 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 practicable, in a language that parents can understand.  
Parents will be informed of their rights by the Parent Coordinator, under the supervision of the Principal, who will ensure that parents understand what is being told to them. Our translation team will ensure that all information is translated into appropriate languages.
10. Provide to parents of participating children 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.  
During curriculum night, notices sent home, monthly PTA meetings, and on a personal needs basis parents of participating children are given 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.
11. On 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 practicably possible.  
During curriculum night, notices sent home, surveys, monthly PTA and SLT Meetings, and on a personal needs basis, we provide opportunities for parents to formulate suggestions, participate in decisions about the education of their children.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.  
Parents are notified of their individual student report about the performance of their child on the State assessments as soon as the information becomes available to us. We inform parents through notices sent home, conferences, and individualized grow reports.
13. 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.  
We conduct class meetings and send notices home when a 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.

## Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
  - Making sure that homework is completed.
  - Monitoring amount of television their children watch.
  - Volunteering in my child's classroom.
  - Participating, as appropriate, in decisions relating to my children's education.
  - Promoting positive use of my child's extracurricular time.
  - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
  - Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups
- Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

\_\_\_\_\_  
SCHOOL PARENT(S) STUDENT

\_\_\_\_\_  
DATE DATE DATE

(Please note that signatures are not required)

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

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

These results indicate that we must keep providing AIS Services to our Level 1 and Level 2 students across the grades. We especially must continue to develop a strong Early Childhood Program that prepares our students for the upper grades. Specific attention must be placed on the high achieving students to maintain and challenge them in English Language Arts. The Literacy Team will provide on-going professional development for teachers using the peer-coaching model. We will use Acquity, DRA's, Running Records, Portfolios, Conference Notes and teacher-made assessments to target strengths and weaknesses of our students.

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These results indicate that we must continue providing AIS Services to all Level 1 and Level 2 students. We are performing as a school at higher level in Mathematics than English Language Arts. We must continue to provide enrichment for our Level 3 and Level 4 students, in order for them to maintain and exceed the standards. Classrooms will have interactive learning centers and manipulatives to support our at risk students. We will continue integrating Literacy in the Math Curriculum. All classrooms will have math libraries.

To ensure that our students reach the Level 3 and/or above, our Mathematics Coach, staff developer, and Math Lead Teacher will continue to support for our teachers with demo lessons as well as co-teaching lessons. Teachers will attend Professional Development sessions to improve lesson planning and to create hands-on activities that follow the workshop model. Our students will participate in math exhibitions and math fairs to challenge their math knowledge.

In addition, our AIS staff will tutor small groups which will be coordinated by AIS staff, the teacher and the mathematics coach. We will integrate our technology into the mathematics curriculum using the Orchard Mathematics program, Teacher Assisted Learning (TAI), and Understanding Math", computer assisted interactive learning programs. These programs assess students and determine the skills needed and then select practice skills and test questions with individual feedback. They also generate topic and cumulative tests which summarize performance.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Coordination of Curricula
  - The full implementation of the Balanced Literacy Program.
  - Teachers are trained on how assessment drives instruction, interpreting test data, the components of balanced literacy, and
  - individualized instruction through conferencing.
  - We will continue to use tracking data systems that reflect the DRA-2 Assessments, Running Records and State ELA, Math, Social
  - Studies and Science Tests.
  - Increased use of portfolios and looking at student work using the Santa Cruz Model with rubrics and checklists.
- b) Learning goals – Our Learning Goal is to provide a standards based instructional program in literacy and math for grades K – 5.
  - By June 2010, 5% of the Kindergarten through Grade 2 students will meet or exceed a year's growth on the DRA
  - By June 2011, Level 1 Students in Grades 3 – 5 will decrease by 5% on the English Language Arts Examination and students meeting and exceeding Level 3 will increase by 5%.

Instructional Activities:

Writing Workshop

- Success in the Writing Workshop is contingent upon consistent classroom systems and routines. Routines include gathering in specific meeting areas, development of the mini lesson, talking with a partner, expectations during writing conferences, gathering and distributing classroom materials and supplies which consists of overhead projectors, notebooks, chart papers, materials, logs, portfolios, papers, etc., During the upcoming school year of 2008 – 2009 through professional development our teachers will further develop their organizational skills, and build their craft of teaching writing, as well.

Reading Workshop

The five essential components of reading instruction that are identified at PS 58X's Balanced Literacy Program includes:

Phonemic Awareness, Phonics Instruction, Fluency and Expression, Vocabulary, Comprehension

- Reading instruction is conducted through mini lessons, independent practice of the reading strategy that was taught, individual and group conferencing, and guided reading practice.
- Teachers will use Word Study or Month-By-Month phonics program. In addition, teachers will use Foundations and Wilson
- Student assessment - students were assessed informally through Running Records and teacher generated comprehension questions.
- They were assessed formally through the Acquity; ELA for 3, 4, and 5<sup>th</sup> Grades

- DRA-2 Assessments are used for grades K-6 students this will result in a consistent system of assessment for the entire school population.
- Teachers track their students' monthly reading progress by selecting books on their level and administering a running record to see if the student was ready to move up to a higher reading level.

#### Mathematics Workshop

- In Mathematics teachers tracked their student's skills in Grades 3 – 6 by reviewing the Mathematics Periodic Assessments, Unit Assessments, and teacher made assessments.
- All 1<sup>st</sup> through 6<sup>th</sup> Grade Students are assessment using Teacher Assisted Learning(TAI), students have baselines, midlines and endlines
- Students are assessed in subject all (math, science, literacy, and social studies) through technology departments' Orchard Interactive Technology Program and school-wide assessment systems.

#### Monitoring the CEP

- At PS 58X the School Leadership Team Meets monthly to review and write portions of the CEP.
- Support provided for parental involvement – PS 58X has a bilingual Pupil Accounting Secretary whose first job is to create a welcoming environment to our school's parents.
- Our Parent Coordinator provides parents with information about their child's school, the New York City Department of Education System, or issues or concerns which need to be addressed at the school. Our parent coordinator is available not only during school hours, but after school hours, weekends, as well. Our Parent Coordinator conducts workshops that include:
  - Understanding your child's report card
  - Ways in which parents can create a literacy environment at home
  - Effective ways to Read to your child
  - Everyday Mathematics at home
  - Assertive discipline at home
  - Time management for today's working parents
  - Single parents

#### Effects of staffing changes on instructional program and efforts to implement the CEP

- New Teachers- We have many new teachers who have taught fewer than 5 years. We work hard to professionally develop them. Our struggle is our ability to keep them on staff.
- We offer our new staff time to plan during the summer, an internship during summer school and an orientation provided by our experienced staff members.
- All new teachers receive a mentor and we establish buddy teachers for them

## Effectiveness and stability of school leadership –

- The School's Leadership Team is an effective tool for teachers to bring concerns.
- The Team consists of an equal amount of parents and staff participants.
- Our Team meets monthly to discuss the school budget, review to ensure the CEP is being followed, updated if necessary
- Concerns of the staff regarding the school's curriculum or environment are explored.
- We conduct a needs assessment survey that addresses areas of concern amongst the staff.

## Improved Collaboration with parents

- Our Parent Coordinator is presently working with the PTA and her supervisor on ways in which we can gain more parental involvement.
- One method they are exploring is having more door prizes, free raffles, student performances, and celebrations
- Communication between administration and staff  
Staff will be reminded and encouraged to take advantage of Administration's "open door" policy of communication with staff and parents
- Teacher Absences are monitored  
To address teacher absences we will have positive reinforcement awards for teachers with perfect attendance, as well as letters to the files of teachers with excessive absences and lateness's as per the Chancellor's Regulations.
- Coherent planning  
Coaches and Administration will show teachers how to commonly plan amongst their peers to develop their own units of study.  
Coaches and Administration will provide professional development staff
- Feedback  
We will continue to generate teacher surveys in order to develop and enhance our curriculum and environment. We will continue to address the needs of all staff and students through the Leadership Team.
- Articulation with feeder schools  
At PS 58X we invite all feeder schools to come and experience our curriculum. Students from our feeder schools spend an afternoon or morning at PS 58X so they may become acquainted with our staff and students. Students are introduced to the grade in which they will be promoted to. We even invite the local Head Start Children to our school, so that the transition from nursery school to elementary school would be smoother. The students visit an actual Kindergarten Class and participate in learning activities. Parents who will be joining our communities of learners are also invited and visit the grade in which their child would be attending during the following school year.
- We have one security guard on duty while school is in session. We have requested more security guards due to our increased population.
- Special education services have increased our programs include Collaborative Team Teaching Classes in the Early Grades. We continue to provide support to students in Self-contained Classes, Resource and students requiring Speech Services, Occupational and Physical Therapy

- Overcrowding – there is a need to reduce class sized in order to maximize instructional efforts. We are succes sful in reducing class size in Grade 3. We hope to expand this effort in all grades as per funding.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

P.S. 58X will continue to implement the Chancellor’s Citywide Comprehensive Balanced Literacy Program. Through ongoing staff development we will train teachers to develop a deeper understanding of the skills and strategies applicable to the demands of reading and writing. The skills of reading and writing will be conveyed through meaningful experiences and practices. Students will be taught the habits and techniques of what good readers and writers do. Teachers will provide students with many opportunities to practice their reading and writing with authentic texts, and carefully develop instructional plans that pinpoint students’ strengths and weaknesses. Teachers and students will be provided with a sufficient amount of books that are carefully matched to their interests, reading levels, and instructional goals. Students will engage daily in sustained silent reading and writing in many different genres in all content areas. Effective literacy practices will immerse students in the practice of reading and writing while providing a series of supports that move from teacher direction to student independence. The Reading and Writing Workshop model will be the structure for implementing this comprehensive approach to literacy. Teachers will design and implement standards-based units of study. The units will demonstrate how to focus curriculum pose thought provoking problems and questions. The model units will include a rationale, standards, assessments and evaluations with a strong focus on meaningful feedback. Conferences will help students monitor their progress and improve their performance.

During the 2008-2009 academic year, AUSSIE and Teachers College will work diligently with the staff on instructional improvements in Reading /Writing Workshop. In addition, teachers will be provided with opportunities to visit schools and peer schools with exemplar programs. P.S. 58 will devote extensive professional development to train staff to successfully integrate instructional models which incorporate writing across the curriculum.

P.S. 58X will be implementing the peer coaching model. As a part of this model, we will work together to identify teachers that have similar professional development needs. Strategies such as conferences, collaborative planning, and in classroom teaching assistance will be used. The goal of the peer coaching model is to differentiate professional development based on the teacher's individual professional needs.

In September, K-5 teachers will continue to implement the Everyday Mathematics Program.

These programs emphasize the philosophy that the children of the 21<sup>st</sup> Century need a mathematics curriculum that is both rigorous and balanced; therefore, our expectations is to substantially raise the amount and the range of mathematics that children can learn. The intent will be to introduce children to all the major mathematical strands and to enhance teachers' abilities to move beyond teaching basic arithmetic and foster writing, higher order and critical thinking skills via real life problems and situations.

Teachers will use assessments to drive and to strengthen the teaching and learning process in the classroom. Student's work and progress will be monitored. Standardized test scores, interim assessments, class work, portfolios and teacher observations will be used to assess student achievement.

The workshop model will be used to implement the Mathematics Curriculum. This model supports standard-based mathematics by giving our students the opportunity to engage in small group problem exploration and accountable talk. This will enable our teachers to meet the diverse learning styles and needs of their students.

To improve, support and implement organizational leadership that facilitates a safe learning environment, I will conduct weekly administrative cabinet meetings, professional development planning team meetings, instructional and prevention/intervention team meetings with the coaches, support staff, guidance counselors, the alternative education teacher, the family support team, school aides and students. I will monitor scheduling, staff assignments, articulations, curriculum, testing and professional development activities; analyze and monitor the school budget allocation; maintain an open line of communication with the entire school community; maintain a safe and orderly environment; and make sure that the school building is running smoothly and efficiently.

We will provide professional development that enhances/promotes exemplary practices for teachers. In order to initiate and strengthen staff activities, needs assessment surveys will be filled out by the teachers and analyzed. This information will help to align professional development with the instructional practices. On a regular basis, the administrative team will monitor the effectiveness of professional development and use teacher's reflections to make necessary refinements. I will share the regional, network and my own personal research and methodology with the staff on a consistent basis. Study groups will discuss how to implement and align research material with the school's vision. During the weekly planning sessions, the administrative and professional development team will plan in-service training for the teachers

The administrative team, A.U.S.S.I.E. Coaches, AIS Teachers, Lead Teachers, and classroom teachers will continue to participate in offsite training and conferences.. Mentors, seasoned colleagues, and administration will support teachers. We will establish a New Teacher's Academy. Coaches will support designated teachers. Part of this support includes the observing, modeling, co-teaching and debriefing with the administrative team. All teachers will be treated with respect. A climate of professionalism and professional growth will be encouraged.

#### Student Support Services:

The new continuum will be implemented to ensure that the staff, students and parents are informed and given the support required to accommodate academic instruction for the special needs population within the general classroom. Students receiving SETTTS and Speech Services will be clustered in classes to support a push-in model. Professional development will provide support for self-contained and SETTTS classes, in addition experienced special education staff will push-in to provide additional support. An extensive plan for professional development for all special needs students and their teachers includes methodologies, IEP Training, effective classroom instructional models.

The Family Support Team meets weekly and plans individual student interventions. Interventions target families experiencing crisis, students having chronic attendance and tardiness concerns, students exhibiting behavioral and emotional problems, multiple holdovers that have difficulty with study habits and students who need social academic adjustments. Interventions will be provided for at-risk students to improve their academic performance. These services will be provided during literacy and math blocks, other designated periods, the After School Program and the Saturday Academy. Targeted students will receive individual, small and/or larger group instruction focusing on behavior/learning strategies. On-going professional development will be provided to the staff on academic intervention strategies that help ELL academic growth and social success.

The following school wide activities will be helpful in creating a safe, nurturing and positive learning and teaching environment: Incentives for attendance, wearing uniforms, individual recognition of student effort Honor Roll, Anti-Bullying Campaign, Peer Mediation/Conflict Resolution, various school-wide shows, Projects Arts and Family Nights. These activities have a positive impact on strengthening student selfrespect, respect for others and a sense of responsibility.

The implementation of the Alternative Learning Center will help to support the students who are given in-house suspension or time out. The students on suspension receive counseling, conflict resolution and one on one tutoring. On going professional development will also focus on building staff capacity to use strategies that help all students, by providing them with specific workshops in assertive discipline, classroom management, guidance and corrective planning for multiple intelligences. PS 58 will provide a multi-sensory approach within the general results on clinical testing.

At the beginning of the school year, students, parents and staff received the PS 58 Code of Conduct. Staff, students and parents signed a contract in regards to this. The Administrative Team, support staff, Alternative Learning Teacher, Guidance Counselors and the school community are collaborating to consistently implement the code of conduct. There is a reward and consequence system in place. When students abide by the school rules, their efforts will be rewarded. When students violate the code of conduct, we follow the

Citywide Standards of Conduct and Uniform Disciplinary Measures. In conjunction with the administrative team, the guidance counselor, Alternative Learning Teacher and staff will collaborate to meet and exceed the school goal to raise individual student attendance to 90%.

The goal of our Academic Intervention Services Program is to raise the level of student performance and increase the percentage of Level 3 and 4 Students in literacy and mathematics. The program is designed to better meet the individual needs of the students by providing intense academic small group instruction on a daily basis. Each student will have their own individualized educational plan. Targeted students receive additional support by AIS Teachers during Guided Reading and Guided Math. There are three AIS Teachers assigned to grades K-6. In addition the Speech Providers will be working with the Early Childhood Classes.

The program includes a pre and post tests. The classroom teachers articulate and plan with the push-in and pull-out teachers. AIS Teachers are assigned specific classes which provide consistency in instruction and helps all teachers establish a positive learning environment. The attendance of all targeted students will be monitored. Parents will be provided opportunities, through workshops and focused meetings, to become familiar with effective ways to support their children. An AIS report card will be given to parents as another means to inform them of their child's progress in the program.. We will also integrate technology by using Read 180 and the Orchard Interactive Technology Program.

During the small group instruction the workshop model will be followed. Teachers will plan meaningful lessons with focused minilessons, guided independent practice and whole group sharing. Training teachers to be proficient kid watchers will help to better develop the program. Teachers will conference with students and keep written records. During articulations with classroom teachers a plan of action will be devised.

#### Community Relations/Communications

Family and community collaborations are essential to student success. The Parent Coordinator, in collaboration with the administration, will seek resources that will strengthen the school's capacity to carry out parent outreach and assistance. PS 58 will provide opportunities for parental involvement through the Math, Science and Literacy Nights. Each night will be enhanced with experiences involving the use of technology at home that supports skills learned at school. Partnerships with community organizations will be established. Curriculum based cultural trips will be taken on each grade level. Through Project Arts funds the school will participate in art and cultural experiences with the professional artists who will provide residencies and performances.

Our Arts objective at PS 58X is to extend our student's learning by providing direct Arts services and hands – on Art experiences through the integrated model of instruction throughout the curriculum that is inclusive of all students. We have two full time art teachers. Besides instructing all students in reading, playing and writing music during the school day additional practice is given during the after school program.

We plan to supplement these projects with Project ARTS and our 21<sup>st</sup> Century Funding. Currently, we are working extensively with the Bronx Arts Ensemble to bring a dance residency program to at least 4 classes per semester. We are also very excited about our new association with Little Kids Rock, who donates guitars for the students to use during the school year. Our Visual Thinking Curriculum will include field trips as well as partnerships to various Cultural Museums throughout the Metropolitan area. In addition we will have a dance residency, Marquis Studios mural making, Revel Bey –Drum Clinic, Lehman College Artist Residency Program, Young Audience Arts Program and the Bilingual Society for the Arts.

We will encourage parental support of the arts in many ways. All of our shows have evening performances, so parents can see their children's work. We will also regularly send out letters providing information about inexpensive or free concerts, performances, art exhibitions, etc, throughout the city, so parents can introduce their children to a variety of the arts. We will regularly request feedback from parents on how they feel the art program at PS 58X is helping their children and what they would like to see more of. We will also work to initiate grants which will help to encourage parent involvement and trips throughout the city.

The Parent Resource Center will be open everyday, and in collaboration with administration and support staff, workshops will be offered for parents: The more community linkages are developed the more resources the school can utilize. We will continue to identify all community resources, create a resource list and create more linkages and partnerships.

3. Instruction by highly qualified staff.  
During our selection process all new hired staff are certified and continue to work on developing their educational careers in Master's and Continuing Education Programs.
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.

We have a Literacy and Mathematics Team comprised of a Literacy AUSSIE Consultant, two Accelerated Literacy Consultants, Literacy/English Language Arts Specialist, Math Coach, Math Staff Developer and Lead Mathematics Teacher. Classroom teachers, and their paraprofessionals attend professional development together. Our SAF provides training for our Inquiry Team and the use of Acuity and data. Shared experiences and best practices has helped to move the progress of students and the teaching and learning in the school. Specific training on and off-site for paraprofessionals as well as school aides is provided. Our new Pupil Accounting Secretary receives training from the ISC, CEI-PEA (PSO) and experienced secretaries. Intensive weekly training on attendance and data accuracy and cleansing has been the focus of her support from our CEI-PEA Attendance Consultant. In addition, the Payroll Secretary and Pupil Accounting Secretary attend training provided by the Department of Education including Web Cast Training..

Our three Academic Intervention Teachers are experienced teachers including one Reading Specialist. We have a teacher currently enrolled in the English Language Learner's Leadership Academy at Bank Street. In addition, CEI-PEA (PSO) provides school specific professional development in Special Education, English Language Learners, and effective professional development strategies for coaches and staff developers. Principals and Assistant Principals have Network Meetings aligned with instruction, compliance and

professional needs including intervisitations. Funding is used to provide off-site training at Bank Street College, New York University and Teacher's College. These trainings are attended by teachers and the administrative staff. Visits to peer schools with exemplary practices are also a part of our on-going professional development.

Parents are an integral part of our school and we have monthly scheduled workshops on instruction, parenting and mandated issues. We have a Parent Coordinator who works with administration, teachers, and parents to design meaningful workshops based on the needs of the children.

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

Our New Teacher's Academy explores issues pertinent to new teachers and seeks solutions with the support of the principal. We hire teachers from Teach for America, New York City Teaching Fellows and Certified Teachers. We have established a relationship with these programs and mutually we place teachers based on the needs of our school. We hosted a summer training site for New York City Teaching Fellows and hired teachers based on observations of their summer performance. Increased professional development for new staff and school improvements have resulted in the employment of highly qualified staff. In addition teacher recommendations are utilized.

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

To ensure an increase of parental involvement through means such as family literacy services we will participate in family literacy fairs, collaborate and inform parents of family literacy events sponsored by the NYC Public Library, and provide parents with an opportunity to view their child's literacy achievements by allowing them to participate in celebrations of the completion of various Units of Study that are conducted throughout the school year.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
Teachers will be provided with professional development on assessments that reflect the standards. During grade conferences teachers will collaborate and modify teacher made assessments already in place to better meet the needs of their students.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Students designated as "At Risk", are currently receiving Resource Room Services from a trained Special Education Teacher Support Services

(SETSS Teacher). The SETSS Teacher reinforces student's knowledge on various skills and strategies in literacy and math. Students who require additional support in order to achieve academic success are indicated by their individualized educational plan. Special Education Students receive additional instruction through the Wilson Learning Program that targets specific skills and strategies in reading. Our English Language Learning Population is serviced by Licensed Bilingual Teachers and ESL Teachers. The entire staff receives staff development on methods that enhance English Language Learners led by an Aussie Consultant.

Kindergarten through Grades 3 will receive additional support from a reduced class size. The instructor will provide extra support to students in phonics, phonemic awareness, comprehension, vocabulary development, and fluency. When the class size exceeds the reduced size number a paraprofessional will be placed in the reduced size class to provide additional support in the form of small group instruction for the students. Our guidance counselor and social worker are available for mandated and "At Risk" students. They counsel "at risk" students by providing them with behavior modification techniques that will allow them to function within an academic setting.

Our guidance counselor provides parents with referrals to Community Based Organizations on a needs basis. Other support services include the School Based Support Team, Parent Coordinator, and the nurse.

PS 58X will also provide Academic Intervention Services (AIS) for our students who are considered "at risk" in Grades Kindergarten through 5<sup>th</sup>. We have three AIS providers that will service the needs of our students. Academic Intervention Services are provided by specially trained AIS teachers who review each student's strengths and weaknesses, group students together with similar academic strengths and weaknesses, and provide small group instruction that specifically targets the skills and strategies the student needs in order to succeed in both literacy and mathematics.

The goal of the AIS program is to raise the level of student performance and increase the number of Level 3 and 4 students in literacy and mathematics. The program is designed to better meet the individual needs of the students by providing intense academic small group instruction on a daily basis. Each student will have their own individualized educational plan. Targeted students receive additional support by AIS teachers during Guided Reading and Guided Math. There are three AIS Teachers assigned to Grades K-6. In addition, the Speech Provider will support the Early Childhood Classes.

The program includes a pre and post tests. The classroom teachers articulate and plan with the push-in and pull-out teachers. AIS Teachers are assigned specific classes which provide consistency in instruction and helps all teachers establish a positive learning environment. The attendance of all targeted students will be monitored. Parents will be provided opportunities, through workshops and focused meetings, to become familiar with effective ways to support their children. An AIS report card will be given to parents as another means to inform them of their child's progress in the program. We will be utilizing the Leap Track System which caters to all students, special education, ELL's and at-risk students. This interactive program includes an individual assessment component to track the progress of the students. We will also integrate technology by using Read 180 the Orchard Interactive Technology Program. During the small group instruction, the workshop model will be followed. Teachers will plan meaningful lessons with

focused mini-lessons, guided independent practice and whole group sharing. Training teachers to be proficient kid watchers will help to better develop the program. Teachers will conference with students and keep written records. During articulations with classroom teachers a plan of action will be devised.

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.

Family and community collaborations are essential to student success. The Parent Coordinator, in collaboration with the administration, will seek resources that will strengthen the school's capacity to carry out parent outreach and assistance. PS 58X will provide opportunities for parental involvement through the Math, Science and Literacy Nights. The Parent Resource Center will be opened everyday, and in collaboration with administration and support staff, workshops will be offered for parents

The more community linkages are developed the more resources the school can utilize. Our Parent Coordinator is currently seeking more information on how we can develop a parent GED Program that will be housed at P.S. 58X. We will continue to identify all community resources, create a resource list and create more linkages and partnerships.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

## 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		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$546,055.00	X	44, 53-60
Title I, Part A (ARRA)	Federal	✓			47,100.00	X	30-43
Title II, Part A	Federal	✓			102,308.00	X	21
Title III, Part A	Federal	✓			13,992.00	X	38-41
Title IV	Federal	✓			N/A	X	N/A
IDEA	Federal	✓			310,229.00	X	21
Tax Levy	Local	✓			2,772,307.00	X	18-28

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

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

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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, 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.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

<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.)

#### **12 students are in temporary housing**

2. Please describe the services you are planning to provide to the STH population.  
In following the Chancellor's Regulation A-780, we will provide for the needs of our students in temporary housing by using the following guidelines:
  - Display in prominent location posters that set forth the basic rights of homeless children and provide information about the STH Liaison.
  - Assure that when school staff become aware of any student who is or may be homeless, or needs assistance, that they contact the STH Liaison.
  - The school will have information sheets (McKinney-Vento Act Guide for Parents) that set forth the basic rights of homeless students. This information can be obtained by contacting the Parent Coordinator.
  - Family Assistants also shall provide the McKinney-Vento Act Guide for parents to parents in homeless shelters.
  - Residency Questionnaire Form will be distributed to every student, and asked that the residency questionnaire be completed by the parent in order to determine services the student may be eligible to receive under the McKinney-Vento Act. In all subsequent years, schools must provide and request the completion of the residency questionnaire to all newly enrolled students and students who change their addresses during the school year. Schools enter the information that a student is homeless into ATS in the student bio page and update accordingly.

**We will be responsible to notify parents of the following guidelines:**

**Selection of Schools:**

A homeless student for whom the NYC school district is the designated school district is designated school district to attend the following guidelines:

Homeless students follow the same procedures as all NYC students when there is no zoned school in their school district as outlined in Chancellor's Regulation A-101.

The choice about where the child will attend school, that is, whether or not a homeless student will change schools or remain in their school of origin, shall be made on the basis of the "best interest" of the student. To the extent feasible, a student will change schools or remain in their school of origin, unless this is contrary to the wishes of the student's parent. Among the factors to consider in making best interests determination are: the age of the student, the distance the student would have to commute to school, student safety issues, the student's need for special education, and the time remaining in the school year.

For parents of a student with a disability who is recommended for special class or CTT or District 75 who wish to transfer to a school of current location, the transfer school will be determined by the Office of Student Enrollment or the Committee on Special Education, where applicable. For all students recommended for District 75 programs, the school will be determined by the District 75 placement office.

A student who becomes homeless has a right to transfer to and enroll in another public school for which he/she meets the school eligibility criteria and according to the DOE regulations. Homeless students are not required to demonstrate a travel or other hardship before transferring to and enrolling in another school.

The choice about whether or not a student should remain in the school of origin or change schools shall be available each time a student moves to a different temporary housing arrangement.

In selecting a school, homeless students should be encouraged to remain in their school of origin to the extent feasible, unless the parent elects not to, or in the case of an unaccompanied youth, the student elects not to.

Regular attendance of homeless children is of paramount importance, and the school must make every effort to ensure regular attendance. If a student has sporadic attendance, the school must contact the parent and the Family Assistant and/or STH liaison to identify services that may be needed or whether alternative schooling arrangements should be arranged.

Students who do not transfer into a school of current location are to be provided with assistance to maintain continuity of education at their school of origin. Transportation must also be arranged by Family Assistants or the STH Liaison.

**Enrollment Assistance:**

Family Assistants shall assist parents in enrolling students in school in coordination with and in accordance with the procedures of the Office of Student Enrollment. Homeless students, including students with disabilities, may be referred to the Borough Enrollment Office for school enrollment or transfer purposes.

Enrollment in school may not be delayed or denied due to the lack of any documentation normally required for enrollment, including: proof of residency; transcripts/ school records; immunization or other health records; birth certificates. Family assistants and school staffs are required to assist parents or unaccompanied youth in obtaining such documents. If immunization records cannot be obtained, the parent, in consultation with the STH liaison, should be referred to a walk-in immunization clinic for assistance.

Children must be admitted to school while proof of birth, immunization, and other school records are being located and/or verified.

Pre-Kindergarten Children must be placed in pre-kindergarten classes if these services are available to permanently housed children in the district and if there space, in accordance with the same procedures followed for permanently housed children in the district and if there is space, in accordance with the same procedures followed for permanently housed children. If there are no pre-kindergarten classes in the district, every effort should be made to find appropriate placement for the children whose parents request pre-kindergarten classes. Pre-kindergarten students in temporary housing are entitled to transportation.

In following Chancellor's Regulation A-810, students residing in temporary are eligible to receive free school meals.

**Transportation:**

All homeless students, including students receiving special education services, in grades Pre-K-12 who have been placed in temporary housing are exempt from age and distance requirements are eligible for free transportation as long as they are homeless students.

For homeless students in shelters, the Family Assistants and/or STH Liaison will coordinate with the Office of Pupil Transportation to determine if a yellow bus route is available for a student who does not need specialized transportation to travel to/from school. If yellow bus transportation has not been arranged for a homeless student, school staff should consult with the Family Assistant and/or STH Liaison for assistance.

Yellow Contract Bus Service will be provided to homeless students, grades K-6, whenever an appropriate route exists to provide such service. If yellow bus transportation is not available or appropriate, homeless students are eligible for a full-fare metro-card without regard to their age or the distance from their temporary housing accommodations to school.

Pre-Kindergarten students are also entitled to transportation and will receive Metro-card only.

Parents of homeless students in grades Pre-K-6 who receive a Metro-card to travel to/from school are eligible for 14-day Metro-cards in order to accompany their children to/from school. Family Assistants and STH Liaison will provide 14-day Metro-cards to parents upon request as warranted.

If the student is registering in a new school and the IEP recommends special transportation, the Special Education Placement Officer will contact OPT for transportation arrangements. If the student changes his/her address and remains in the same school, the school is responsible for updating the students' new residence in ATS. Once the change is in ATS, OPT will arrange the new bus route within 5 business days. The STH liaison will coordinate with OPT for the arrangements of the new bus route.

Services for Families as they move into permanent housing: family assistants will also meet families residing in a Department of Homeless Services shelters, prior to their moving into permanent housing, to ensure a smooth transition. Temporarily housed families not residing in DHS shelters that need assistance as they move permanent housing, should contact the STH liaison in their borough. Parents will be informed that their children have the right to stay in their current schools through the terminal grade. In regard to transportation, when homeless students become permanently housed, they are subject to the same eligibility rules as non-homeless student as set forth in Chancellor's Regulation A-801.

## **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>	P.S. 058					
<b>District:</b>	9	<b>DBN:</b>	09X058	<b>School</b>		320900010058

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.7	91.2	91.0
Kindergarten	43	52	51				
Grade 1	76	64	62	<b>Student Stability - % of Enrollment:</b>			
Grade 2	56	77	70	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	100	110	101		85.2	84.8	84.4
Grade 4	86	104	97				
Grade 5	74	79	83	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	59	58	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		99.0	93.1	90.1
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	22	28
Grade 12	0	0	0				
Ungraded	1	3	1	<b>Recent Immigrants - Total Number:</b>			
Total	495	547	465	(As of October 31)	2007-08	2008-09	2009-10
					11	24	12

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	55	76	74	Principal Suspensions	14	42	27
# in Collaborative Team Teaching (CTT) Classes	18	32	35	Superintendent Suspensions	10	10	0
Number all others	32	33	30				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	41	39	TBD	Number of Teachers	40	43	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	8
# receiving ESL services only	91	104	TBD				
# ELLs with IEPs	3	40	TBD	Number of Educational Paraprofessionals	5	6	15

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

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
	1	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	32.5	46.5	62.2
				% more than 5 years teaching anywhere	40.0	37.2	57.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	60.0	72.0	82.2
American Indian or Alaska Native	0.6	0.5	0.2	% core classes taught by "highly qualified" teachers	96.8	100.0	100.0
Black or African American	32.3	30.0	28.0				
Hispanic or Latino	64.0	65.3	70.3				
Asian or Native Hawaiian/Other Pacific	1.2	0.5	0.0				
White	1.6	1.8	1.5				
<b>Male</b>	52.1	51.9	57.2				
<b>Female</b>	47.9	48.1	42.8				

#### 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
Improvement Year 1				Comprehensive
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:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	Elementary/Middle Level			Secondary Level			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	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	X	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</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>	P
<b>Overall Score:</b>	40.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	2.9	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	31.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	2.3		

<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)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 058						
<b>District:</b>	9	<b>DBN:</b>	09X058	<b>School</b>		320900010058	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	v
	2	v	6		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	0	0	0		89.7	91.2	91.0
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Grade 1	76	64	62	<b>Student Stability - % of Enrollment:</b>			
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Grade 4	86	104	97				
Grade 5	74	79	83	<b>Poverty Rate - % of Enrollment:</b>			
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Grade 7	0	0	0		99.0	93.1	90.1
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
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# in Collaborative Team Teaching (CTT) Classes	18	32	35	Superintendent Suspensions	10	10	0
Number all others	32	33	30				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</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	41	39	TBD	Number of Teachers	40	43	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	8
# receiving ESL services only	91	104	TBD				
# ELLs with IEPs	3	40	TBD	Number of Educational Paraprofessionals	5	6	15

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

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(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
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				% more than 2 years teaching in this school	32.5	46.5	62.2
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(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	60.0	72.0	82.2
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<b>Male</b>	52.1	51.9	57.2				
<b>Female</b>	47.9	48.1	42.8				

#### 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:	X	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	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	X	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</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>					P
<b>Overall Score:</b>	40.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	2.9	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	31.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

<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
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\* = 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.*

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**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>type here</b>	District <b>09</b>	School Number <b>058</b>	School Name
Principal <b>Velma Gunn</b>	Assistant Principal <b>Kassandra Mateen</b>		
Coach <b>Mrs. Ingrid DeMichelle</b>	Coach <b>Mrs. Laura Sanchez</b>		
Teacher/Subject Area <b>Ms. Damaris Rentas/ESL</b>	Guidance Counselor <b>Mr. Ivan Hannibal</b>		
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>		
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Mrs. Latonya Harris</b>		
Related Service Provider <b>type here</b>	Other <b>type here</b>		
Network Leader <b>Ben Waxman</b>	Other <b>type here</b>		

### 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>2</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>470</b>	Total Number of ELLs	<b>126</b>	ELLs as Share of Total Student Population (%)	<b>26.81%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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. At registration, all parents are given a Home Language Identification Survey (HLIS) for each child they are registering. Once they have completed all documentation, they bring it to the Pupil Accounting Secretary. Once the HLIS indicates a language other than English, the ELL Coordinator and/or the ESL teacher who are both certified ESL teachers, will review the HLIS, conduct the informal oral interview in English or in the native language, if necessary speak to the parent and complete the area the school personnel portion of the HLIS.

2. The language surveys that indicate another language will be placed separately until students are tested with the Language Assessment Battery Revised (LABR) that will be administered prior to the 10 day testing window. After the results of the LABR are gathered, entitlement letters, Parent Survey and Program Selection letters are distributed to parents of identified ELLs. In addition, a Parent Orientation is set up wherein all three program choices are fully discussed so that parents make the appropriate choice for their child. In addition, the Orientation DVD will also be utilized to further explain parental choices. Copies of the entitlement letters and program selection letters will be on site on the day of the orientation in case parents forget to bring them. Parent Orientations will be conducted in Spanish because that is the language in demand currently at our schools. For those parents that speak a language other than Spanish, the school will look to fluent speaking parents that will assist us in disseminating all information. When necessary, we will contact and utilize the Translation and Interpretation Unit to assist us with these aforementioned parents.

3. Those parents that do not attend the orientation will be contacted by the Parent Coordinator inviting them to another orientation or to a one to one meeting with the ELL Coordinator.

4. Identified ELLs are placed in programs that parents have selected through the program selection form. If a selection form is not available, ELLs will be placed in a bilingual classroom. If a bilingual classroom is not available at that grade, the child is placed in an ESL program. The process of ELL identification and placement will be conducted within the 10 day period.

5. After reviewing the Parent Survey and Program selection forms for the past few years, we have noticed that the trend has been that approximately 60% of our parents have chosen the Transitional Bilingual program as a default choice rather than a completely informed choice resulting from attending the orientation meeting.

6. Currently we are reviewing parents' requests and the programs currently offered at our school. We will carefully review the numbers of ELLs available for each grade to open a Transitional Bilingual program. Prior to the end of the 2010-2011 academic school year, parents will be contacted informing them of the future availability of such program.

## 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> (60%:40% → 50%:50% → 75%:25%)				1	0	1								2
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>		1	1											2
<b>Push-In</b>	1			1	1	1								4
<b>Total</b>	1	1	1	2	1	2	0	0	0	0	0	0	0	8

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	121	<b>Newcomers (ELLs receiving service 0-3 years)</b>	100	<b>Special Education</b>	30
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>	24	<b>Long-Term (completed 6 years)</b>	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	19									19
<b>Dual Language</b>										0
<b>ESL</b>	86		25	18		3	3			107
<b>Total</b>	105	0	25	18	0	3	3	0	0	126

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				8	8	7								23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

**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
Other														0
<b>TOTAL</b>	0	0	0	8	8	7	0	0	0	0	0	0	0	23

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**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	12	8	17	28	28	22								115
Chinese														0
Russian														0

## 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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	2	2	1	1								7
<b>TOTAL</b>	<b>12</b>	<b>9</b>	<b>19</b>	<b>30</b>	<b>29</b>	<b>23</b>	<b>0</b>	<b>122</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.

#### A. Programming and Scheduling Information

1. At PS 58X, ELLs are offered the following organizational models: Transitional Bilingual Education (3-5), Self-contained ESL in grades 1st & 2nd and Push out/push in ESL in grades K -5th . There are two Bilingual Classes in grades 3 through 5. There is one 3rd – 4th grade bridge bilingual class and a 5th grade bilingual class. The students in this program are taught by certified bilingual teachers and students are taught academic subjects in their native language while they acquire English. Each bilingual class offers differentiated instruction that addresses the needs of the students always taking into account the age of the learner, the proficiency level in their native language and in English, their schooling experience and learning modality.

There are two self contained ESL class in 1st and 2nd grades where children are grouped heterogeneously by language levels. The freestanding ESL program groups children by grade level and by proficiency level. Each ESL program is taught by certified ESL teachers.

2. At our school we have two ESL teachers that provide ESL instruction using the push-in model to our ELL population in grades K-5 in both general education or special education settings. This model allows for the ESL teacher to support the classroom teacher scaffold the work in the class. Along with this program we have two bilingual classroom teachers serving the transitional bilingual population in grades 3-5. Each beginning and intermediate level child receives 360 minutes of ESL instruction, while the child in the advanced level receives 180

minutes. ESL methodology is also used to teach content areas in the bilingual classrooms.

3. The daily instruction consists of a 90 minute block of literacy and 90 minutes of mathematics instruction. During the literacy block all students are taught phonemic, phonological, and decoding skills. Also children are taught writing skills and the conventions of print. Our literacy block has the following components: shared reading, read aloud, guided reading, independent reading and writing. Additional strategies that are also included are: cooperative grouping, scaffolding (i.e., modeling, thinking maps) and the use of learning centers. The classroom environments are conducted as such to support and encourage risk taking and promote oral language for our ELLs. In addition students are grouped based on either the NYSESLAT or LABR assessments in order to best provide instruction that is aligned to the linguistic needs of this population.

#### 4. Subgroups

##### a. SIFE

At present time, we have 3 identified SIFE students wherein the following instruction is provided: The use of sight words, picture dictionaries, low readability and high interest books in both the native language and in English, books on tape along with age appropriate materials which will support the student to meet the curricular demands. Also, teachers will create benchmarks and periodically review assessments in order to reinforce essential skills to ensure grade level performance.

##### b. Newcomers

The current plan we have at 58x for our newcomers are as follows:

Those students in Kindergarten are provided support with a bilingual paraprofessional wherein they receive individualized and small group instruction to enhance their linguistic and academic learning experiences. In addition, two separate six-week ELL Saturday Academy will be conducted to provide opportunities to sing, chant and read poetry to facilitate oral language in this population. The academy will include students in grades K-5.

##### c. ELLs 4-6 years

For our 21 ELLs in this category we provide the following: rigorous instruction in literacy and math with the proper modifications to meet the needs of this population, use data to inform curriculum planning and instruction, and offer more opportunities for interactive writing in the content areas in English. Academic & ELL Saturday Academies to ELLs to help prepare them on other standardized exam. Moreover, students are assigned to small group instruction which includes direct instruction during extended day.

##### d. Long-term ELLs

The long term ELLs, who haven't made any gains in ELA and/or Mathematics, receive Academic Intervention Services (AIS). AIS consists of any of the following depending on the identified need of the student: Read 180, Wilson, Foundations and Times for Kids Exploring Non-Fiction Kit that provides opportunities for this population to become further familiarized with academic vocabulary.

##### e. Special Needs Population

ELLs in a Special Education setting are serviced in accordance to the mandates of their IEP. When the IEP states that a child is to receive Monolingual Services with ESL, teachers provide such service through an ESL push in model. In this model, the ESL teacher serves the population in the setting that students are accustomed to and are comfortable in. ELLs are supported with vocabulary development in their classrooms. The work on vocabulary development is a result from the school's inquiry work from previous years and participation in Bank Street College of Education. This model allows for the ESL teacher to support the classroom teacher with scaffolding the work in the class.

5. The following are targeted intervention for our ELL population: The Bilingual and ESL teachers utilize:

Avenues is a literature based program applicable to all ELL subgroups, and content areas. In addition this program focuses on writing by providing scaffolds to organize and develop ideas into coherent well written pieces.

English at your Command is a resource for our ELLs of all subgroups and provides students the opportunity to practice spelling, handwriting, grammar and research skills. The students are also exposed to projects wherein they use technology to expand and research content area topics pertinent to classroom instruction.

Getting Ready for the NYSESLAT and Beyond is a test sophistication resource that all ELL subgroups work with. This resource provides students with activities across the four language modalities (reading, writing, speaking and listening). Along with NYSESLAT test preparation this text provides ELA preparation for those ELLs in grades 3rd – 5th eligible to take the ELA.

Read 180 is a technology based program which targets those ELLs at the intermediate and advance language level. This program is provided to those ELLs who have been identified to receive AIS services. Read 180 provides students practice in individualized reading instruction within multiple contexts and emphasis on academic vocabulary to develop grade level comprehension skills. The program also has a writing component where students respond to readings and videos which supports daily writing opportunities.

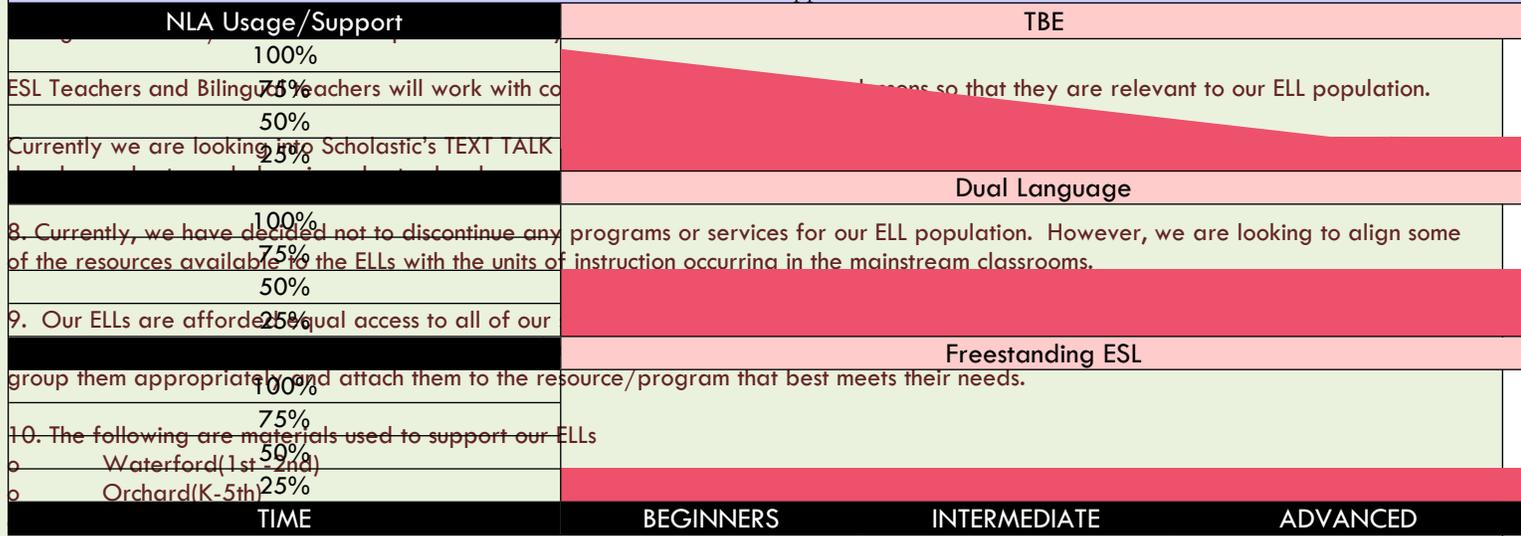
6. For our ELLs who have received a proficiency level on the NYSESLAT, we provide them with the tests accommodations mandated by the Chancellor, we provide AIS services and offer opportunities to participate in all of our ELL After-school and/or Saturday Academies.

7. The following new programs or improvements will be considered for the upcoming new year:

Ensure that common planning involves collaboration among, ESL, Bilingual and Mainstream teachers whenever appropriate.

### Native Language Arts and Native Language Support

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



- o Avenues(K-5th)
  - o Everyday Math (English and Spanish)(K-5th)
  - o Math Step by Step (English and Spanish)(K-5th)
11. In our bilingual classrooms, native language support is provided to our ELLs through NLA instruction and in some content areas. In addition, bilingual dictionaries are utilized in the classrooms. Students in self contained ESL classrooms also use bilingual dictionaries; they have access to some literature in the native language. In some cases, a bilingual paraprofessional is available to provide native language support.
12. All required services support and resources that correspond to ELLs' ages and grade levels are provided in accordance to CR Part 154. The service support and resources include, but are not limited to books, classroom libraries and technology.
13. For our newly enrolled ELL students, we provide them the opportunity to meet and talk to their teachers along with their parents at the time of registration if possible. Also, we provide a yearly curriculum night where students and parents are informed of the school's expectations and available resources.
14. Currently, we do not offer any language electives for our ELLs.

### 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?

FOR TBE /DL PROGRAMS:  
Native Language Arts

45 minutes per day

45 minutes per day

45 minutes per day

5. The following are targeted intervention for our ELL population: The Bilingual and ESL teachers utilize:

Avenues is a literature based program applicable to all ELL subgroups, and content areas. In addition this program focuses on writing by providing scaffolds to organize and develop ideas into coherent well written pieces.

English at your Command is a resource for our ELLs of all subgroups and provides students the opportunity to practice spelling, handwriting, grammar and research skills. The students are also exposed to projects wherein they use technology to expand and research content area topics pertinent to classroom instruction.

Getting Ready for the NYSESLAT and Beyond is a test sophistication resource that all ELL subgroups work with. This resource provides students with activities across the four language modalities (reading, writing, speaking and listening). Along with NYSESLAT test preparation this text provides ELA preparation for those ELLs in grades 3rd – 5th eligible to take the ELA.

Read 180 is a technology based program which targets those ELLs at the intermediate and advance language level. This program is provided to those ELLs who have been identified to receive AIS services. Read 180 provides students practice in individualized reading instruction within multiple contexts and emphasis on academic vocabulary to develop grade level comprehension skills. The program also has a writing component where students respond to readings and videos which supports daily writing opportunities.

6. For our ELLs who have received a proficiency level on the NYSESLAT, we provide them with the tests accommodations mandated by the Chancellor, we provide AIS services and offer opportunities to participate in all of our ELL After-school and/or Saturday Academies.

7. The following new programs or improvements will be considered for the upcoming new year:

Ensure that common planning involves collaboration among, ESL, Bilingual and Mainstream teachers whenever appropriate.

We will begin collaboration with Teacher's College in order to ensure that the balanced literacy continues to be a rigorous curriculum that offers a bridge for our ELLs to acquire language.

Provide opportunities for teachers providing ESL push-in services to articulate and support mainstream teachers with appropriate scaffolds during the Readers/Writers workshop as well as any content area instruction.

ESL Teachers and Bilingual teachers will work with coaches to help create/revise lessons so that they are relevant to our ELL population.

Currently we are looking into Scholastic's TEXT TALK to enhance instruction for our ELLs. This is a research based reading program that develops robust vocabulary in order to develop comprehension.

8. Currently, we have decided not to discontinue any programs or services for our ELL population. However, we are looking to align some of the resources available to the ELLs with the units of instruction occurring in the mainstream classrooms.

9. Our ELLs are afforded equal access to all of our school programs. In addition we are currently planning an afterschool program for our K-5 ELL population which will utilize Text Talk and/or Achieve 3000. We are looking at our data to see the needs of our population and group them appropriately and attach them to the resource/program that best meets their needs.

10. The following are materials used to support our ELLs

- o Waterford(1st -2nd)
- o Orchard(K-5th)
- o Read 180(3rd -5th)
- o Avenues(K-5th)
- o Everyday Math (English and Spanish)(K-5th)
- o Math Step by Step (English and Spanish)(K-5th)

11. In our bilingual classrooms, native language support is provided to our ELLs through NLA instruction and in some content areas. In addition, bilingual dictionaries are utilized in the classrooms. Students in self contained ESL classrooms also use bilingual dictionaries; they have access to some literature in the native language. In some cases, a bilingual paraprofessional is available to provide native language support.

12. All required services support and resources that correspond to ELLs' ages and grade levels are provided in accordance to CR Part 154. The service support and resources include, but are not limited to books, classroom libraries and technology.

## E. Parental Involvement

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

### Part III – G: Parental Involvement

1. In order to increase the level of parental involvement, the Parent Coordinator will conduct activities to attract parents in addition to providing information that will encourage parent volunteers. Along with the ELL Coordinator, the mandated CR 154 parent orientation for parents/guardians of newly enrolled ELLs will be implemented.

Also, a yearly curriculum night takes place to help parents have a better understanding of the curriculum and the school's expectations. The parent room will also be available to parents on a daily basis. Parents will also have the opportunity to attend monthly PTA meetings where they will be informed of upcoming events at the school level along with information on community organizations available to them.

2. Our school works with the following community agencies: St. Barnabas Hospital, Puerto Rican Family Institute and SCAN New York afterschool program.

3. At PS 58x we evaluate the needs of the parents by providing surveys to the parents where they comment on workshops had, make request for future workshop or make suggestions for improvement. In our continuous effort to maintain and further develop meaningful parental involvement we provide various modes of communication for our parents i.e., weekly progress reports, a monthly open house with an instructional focus, phone messages in English and the native language along with a fully translated website where parents are provided with pertinent school information.

4. The parent coordinator along with other school personnel pay careful attention to the request and suggestions provided by parents in order to ensure that the parental involvement activities address their needs.

1. The following are professional learning opportunities that will be on going throughout the 2010-2011 academic year. All staff (guidance counselors, social workers, out of class teachers) are invited to attend.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.  
 Introduce study groups that address differentiated instruction and incorporate and develop academic rigor in daily instruction for ELLs in their classroom

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)	12	6	8	6	6	1								44
Intermediate(I)	8	4	8	18	10	11								49
Advanced (A)	0	0	3	7	9	6								25
Total	12	6	19	29	25	23	0	0	0	0	0	0	0	118

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	1	1							
	A		3	0	2	1	3							
READING/	B		6	8	6	1	4							
	A		5	9	15	4	7							

WRITING	I		4	8	16	1	7						
	A		0	2	7	4	4						
	P		0	1	0	0	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	11	1		24
4	7	9			16
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		13	2		2	1	2	25
4	2	1	12	4	2	1			22
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	1	7	3	5	2			22
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5		1							1
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	19	13	6				
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. The assessment tools used to assess early literacy skills of our ELLs include DRA2, El Sol, and Running records and writing baselines.
2. The data reveals that by proficiency levels and grades: that the majority population of ELLs falls at the intermediate language level on the NYSESLAT (49 out of 126). This may result from the fact that our ELL population is composed of ELLs (105 out of 126) who have been in the system 0-3 years and are deemed newcomers. The data also shows that the number of ELLs at the beginning language level is lower compared to last year however, the largest numbers of ELLs are now found at the intermediate level of the reading/writing modalities of the NYSESLAT. This data indicates that ELLs are still struggling with the academic language demands of content areas. Teachers and administration need to reassess the quantity and quality of explicit instruction in all content areas paying close attention to the language demands in order to scaffold academic language learning.
3. Looking at the listening/speaking and reading/writing modalities show that the majority of the population fall in the intermediate level of proficiency. The data is indicating that our ELLs need further development on academic language in order to support their advancement to the advance language level and proficiency.
4. ELLs that took the math exam in their native language seemed to fair better than those who took it in English. The 5th grade population faired similarly, where the population where split between level 2 and level 3. However, the majority of the population scored at a level 1 in the Science and Social Studies exams. This may be a result of not having a well developed native language curriculum in these areas as in mathematics where the Everyday Math curriculum is in place.
5. Not Applicable
6. We evaluate the success of our programs for ELLs by the students' improvement on DRA 2 reading levels, the increase of at least one language level on the NYSESLAT and/or demonstrating growth within the language level evidenced by a rise in the scale score. In addition, the number of ELLs who have reached a level 2 and above on all New York State standardized exams.

## 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		
	Other		
	Other		
	Other		