



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 58 THE CARROLL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15/BROOKLYN/15K058

PRINCIPAL: GISELLE MCGEE **EMAIL:** GMCGEE@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOPP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Giselle McGee	*Principal or Designee	
Danielle Lehtinen	*UFT Chapter Leader or Designee	
Jen Gilkin, Kara Knott	*PA/PTA President or Designated Co-President	
	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	
Eileen Carrier	Member/	
Erin Kelly	Member/	
Chelsea Mauldin	Member/	
Catherine Colton	Member/	
Katherine DelloStritto	Member/	
Stephen Cedarmark	Member/	
Mary Leopoldi	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012 all grades will have 75% of their curriculum mapped to be in line with the Common Core State Standards.

Comprehensive needs assessment

- Based on looking regularly at student work and assessments in teacher teams the work the students are doing needs to be more in line with the standards outlined in the common core. Also looking at our standardized test scores it is evident that our students with IEPs have struggled with meeting these standards. We need to better serve our students with IEPs in the Integrated Co –Teaching classes, Self Contained classes, SETSS classes and English Language Learner population.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) The Teachers College Reading and Writing workshop curriculum and performance assessments are in place this year. The teachers will be given professional development targeted toward how to diagnose the discrepancy and implement a plan to serve the students.
 - b) Teacher teams (vertical teams/grade teams/specialty teams) will be engaged modifying and creating new assessments aligned to the CCSS. Teachers will be working with Metamorphosis Math Staff developers and going to learning communities with teachers outside of the building working on developing these plans. Teachers will also be working with Teachers College staff developers and attending calendar days and workshops on mapping with the CCSS.
 - c) Teacher teams will be reporting together and working alongside the Principal to decide how the new curriculum maps and professional development opportunities are improving their instruction. Grade leaders will meet monthly with school leaders to report progress, trouble-shoot and suggest next steps for the work being done.
 - d) In September teams of teachers were formed to work on the curriculum mapping. By February all teachers will have administered the CCSS aligned performance assessment for their grade. By June of 2012 the curriculum maps will be laid out for

Strategies to increase parental involvement

- Dissemination of information regarding the Common Core standards will come from the parent coordinator and grade teams of teachers.
- Teachers will share the big unit goals and how they are linked to CCSS with the parents via newsletters and curriculum meetings.
- The School Leadership Team and Parent Teacher Association will offer workshops to families that are informative and give parents information on how the CCSS are changing both instruction and student engagement.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers will be serving on teacher teams whether it is a vertical content area team, subject area team or Special Education team the teachers will work collaboratively and share the responsibility of creating and evaluating resources they use.
- In house mentoring will occur for new teachers. The new teachers will receive mentoring each week from a highly qualified teacher in the building. The mentor will support the mentee with planning, implementation of plans, time management, classroom management, communicating with colleagues and families, creating useful resources and becoming reflective educators.

Budget and resources alignment

- Funding will be allocated for teachers will be attending Teachers College professional development sessions, for staff developers to work in house with staff members and for teachers to attend learning communities to align their instruction to the CCSS.
- Funding will be allocated to procure books in particular nonfiction texts for the students to work with in both Reading Writing and Math

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012 all teachers will be engaged in a professional learning team where they work collaboratively to create and revise curriculum and resources for the students and teachers to use.

Comprehensive needs assessment

- As the school grows rapidly the need for teams of teachers to work collaborative is critical. There is a need for more communication and dissemination of information.
- The grade teams are growing therefore the need to share the work becomes critical. Teachers can focus on one aspect of curriculum and become the expert for their team. They can create resources and turnkey this information to their team.

Instructional strategies/activities

- Schedule dedicated time each month for teams to meet on Monday mornings.
- Teacher teams will turn in agendas and notes from each meeting and set up goals for the team to meet by the end of the year.
- Teacher teams will report to staff in the fall and again in the spring regarding the progress of their goals.
- Teacher teams will submit any things created
- The teachers will all be involved in the decision making process for their teacher teams they have been able to choose which team they would like to be a part of giving them both incentive and drive to be productive on their team.
- The teacher teams were set up in September and will work throughout the course of the year. The final meeting of the year will allow for goal setting for next year.

Strategies to increase parental involvement

- Teams will create handouts and flyers to inform families of their work.
- Teacher Teams will rotate presentations at PTA meetings.
- Parents will be informed of team leaders if they have questions or concerns that they would like to bring to the table.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers involved in teams will range from experienced to novice teachers.
- The mixture of teachers on each team will ensure mentoring to occur as well as sharing expertise
- Teacher teams will report to the school leaders and school leaders will attend meetings to ensure cohesive and productive sessions.
- Teachers will be given the opportunity to lead staff training and present the work to other teachers on staff to help build their professional growth.

Budget and resources alignment

- Funds will be allocated for professional development for teachers in direction instruction in Math and ELA
- Staff coaches will work with the teams to set goals, conduct periodic check in on the goals and keep the work on track
- Per session funds will be used when they become available for the teams to work on refining the curriculum and resources they create.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012 the students in the school who have IEPs will increase their performance on the ELA state assessments by 3 %.

Comprehensive needs assessment

- Based on previous years scores and the school report card data it was determined that students with IEPs need support in progress and performance. As outlined in our progress report we have found that our students with IEPs have been struggling making and it would benefit our school to support their progress.

Instructional strategies/activities

- Student with IEPs will work with the project lab teacher on project based learning activities each week
- The project based learning teacher will pull small groups of students to work on all aspects of curriculum through fun and engaging projects
- The classroom teacher will in turn have a smaller group of student to work with during that time of the week which will allow the classroom teacher to conduct more directed/student specific instruction
- The project lab/computer resource room teacher, all teachers who work with students who have IEPs including the ESL teacher, SETTS teacher, academic intervention teacher and school leaders will be involved in supporting this goal.
- The Child Study Team will present to the staff two times over the course of the year to answer questions teachers may have regarding new ways to support the special education population
- With the creation of the vertical Special Education team teachers will be able to meet with school leaders on a monthly basis to raise issues and discuss how to change school policy if needed

Strategies to increase parental involvement

- The school will reach out to parents to be available for parent meetings to discuss what the special education services are that are available to our students from a parents perspective
- Teachers will present to Parent Teacher Association meetings to define the makeup of classrooms such as integrated co-teaching classrooms
- Parents will be given a forum to request workshops on areas that they have questions or concerns

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers involved in teams will range from experienced to novice teachers.
- The mixture of teachers on each team will ensure mentoring to occur as well as sharing expertise
- Teacher teams will report to the school leaders and school leaders will attend meetings to ensure cohesive and productive sessions.
- Teachers will be given the opportunity to lead staff training and present the work to other teachers on staff to help build their professional growth.

Budget and resources alignment

- Funds will be allocated for professional development for teachers in direction instruction ELA included but not limited to Teachers College calendar days, Learning Communities, coaching groups and Specialty Content Area days.
- Staff coaches will work with the teams to set goals, conduct periodic check in on the goals and keep the work on track
- Per session funds will be used when they become available for the Vertical Reading and Vertical Writing to work on refining the curriculum and the resources they create for the students

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- By June 2012 the students in the school who have IEPs will increase their performance on the Math state assessments by 3 %.

Comprehensive needs assessment

- Based on previous years scores and the school report card data it was determined that students with IEPs need support in progress and performance. As outlined in our progress report we have found that our students with IEPs have been struggling making and it would benefit our school to support their progress.

Instructional strategies/activities

- Student with IEPs will work with the project lab teacher on project based learning activities each week
- The project based learning teacher will pull small groups of students to work on all aspects of curriculum through fun and engaging projects
- The classroom teacher will in turn have a smaller group of student to work with during that time of the week which will allow the classroom teacher to conduct more directed/student specific instruction
- The project lab/computer resource room teacher, all teachers who work with students who have IEPs including the ESL teacher, SETTS teacher, academic intervention teacher and school leaders will be involved in supporting this goal.
- The Child Study Team will present to the staff two times over the course of the year to answer questions teachers may have regarding new ways to support the special education population

With the creation of the vertical Special Education team teachers will be able to meet with school leaders on a monthly basis to raise issues and discuss how to change school policy if needed

Strategies to increase parental involvement

- The school will reach out to parents to be available for parent meetings to discuss what the special education services are that are available to our students from a parents perspective
- Teachers will present to Parent Teacher Association meetings to define the makeup of classrooms such as integrated co-teaching classrooms
- Parents will be given a forum to request workshops on areas that they have questions or concerns

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers who work with students with IEPs will be included in professional development opportunities including but not limited to – working with paraprofessionals effectively, writing concrete and measurable IEP goals, differentiating lessons effectively, multiple entry points in lessons,

Budget and resources alignment

- Funds will be devoted to professional development for teachers in Mathematics instruction.
- Teachers will work with staff coaches to integrate standards based instruction into the Mathematics instruction Staff coaches will work with the teams to set goals, conduct periodic check in on the goals and keep the work on track
- Per session funds will be used when they become available for the Vertical Reading and Vertical Writing to work on refining the curriculum and the resources

they create for the students

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- By June 2012 we will sustain our (2) self-contained kindergarten and first grade classes, 2 side by side second and third grade classes as well as implement a side by side instruction model for fourth grade in our dual language population.

Comprehensive needs assessment

- The school currently serves students in the dual language program from kindergarten up through grade three. This year we are expanding to have two side-by-side classes on the fourth grade.

Instructional strategies/activities

- Our dual language coordinator will serve as liaison for teachers and parents
- We will mentor our new teacher in the program through the dual language coordinator, experienced teachers teaching in the program as well as experienced teachers in the building.
- We have set up and will continue to grow our vertical dual language team to ensure that the level of instruction grows across the grades.
- We will continue to grow communication between the school and home in the dual language by having monthly breakfasts for new parents to speak with parents who are experienced in the program. This will allow for information sessions and for questions to be raised.
- We will continue to visit and collaborate as a team with other dual language schools
- The dual language coordinator, principal, instructional coaches, network support personnel, ESL teacher and dual language teachers will all be involved in reaching this goal.
- With the creation of the vertical dual language team we will be asking for constant feedback and steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- The new classes will be implemented at the start of the school year, the parent meetings will have happened by the end of fall and the vertical dual language team will have guidelines for the program through fourth grade by June.
- An after school program will be set up to support ELL students with progress towards reaching the standards.

Strategies to increase parental involvement

- Monthly parent meetings to bring together parents in the DLP
- Invite parents to Open Access time in the school library to read French literature with students.
-

Strategies for attracting Highly Qualified Teachers (HQT)

- The dual language coordinator will continue to foster a relationship with Hunter College for ensure that the teachers in the dual language program have their credentials to teach in the program as well as stay current with research regarding supporting English Language Learners and dual language students.
- Offer Teachers College calendar days as well as professional development resources to the teachers in the DLP program in line with working with ELL students, and bilingual students.

Service and program coordination

- Pay for per-session planning through the ELL grand
- Hire another French-speaking substitute teacher
- Purchase leveled English and French books for classroom libraries and the school library

Budget and resources alignment

- Pay for per-session planning through the ELL grand
- Hire another French-speaking substitute teacher
- Purchase leveled English and French books for classroom libraries and the school library
- Funds procured through the Title III grant will be spent on additional instruction for students who are English Language Learners

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	0	0	N/A	N/A	2	0	2	0
1	5	5	N/A	N/A	1	0	2	0
2			N/A	N/A	2	0	2	0
3			N/A	N/A	2	0	4	0
4			0	0	2	0	4	0
5			0	0	2	0	3	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Wilson in small group instruction during extended day and throughout the course of the day, Reading Recovery in one-on-one instruction during extended day and throughout the course of the day, extended day sessions (before general day begins) for students to support students with reading and writing.
Mathematics	Students attend extended day sessions (before general day begins) to support number sense, computation and problem solving skills. This is done in a small group of students usually less than ten students at a time.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Small group/individual counseling both pull-out and push-in to the classroom to support students with social group work, attending to the task, coping in difficult situations and transitions
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Small group/individual counseling both pull-out and push-in to the classroom to support students with social group work, divorce, anxiety management, separation anxiety, behavior modification
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Margarita Nell	District 15	Borough Brooklyn	School Number 58
School Name The Carroll School			

B. Language Allocation Policy Team Composition [?](#)

Principal Giselle McGee	Assistant Principal type here
Coach Katie DelloStritto / Early Ch	Coach Marie Bouteillon / Bilingual
ESL Teacher Sara Dalziel	Guidance Counselor Lori Glazer
Teacher/Subject Area Olivia Ramsey	Parent Julia Ralles
Teacher/Subject Area type here	Parent Coordinator Joan Bredthauer
Related Service Provider type here	Other type here
Network Leader Cynthia Felix	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	6
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	867	Total Number of ELLs	64	ELLs as share of total student population (%)	7.38%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Initial Identification of ELLs:

The first step in identifying English Language Learners begins at enrollment, when parents fill out the Home Language Identification Survey (HLIS). If a parent indicates that a language other than English is spoken at home, an informal oral interview is given by Sara Dalziel, our LAB-R Coordinator and licensed ESL teacher. Parents are then given the appropriate HLIS to fill out in their native language. The HLIS is then given to Ms. Dalziel. Upon reviewing the HLIS, eligible students are then given the Language Assessment Battery (LAB-R) within ten days of enrollment. The LAB-R is the formal initial assessment used to determine whether a student is eligible to receive ESL services. For the students who are Spanish speaking ELLs, a Spanish LAB-R is also administered to the ELLs. We evaluate the progress of our ELLs annually through the New York State English as a Second Language Achievement Test (NYSESLAT), as well as through periodic assessments. In the fall, when NYSESLAT scores are available, Ms. Dalziel sends home entitlement letters in the students' home language. Periodic reports from ATS are printed out to determine which students are eligible for NYSESLAT testing. The NYSESLAT modality report is also used to evaluate the progress of the ELLs across all modalities, and to ensure that all four modalities (listening, speaking, reading, and writing) are administered on the NYSESLAT.

2. Parent Choice:

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

3. Forms:

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

4. Criteria and Procedures:

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

5. Trend in Program Choices:

After reviewing the Parent Survey and Program Selection forms, the trend in program choices that parents have requested is as follows: Families in the neighborhood who speak French choose the French Dual Language program 95% of the time when it is offered to them. Families who speak other languages choose to have their child placed in the Freestanding ESL program 100% of the time.

6. Program Models Aligned with Parent Requests:

We created the French Dual Language program after receiving numerous requests from parents and establishing that there was a need in this neighborhood area for such a program, thus building alignment between parent choice and program offerings. Given the growing demand for the French dual language program, Ms. Bouteillon also worked with PS 133, a neighboring school, to create a French dual language program that opened in September 2011.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes*	No●	If yes, indicate language(s): French

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Push-In	5	1	1	1	1	1								10
Total	7	3	3	3	3	1	0	20						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)		60	Special Education	5
SIFE	0	ELLs receiving service 4-6 years		4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	35	0	0	1	0	0	0	0	0	36
ESL	25	0	3	3	0	2	0	0	0	28
Total	60	0	3	4	0	2	0	0	0	64

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French	15	35	12	41	4	43	2	47	3	42								36	208	
Other																			0	0
TOTAL	15	35	12	41	4	43	2	47	3	42	0	36	208							

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>81</u>	Number of third language speakers: <u>18</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>17</u>	Asian: <u>23</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>193</u>
	Hispanic/Latino: <u>12</u>
	Other: <u>0</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	4	1	2	1	0	0	0	0	0	0	0	13
Chinese	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Russian	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Polish	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Albanian	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Other	5	1	0	0	1	0	0	0	0	0	0	0	0	7
TOTAL	9	6	6	3	3	1	0	28						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

- French Dual Language Program in Grades K-4:

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

The Dual Language program uses two models to support sequential biliteracy: self-contained classes in K-1 and side-by-side classes in 2-4. Within the self-contained configuration, there is one teacher who provides instruction in both languages at separate times. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (i.e.

A. Programming and Scheduling Information

color codes for language, flower pin indicating language of instruction). The teacher plans what concepts and activities s/he will conduct in each of the languages. Within the side-by-side class configuration, there are two teachers who provide instruction; one in French and one in English. They follow an alternate day pattern. One day of instruction is in English and one day is in French. Each classroom contains instructional materials in the appropriate language and the teachers plan what concepts and activities they will conduct in each of the languages.

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

For English Language Learners who are not in the Dual Language program, English as a Second Language (ESL) is offered. English Language Learners are in self-contained, ICT and monolingual classes in grades K-5, and are grouped according to their proficiency levels, following Part 154 mandates. Ms. Dalziel pushes into classes and also offers pull out services for certain grades.

The current ESL program uses a combination of Push In and Pull Out to meet student mandates. In Kindergarten, Ms. Dalziel pushes into 4 of the classrooms that have ESL students. In order to meet all student mandates In Kindergarten, students are also pulled out or the teacher pushes in based on their level of proficiency. Ms. Dalziel pushes into the grade one and two classrooms and works with students in a small group setting, where students are at an intermediate or advanced level. In Third Grade, all students are at an Advanced level. They are pulled out with the 4th and 5th graders, who tested as Intermediate on the NYSESLAT in 2011. 4th and 5th Graders who tested as Intermediate are given additional Pull Out classes in order to meet their mandates.

2. Staff Organization:

PS 58 has one ESL teacher, ten teachers in the French dual language program and one Bilingual Instructional Coach. In the French dual language program, three teachers are certified in bilingual education, two teachers are certified in ESL and six teachers are in currently working towards their French bilingual certification.

Literacy instruction is carefully planned to meet the ESL, ELA and NLA instructional minutes as per CR Part 154. Our plan for Professional Development is explained in detail in Part IV, Section D.

- French Dual Language Program

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

Literacy instruction is conducted in both languages at separate times during the day/week. Instruction is based on the balanced literacy model of instruction developed by Teachers College Reading and Writing Project. Literacy in French is also complemented by a French phonics and grammar program to support spelling and grammar in the target language. Instruction is differentiated according to language and academic ability levels. Students are sometimes grouped by ability level to support skill development. At other times, students may be grouped by language proficiency level to support language enrichment. Instructional approaches used to make content comprehensible include the Sheltered Instruction Observation Protocol (SIOP), direct explicit instruction, modeling, homogenous and heterogeneous groupings, and preview-view-review strategies.

In K-1, one bilingual teacher teaches in French and English at separate times of the day. Teachers College Reading and Writing units of study are taught in an alternating month pattern in French and English: one month, students receive instruction in English for Reading, in French for Writing, and the following month the language of instruction will alternate. During independent reading and writing, bilingual teachers meet with small groups and individual students, and confer with them in their mother tongue. In grades 2-4, one teacher teaches in French and another teacher teaches in English. Students follow an alternate day schedule: one day in English, one day in French. Students begin reading in the other language and continue to read and write independently in their L1.

A. Programming and Scheduling Information

Students who need further support in French or English literacy are invited to participate in extended day groups. First graders, who are new to our program and have low literacy skills also receive additional support four times a week in their native language.

- English as a Second Language Pull out/Push in

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

language objectives include the following kinds of language skills: (1) Functions (requesting/giving information, comparing/contrasting, describing, retelling, and summarizing), (2) Vocabulary (according to the topic/theme), and (3) Grammar (question formation, adjective agreement, and comparatives).

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. How do you ensure that all ELL students are supported in their native language?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention Programs:

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

ELLs in the Dual Language program who need additional support in Native Language Arts, English Language Arts or Math are invited to extended day for small group instruction in the area of need. Students are invited in 6-10 week cycles to let them cycle through different content areas if they have multiple needs. The subgroup targeted in the Dual Language program is ELLs grades 1-4. Dual language teachers meet once a month to re-organize extended day groups based on student needs. Additionally, students in the Dual Language program may also receive additional help one-on-one or in small groups with their teacher or a bilingual Learning Leader. First grade students who are new to the dual language program and need additional support in French literacy receive targeted support during

9. Transitional Support:

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

10. New Programs & Improvements:

As our French Dual Language program continues to grow, each year we add an additional year to the program. This year the 4th grade is new, and we hired two teachers who are fluent in both French and English. Mr. Ramsey is an ESL teacher, and Ms. Leman, who was trained in Canada, is working towards her New York State French bilingual license. This year, the third and fourth grade students will receive instruction in English only for 5-6 weeks prior to the state tests and then only in French after the tests till the end of the school year. Also new this year: Ms. Dalziel, our ESL Teacher is increasing the number of push-in periods per week.

11. Discontinued Services and Programs: n/a

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

13. Instructional Materials:

Families of ELLs have access to Spanish books in the ESL classroom and the school library. Parents also have access to 1200 French

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention Programs:

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

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10. New Programs & Improvements:

As our French Dual Language program continues to grow, each year we add an additional year to the program. This year the 4th grade is new, and we hired two teachers who are fluent in both French and English. Mr. Ramsey is an ESL teacher, and Ms. Leman, who was trained in Canada, is working towards her New York State French bilingual license. This year, the third and fourth grade students will receive instruction in English only for 5-6 weeks prior to the state tests and then only in French after the tests till the end of the school year. Also new this year: Ms. Dalziel, our ESL Teacher is increasing the number of push-in periods per week.

11. Discontinued Services and Programs: n/a

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

13. Instructional Materials:

Families of ELLs have access to Spanish books in the ESL classroom and the school library. Parents also have access to 1200 French books in the school library. Francophone parent volunteers help French-speaking families check out books twice a week from 8:00am to

A. Programming and Scheduling Information

During the literacy block, ESL and bilingual teachers support ELL, SWDs with tailored word work, guided reading, realia, and oral

C. Schools with Dual Language Programs

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

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

2. Integrated EPs and ELLS:

EPs and ELLs are integrated throughout the entire day in K, 1st, 3rd and 4th. In 2nd grade, French-speaking English Language Learners receive more instruction in French in the beginning of the year, and in English towards the end of the year to support language acquisition and literacy in the second language. In 2nd grade, English proficient students receive more instruction in English in the beginning of the year, and in French towards the end of the year to support language acquisition and literacy in French. During the extended day program, teachers works with the French ELLs and EPs separately.

At PS 58, we believe that students learn from children their age and therefore do not separate students linguistically unless it is to their academic advantage such as in second grade.

3. Language Separation:

Students receive 50% of their instruction in French and 50% of their instruction in English from the classroom teacher. In Kindergarten and 1st grade, students are instructed in French in the morning and in English in the afternoons. In 2nd, 3rd and 4th grades, students are instructed in French and English on alternate days. Native language arts and social studies are taught in French; English language arts and math are taught in English. 20-30 minutes/day are devoted to Math in French and Social Studies in English to support academic language development in the second language. Language Arts is integrated with Social Studies and Science to encourage higher academic vocabulary acquisition and use. Specialty subjects are taught in English, such as Art, Science, and P.E. Music is taught in both French and English in the lower grades (K-2). All students have a specialty class once a day.

4. Dual Language Models:

To support our strong belief in developing native language literacy first and then second language literacy, our program has self-contained dual language classes in K and 1. One teacher teaches in French in the mornings and in English in the afternoons. In 2nd grade, students begin reading in the second language. In 2nd, 3rd and 4th grades, the model is a side-by-side model with one teacher teaching in English and one teacher teaching in French. Students alternate between one class and the other on an alternate day schedule.

5. Sequential Biliteracy:

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

D. Professional Development and Support for School Staff

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

1. Our school is committed to providing ongoing professional development for all teachers. The 7.5 hours of required ESL training (per Jose P.) will be provided with various professional development opportunities for all teachers, secretaries and administration. Ms. Dalziel will hold monthly professional development workshops for staff on ESL methodologies and best practices. Teachers will have many opportunities to acquire their Jose P. hours through these monthly workshops at our school, and also through workshops in our network and our CLSO, through the UFT, and through calendar days at Teachers College.

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All teachers, as well as all paraprofessionals, psychologists, occupational/physical therapists, speech therapists, and parent coordinator are encouraged to attend these professional development meetings.

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

3. Per Jose P., we will be offering professional development workshops this year on best practices and ESL methodologies, scaffolding for ELLs, guided reading, guided writing, shared writing, and how to jumpstart newcomers using Words Their Way for English Language Learners. Ms. Dalziel will also attend calendar days at Teachers College and turnkey the workshop to our staff. She will also conduct workshops on language objectives for ELLs, setting up a classroom for ELLs, integrating literacy with content-area instruction., teaching academic language throughout the curriculum, and differentiating instruction. Ms. Dalziel also attends planning meetings with the teachers that she pushes in with to help them plan their instruction, and lunch time meetings to discuss the learning needs of the ESL population. Minutes are taken during grade meetings, vertical team meetings, and planning meetings. An attendance sheet is taken for the Professional Development meetings that teachers attend as well. This ensures that records are maintained.

Courses Taught in Languages Other than English

E. Parental Involvement

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

1. Parental involvement

Parental involvement and community building are recognized as essential for student success. Our PTA is very active and involved in our school and holds many events, including our annual Multi-Cultural Celebration. Our school offers many ways for parents to get involved, including the parents of ELLs. Within the ESL program, we have popular Potluck dinners several times a year where parents can meet other parents and families. These celebrations with the families are essential for community building and for outreach to assess the needs of the parents. We also provide homework support and tutoring for students when the parents do not speak the target language.

Francophone parents are often invited into classrooms to share a part of their family/country's culture. Many parents in the Dual Language program volunteer as class parents and work with the PTA.

2. Partnerships

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

3. Evaluating Parental Needs

Every teacher at this school works hard to communicate with parents and as a school, we are constantly trying to improve communication with our parents. Our ESL coordinator helps teachers to translate notes in the students' home language and finds translators for

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

4. Activities

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

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

1. Parental involvement

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

2. Partnerships

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

3. Evaluating Parental Needs

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

4. Activities

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

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	3	1											!Und
Intermediate(I)	7	9	1	0	2	1								20
Advanced (A)	15	6	8	5	4									38
Total	!Und	!Und	10	5	6	1	0	0	0	0	0	0	0	22

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1		5		2	2	11
4	0		3		0		0		3
5	1		1		0		0		2
6									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

1. Assessment Tools:

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

In the French Dual Language program, teachers use Canadian running records also leveled according to F&P. Teachers also developed letter/sound, sight word and spelling assessments using both TC and a Canadian assessment as a benchmark. Teachers use narrative rubrics to analyze student writing K-4. Spelling and grammar are more weighted in grades 2-4.

2. Data Patterns across Proficiency Levels:

We analyzed data from 2009-2010 and 2010-2011. We noticed that overall, students improved on the NYS ELA and Math tests. More specifically, students made significant gains in Math including two newcomers scoring at a level 4. Most students who performed at a 3 or 4 on the state tests participated in our after-school test prep from January to May. This is a program we will offer this year again, and we will include students who scored at a proficient level on the NYSESLAT in the past two years. Our former fourth grade ELLs, now fifth graders continue to show the need for additional support in Math. We will strongly encourage parents to have their children attend the Title III funded after school test prep program. All of those students are in the self-contained class.

The overall trend is most students score proficient by third grade on both sections of the NYSESLAT. Most students perform better in the L&S section.

K: 60% of kindergarteners scored advanced on L&S; 65% scored intermediate on R&W (NYSESLAT). Three students scored proficient on L&S; zero Kindergarten students attained proficiency on R&W on NYSESLAT.

1: 91% scored advanced on L&S (NYSESLAT); 50% scored advanced and 33% scored proficient on R&W.

2: 100% of students scored proficient on L&S; and half scored advanced and half scored proficient in R&W.

3: 67% of students scored proficient in both reading and writing and listening and speaking. Two students scored at an intermediate level in R&W: one was not at PS 58 last year and the other is a special education student.

4: 1 student scored proficient in both R&W as well as L&S. Two students scored proficient on L&S and intermediate on R&W. These students are both special education students. One of these students has been discharged.

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

School Name: The Carroll School

School DBN: 15K058

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Giselle McGee	Principal		10/14/11
	Assistant Principal		1/1/01
Joan Bredthauer	Parent Coordinator		10/14/11
Sara Dalziel	ESL Teacher		10/14/11
Julia Ralles	Parent		10/14/11
Olivia Ramsey	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		1/1/01
Katie DelloStritto	Coach		10/14/11
Marie Bouteillon	Coach		10/14/11
Lori Glazer	Guidance Counselor		10/14/11
Margarita Nell	Network Leader		10/14/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15K058 **School Name:** PS 58 The Carroll School

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

Our Parent Coordinator uses the data provided by parents on the Home Language Survey to create a list of parents needing translation of school communications. She calls each family to make sure that the data is correct. We utilize bilingual school staff when possible, or the DOE Translation Unit's over the phone service, for teacher conferences, face to face or phone conversations as needed.

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.

At present we have 19 families who need Spanish translation, 1 who needs Chinese (Mandarin) translation. The list developed by the parent coordinator is distributed to the administration and teachers.

Part B: Strategies and Activities

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

School communications are sent to the DOE Translation Unit when necessary and then distributed to the families as required. In cases that require immediate translation, a staff member is asked to assist with translation, or, a phone call is placed to the family using the DOE Translation Unit's over the phone service.

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

The school will utilize bilingual staff, other members of the school community, as well as the DOE Translation Unit to provide oral interpretation services. This is primarily done during Parent Teacher Conferences and other meetings between parents and teachers or administration.

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>.

The Parent Coordinator will determine within 30 days of a student's enrollment the primary language spoken by the parent of each student enrolled. If the language is not English, PC will determine whether the parent requires language assistance in order to communicate. PC also maintains appropriate and current records of the primary language of each parent. Translation and Interpretation Services are provided to all parents who require assistance. Students and other children do not serve as interpreters for staff or parents during formal or informal meetings. Translated documents are provided in a regular and timely manner. Signage notifying parents of availability of translation services is posted at the school entrance in various languages. This notification is also posted in the PC's office. Language ID guide is used by the PC and office staff.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Carroll School	DBN: 15K058
Cluster Leader: Margarita Nell	Network Leader: Cynthia Felix
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ELA & Math Test Prep for LEP students

We want to continue to reduce the achievement gap between our English Language Learners and the general education population. 2011 NYSESLAT data indicated that our ELLs' lowest scores are in the areas of reading and writing. NYS test scores also show that ELLs in the ESL push-in/pull-out model performed lower on the state ELA, Math and Science exams than the general population. In the dual language program, most students met or exceeded grade-level expectations. With growing demands in reading and writing due to new Common Core State Standards, it is imperative that we prepare our students for the new tests.

This year PS 58 will continue with an innovate test prep program for LEP students targeting both Math and ELA, and headed by Sara Dalziel, an ESL certified teacher and Marie Bouteillon, a bilingual education certified teacher. The test prep program will include twenty 2 hour-long test prep sessions with the students. The language of instruction during the after-school test prep will be English. The test prep workshops will focus on New York's Learning Standards for English as a Second Language, Standard 3: "Students will listen, speak, read, and write in English for critical analysis and evaluation." Language used during instruction will also mirror the language used in the Common Core State Standards to help prepare students for the new test.

Target Population:

The targeted population will be current LEP students in grades 3-5. The targeted subgroup will be the proficient / former ESL students in those grades. We currently have 12 students in grades 3-5 as well as eight former ELLs.

After-School Test Prep Program:

Ms. Dalziel and Ms. Bouteillon will teach the after-school test prep program, which will meet once a week for 15 weeks starting in December. Each session will be two hours long from 3pm to 5pm after school.

(30 hours x 2 teachers)

Greater Emphasis on Math:

In past years, our test prep program focused on ELA. In order to best meet the needs of our students, this year like last year we will include math instruction. We noticed that by explicitly teaching math vocabulary, students progressed at an accelerated rate. After conferring with teachers on our Vertical Math Team, teachers will design specific lessons to address the language of math for our ELLs. At each session, teachers will focus on the language of math and assist our ELLs in understanding the wording in math problems to help them perform better on the test.

Planning:

Ms. Dalziel and Ms. Bouteillon will meet two hours for 15 consecutive weeks to coordinate and plan instruction the after-school program.

Part B: Direct Instruction Supplemental Program Information

(30 hours x 2 teachers)

Supplies and Materials:

As a means to increase the home-school connection, we will use Title III monies to purchase a test prep workbook for each participating student. Last year, we also purchased Spanish nonfiction materials that we will be using this year to increase students' proficiency in reading informational texts. This year, we will purchase more French nonfiction materials for 3rd and 4th grades to support informational reading strategies both in school and at home. Lastly, three teacher test prep guides will be purchased to help plan a sequence of lessons targeting the specific needs of our students.

Part C: Professional Development

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

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

Begin description here:

Enhancing instruction for newcomers by training general education teachers in best practices in TESOL
Per Jose P, teachers need to obtain 7.5 hours of ESL training for general education teachers and 10 hours for special education teachers. To help teachers meet this requirement, PS 58 will extend the opportunity to receive training from Ms. Dalziel, certified with a Master's degree in ESL. Training will be provided after school starting February and will run through June, and will focus on how to support reading and writing in English for ELLs. There will be a total of 10 training sessions, one hour each. Ms. Dalziel will plan after-school for the program. We anticipate a total of 10 planning hours. (20 hours x 1 teacher)

Fostering Science and Social Studies Vocabulary Development in 3rd and 4th grades

3rd and 4th French dual language teachers have identified science and social studies content vocabulary to be areas in need of development for ELLs in the French dual language program. Ms. Bouteillon, the Bilingual Instructional Coach, will meet with teachers from 3rd and 4th grades once a month from November to June for two hours each time to plan integrated reading and writing units of study as well as read alouds and shared readings. The coach and two 3rd grade teachers certified in ESL, Bilingual Education and General Education will meet for a total of 8 hours, as will the coach and the two 4th grade teachers. (8 hours x 6 teachers) Teachers to participate: Mr. Blake Ramsey, Ms. Annique Leman, Ms. Sara Olton-Weber, Ms. Lisette Bamenga, Ms. Marie Bouteillon

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

This year, PS 58 will hold a parent-to-parent breakfast for dual language parents to exchange strategies on how to support their children at school. Scheduled in October/November, parents will meet in the cafeteria to engage in meaningful conversations about learning a second language.

Ms. Bouteillon is also helping schedule two multicultural/multilingual lectures by bilingual education experts. Topics to be covered include bilingual education and foreign language education in France as well as different accents in French and English.

We will be continuing with last year’s parental support, which proved extremely beneficial to our families and our students’ success. We will continue our intensive parent communication with parents of ELLs. Ms. Dalziel and Ms. Bouteillon will meet with parents before the start of, during and at the end of the After-School Test Prep Program. They will dedicate two extra hours twice throughout the course of the program to meet and confer with parents on student progress and ways to support classroom instruction at home. Handouts will be shared and translated in the home language as requested to ensure that parents can best assist their children in preparing for these exams.
(4 hours x 2 teachers)

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

Ms. Bouteillon will translate into French as needed.

Parents will be notified of these activities through their classroom teachers, school correspondence and e-mails from our Parent Coordinator, Joan Bredthauer.

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	<u>15 days x 2 hours x 2 teachers = \$2,518.80</u>	<u>After-School Test Prep Teaching</u>

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	$15 \text{ days} \times 2 \text{ hours} \times 2 \text{ teachers} =$ <u>\$2,518.80</u> $10 \text{ hours} \times 1 \text{ teacher} =$ \$419.80 $10 \text{ hours} \times 1 \text{ teacher} =$ \$419.80 $8 \text{ months} \times 2 \text{ hours} \times 6 \text{ teachers} =$ <u>\$4,030.08</u> $4 \text{ hours} \times 2 \text{ teachers} =$ \$335.84	<u>After-School Test Prep Planning</u> <u>PD for Classroom Teachers Teaching</u> <u>PD for Classroom Teachers Planning</u> <u>3rd/4th grade Content Area Vocab</u> <u>After-School Test Prep Parent Meetings</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	$25 \text{ workbooks} \times \$10 =$ \$250.00 $3 \text{ guides} \times \$10.95 =$ \$32.85 <u>\$500.00</u>	<u>Test Prep Workbooks for Students</u> <u>Test Prep Planning Guides for Teachers</u> <u>French Nonfiction Books</u>
Educational Software (Object Code 199)		
Travel		
Other	<u>\$174.03</u>	<u>Food & Beverages for Parent Workshops</u>
TOTAL	<u>\$11,200.00</u>	