



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 24Q058):

DISTRICT 24/ QUEENS/ NO. 058

PRINCIPAL: ADELINA TRIPOLI EMAIL: atripol@schools.nyc.gov

SUPERINTENDENT: MADELENE TAUB-CHAN

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
Adelina Valastro Tripoli	*Principal or Designee	
Theresa Addeo and Lucy Cerezo Scully	*UFT Chapter Leader or Designee	
Maryann Johnson/ Kerri Vasquez	*PA/PTA President or Designated Co-President	
Theresa Lambert	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Diane Elmoznino	Member/Parent/Secretary	
Juana Rosario	Member/Parent	
Juana Rosario	Member/Parent	
Raymond Yau	Member/Parent	
Connie McShea	Member/Parent	
Virginia Meller	Member/Parent	
Robert Barese	Member/Teacher	
Melissa Vecchio	Member/Teacher/Secretary	
Debra Zampelli	Member/Teacher/Chairperson	

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 60% of students will complete a science-based project on or above standard as measured by teacher rubrics. 60% of students will use mathematics in their science projects to justify conclusions to problems and communicate them to others through the science museum gallery exhibition as measured by CCSS based teacher created rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In addressing the citywide expectations for 2011-2012, we will be utilizing the Science curriculum as a springboard to enhance and enrich the implementation of the math common core standards. By using science content and the knowledge of key concepts it will allow the students to analyze authentic problems and construct paths to solve these problems via a variety of methods.

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) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- a) Target Population: All students in K-6 will partake in the Garden of Heroes, Science Fair, Roar Stations (Report Out Acquired Research), and Healthy Body/Strong Mind Initiative.**
- b) Responsible Staff Members: Classroom teachers, Literacy Coach, Special Education Specialist, Paraprofessionals, 2 full-time Science Cluster instructors, and 2 full time Technology educators**
- c) Professional Development: Monthly staff development focusing on the Math Common Core Standards. PD will be given to assist in the implementation of the Garden of Heroes, Science Fair, ROAR Stations, and Healthy Body/Strong Mind Initiative.**
- d) Evaluation: Student work, garden, teacher created rubrics, observations, walkthrough, science projects will be used to evaluate the effectiveness of the activities.**
- e) Implementation of timeline: September 2011 through June 2012**

Steps for Including teachers in the decision-making process

- **Teachers will meet in grade-level meetings, inquiry periods, data periods, along with the Science Committee to review students' projects.**
- **Teachers will differentiate projects based on students' readiness, interest, and learning style.**
- **Teachers will develop the rubrics used to assess students' work.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquiries.**
 - **Parent Coordinator creates and distributes monthly newsletter.**
 - **Teachers' create and distributes quarterly grade newsletter**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.**
 - **Mentors are assigned to support struggling and novice teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Data Specialist
- Inquiry
- ADA
- Title 3
- Title A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - **Fair Student Funding**
 - **Teacher per session hours (if funding is available)**
 - **All instructional staff**
 - **Administrators**

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 60% of students will be on or above grade level in the area of conventions and mechanics as measured by writing genre analysis. By June 2012, 60% of all students will be on or above grade level as measured by grammar unit assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
In addressing the citywide expectations for 2011-2012, tailored writing will be produced to show progress in conventions, mechanics, and grammar.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.
- f) **Target Population: All students in K-6**
- g) **Responsible Staff Members: Classroom teachers, Curriculum Committee, Inquiry Team, Coach, Technology Cluster Teacher, Paraprofessionals**
- h) **Professional Development: PD will be given to assist in the implementation of the Grammar Next Steps Pad.**
- i) **Evaluation: Student work, teacher created rubrics, feedback, observations, walkthrough, Grammar & Writing Unit Tests, Writing genre analysis will be used to evaluate the effectiveness of the activities.**
- j) **Implementation of timeline: September 2011 through June 2012**

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level meetings, inquiry periods, data periods to analyze students' writing.
- Curriculum Committee will conduct an unannounced WOW (Work Out Writing) towards the end of a genre study to assess the class as a whole, and 3 students based on their performance level; high, medium, and low, to monitor progress throughout the year.
- Teachers will differentiate writing assignments based on students' readiness, interest, and learning style.
- Teachers will develop the rubrics used to assess students' work.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquires.
 - Parent Coordinator creates and distributes monthly newsletter.
 - Teachers' create and distributes quarterly grade newsletter

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
 - Mentors are assigned to support struggling and novice teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Data Specialist
- Inquiry
- ADA
- Title 3
- Title A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Fair Student Funding
- Teacher per session hours (if funding is available)
- All instructional staff
- Administrators

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 70% of students (including ELLs and SWDs) will effectively use evidence to support arguments through written responses across subject areas with emphasis on research as measured by new CCLS tasks and teacher made rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In addressing the citywide expectations for 2011-2012 school year, students will read and analyze informational texts and write opinions and arguments in response. ELLs and SWDs will develop skills needed to meet the standard in written response by using teacher generated tasks and rubrics because we have been identified as a school in need of improvement for ELA.

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:
 - i) strategies/activities that encompass the needs of identified student subgroups,
 - j) staff and other resources used to implement these strategies/activities,
 - k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - l) timeline for implementation.

k) Target Population: All students including ELLs and SWDs in grades 3-6

l) Responsible Staff Members: Classroom teachers, Literacy Coach, Special Education Specialist, Paraprofessionals, ELL Instructional Leaders

m) Professional Development: PD will be given to assist in the implementation of designing units, tasks, and rubrics to meet the needs of all targeted populations. PD will be given to assist in the implementation of analyzing data to drive instruction.

n) Evaluation: student work, teacher developed tasks and rubrics, Common Core aligned units, teacher created assessments, observations, Data Portfolio, WOW, and Oratorical competition

o) Implementation of timeline: September 2011 through June 2012

Steps for Including teachers in the decision-making process

- **Teachers will meet in grade-level meetings, inquiry periods, data periods to develop units, create assessments and analyze students' responses.**
- **Common Preparation Periods are provided for ELL and SWD teachers.**
- **Teachers will create differentiated assignments based on students' readiness, interest, and learning style.**
- **Teachers will develop the rubrics used to assess students' work.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PTA) to share information and respond to parent questions and inquiries.**
 - **Parent Coordinator creates and distributes monthly newsletter.**
 - **Teachers' create and distributes quarterly grade newsletter**
 - **Parent-Teacher Conferences**
 - **Progress Reports/Report Cards**
 - **Student Goal Sheets with Next Steps**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.**
 - **Mentors are assigned to support struggling and novice teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Data Specialist
- Inquiry
- ADA
- Title 3
- Title A

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	27	21	N/A	N/A				
1	42	30	N/A	N/A				
2	31	26	N/A	N/A				
3	63	61	N/A	N/A				
4	59	38						
5	37	24						
6	49	30						
7								
8								
9								
10								
11								
12								

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 – small group – during school day *At Risk – SETSS – small group - during school day *Reduced Class Sizes
Mathematics	*At Risk – SETSS – small group – during school day *Reduced Class Sizes
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	*At Risk Behavior Modification, Bullying Program and small group - one to one - whole class *Respect for All *Preventative Child Abuse Lessons – whole class
At-risk Services provided by the School Psychologist	*As necessary – one to one and small group
At-risk Services provided by the Social Worker	*As necessary – one to one and small group
At-risk Health-related Services	*Allergy Classes, Open Airways, Eating Healthy diabetes instruction

**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 Charles A. Amundsen	District 24	Borough Queens	School Number 058
School Name The School of Heroes			

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

Principal Adelina Valastro Tripoli	Assistant Principal Anna Giudice
Coach Tara Gaiss	Coach
ESL Teacher P. Faherty, & C. DeMauro	Guidance Counselor Tina Wright
Teacher/Subject Area E. Csillik, ESL Teacher	Parent M. Johnson & K. Vasquez
Teacher/Subject Area Andrea Ferrari, SETTS, IEP	Parent Coordinator Maxine Witherspoon
Related Service Provider Bernadette Alvarez, SETTS	Other George Xu, Computers/ESL
Network Leader Nancy DiMaggio	Other D. Flowers, Technology/Data

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	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
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	0
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	1012	Total Number of ELLs	153	ELLs as share of total student population (%)	15.12%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. The steps followed for the initial identification of those students who may possibly be ELLs.

When parents arrive to register their children, they are provided with all registration and information forms in the appropriate and preferred languages, including an HLIS form which they fill out and return to a designated and trained pedagogue. These pedagogues are Peter Faherty, Eva Csillik, Catherine DeMauro, George Xu (ELL Teachers), Tara Gaiss (Literacy Coach), Andrea Ferrari, or Bernadette Alvarez (SETTS/IEP Teachers). The HLIS forms are given to first-time admits only.

The HLIS form is reviewed for clarity and the pedagogue conducts an informal interview to establish the student's home language and answer any questions. If the parent speaks English and agrees to be interviewed in English then the interview is conducted in English, otherwise the interview is conducted through a suitable interpreter or translation service (A list of possible interpreters is kept on file at our school in our ELL Parent Information Case). All staff-related sections of the HLIS are then signed by appropriate personnel and a copy is placed in the cum folder, as well as in the main office.

If the home language is determined to be a language other than English, the LAB-R test is administered within the first ten school days by a qualified, licensed ESL teacher: Peter Faherty, Catherine DeMauro or Eva Csillik. The Spanish LAB is also administered to all entitled students with a home language code of SP within 10 school days as well. All LAB-R and Spanish LAB grids are then hand-scored and all information is kept on file at our school. Finally, our school sends ELL Entitlement letters (in the parent's preferred language and with the school letterhead) to parents informing them of their child's entitlement to ELL services and their right to choose one of the three programs NYC offers.

The steps taken annually to evaluate ELLs using the NYSESLAT exam are as follows: Students who are entitled to ESL services as per the LAB-R or the previous NYSESLAT exam (according to the ATS reports: RLER, RLAT and REXH) will then be evaluated in the Spring of each school year using the NYSESLAT exam, which contains all four modalities: Listening, Speaking, Reading and Writing. We ensure that every child eligible to be tested is tested by reviewing the RLER, which is the NYSESLAT Eligibility Report from ATS. We also review the RLAT and REXH, Exam History Reports in order to double check that no mistakes are made and all students are identified for testing. This test is then administered by the certified ESL teachers in our building: Peter Faherty, Catherine DeMauro, and Eva Csillik. The Speaking component is given to the students one on one, and according to the NYC Testing Calendar and NYS Teacher Directions. Individual score sheets are kept for each student. The Listening, Reading and Writing components of the NYSESLAT are also given as per the NYC Testing Calendar and pacing schedule. All directions, time limitations, and security procedures are adhered to as per the instructions. Students are tested in small groups, by grade, in appropriate testing locations, as per the principal. We ensure that each eligible student has a grid for all appropriate parts. The results of this test will determine eligibility for the following school year. Students who score Proficient will be considered transitional students and may either exit the ELL program or continue to receive transitional support.

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

P.S. 58 invites parents of newly enrolled ELL students to attend a Parent Orientation at the beginning of each school year and continuously as new ELL students are admitted to the school. The parents of students who are entitled to receive ELL service based on

the recorded hand score of the LAB-R receive invitation/notification letters in their preferred home languages. Our school makes every effort to schedule the parent orientation sessions at various and convenient times in order to maximize attendance. We create an agenda prior to the meeting and keep an attendance sheet on file for each meeting held.

Our orientation meetings are given by a certified pedagogue. We inform parents about the three citywide program options regardless of the programs we have at our school. We make every effort to conduct the meetings in the preferred language of the parents and we have interpreters on hand in a variety of languages (Chinese, Spanish, Arabic, etc.) to translate at the meetings. During the meeting, the parent brochures are given out in any different languages that are available.

Our school then shows the DOE video in the preferred language of the parents who attend the meeting. The DOE video explains each of the program choices offered by the DOE: English as a Second Language (ESL), Transitional Bilingual Education (TBE) and Dual Language. Parents are given the opportunity to ask questions and review literature (Guide for Parents). The parents/guardians are then given a choice as to which program they want their child to be enrolled in. This is called an "informed choice". Our school informs parents that if we have 15 or more students that share the same language in two contiguous grades, we will form a bilingual class. Parents choose the ELL program of their choice (on the program selection forms) and then we collect and review all program selection forms. Students are placed into available programs selected by their parents. If a choice is not available in PS 58, the parents are offered the opportunity to transfer their child to a school with the program. Parents are again informed that if sufficient numbers of parents select a program that is not currently offered, one will be started. Parents are finally informed that placement is for the whole school year. Program selection forms are kept on file at our school in both the student cum folders and in ESL Parent Information Case.

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

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

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

If all program selection forms are returned, classroom teachers or ESL teachers speak to the parents at dismissal for students in who are picked up. If a parent/guardian does not return a form, we make repeated effort to contact the parents, a letter is sent home in homework folders with information. We also offer several parent orientations throughout the school year for parents who were unable to attend the previous meeting. ESL teachers also attend parent-teacher evening conferences to meet with parents who have not returned forms. In other cases parents may be called to remind them of this important choice. They are then offered another meeting and assistance in order to fill-out the form.

The ESL Department keeps a copy of all entitlement letters distributed, by grade, in our Parent Information Case (EPIC). We also keep two copies of the Parent Selection forms on file, one for the Parent Information Case and one goes in each student's cum folder. This is updated when required, and as necessary.

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

As stated above, ELL students who are eligible to be tested are identified initially through Home Language Surveys, and then tested using the LAB-R. Parents then participate in the school's parent orientation meeting where all information regarding the city's three programs is given. Placement letters are distributed and eligible ELL students are placed into available programs selected by their parents on the Parent Selection Forms. If a choice is not available in PS 58, the parents are offered the opportunity to transfer their child to a school with the program. Brochures are distributed in the correct home language and the parents can view the video in their language as well. Parents are informed that if sufficient numbers of parents select a program that is not currently offered, one will be started. Continued Entitlement Letters are also distributed at the start of each new school year to all continuing ELL students who did not score Proficient on the Spring NYSESLAT.

The ESL Department keeps a copy of all Continued Entitlement and Placement Letters distributed, by grade, in our Parent Information case (EPIC).

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

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?

Parent Selection forms for recent years indicate a preference for ESL placement, however we have had 3 or 4 parents per grade choose another program within a variety of languages. There have not been sufficient numbers of parents with the same home language

choosing other programs to require opening them. We keep the information on file so that we may start the appropriate program if the numbers increase.

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

The programs offered at P.S. 58Q are aligned with parent requests. The greatest number of parents request ESL as their program choice and ESL is the program model in place. There are not enough parents on any two consecutive grade levels with the same home language to warrant setting up a bilingual or dual language program at this point in time. The ESL program is conducted in accordance with a push-in, readers/writers workshop model, in alignment with the New York State mandates. Parents are offered the option of transferring their child to a school conducting the program selected. Numbers are monitored in order to assure that if there are sufficient numbers of parents in a language group requesting Bilingual or Dual language programs for their children, the appropriate program model would be established in conjunction with parental preferences. Again, the program offering is in line with the parental options. We align our ESL program based on the needs of our ELL student population. Parents have verbally expressed a preference specifically for push-in ELL services, as most have indicated they prefer their child not be pulled out of class. Currently all instruction is provided in the English language, however students may use bilingual glossaries and dictionaries as needed. Advanced students in grades K-6 receive 180 minutes of ESL instruction per week, beginner and intermediate students receive 360 minutes, fulfilling New York State mandates, specifically CR Part 154. We have four licensed/certified ESL teachers that service ELL students.

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):

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	4	3	2	1	1	1	1							13
Total	4	3	2	1	1	1	1	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	153	Newcomers (ELLs receiving service 0-3 years)	136	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	1

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										0
ESL	136	0	18	16	0	6	1	0	1	153
Total	136	0	18	16	0	6	1	0	1	153

Number of ELLs in a TBE program who are in alternate placement: 5

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	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																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	11	9	10	9	11	3							62
Chinese	13	14	9	7	4	2	4							53
Russian	0	0	0	0	0	0	0							0
Bengali	1	0	0	0	1	0	0							2
Urdu	0	0	0	0	0	0	0							0
Arabic	1	0	0	1	2	3	2							9
Haitian	0	0	0	0	0	0	0							0
French	0	0	0	0	0	0	0							0
Korean	0	0	0	1	0	0	0							1
Punjabi	0	1	2	0	1	1	0							5
Polish	2	2	1	0	1	0	0							6

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
Albanian	0	0	0	0	0	0	0							0
Other	3	3	3	1	3	1	1							15
TOTAL	29	31	24	20	21	18	10	0	0	0	0	0	0	153

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?

Paste response to questions 1-7 here

1. How is instruction delivered?
 - a. Instruction is delivered using the Push-In/Co-Teaching model for the large majority of ELL students. Instruction is given through the Reader's and Writer's workshop model. The classroom teacher and a licensed ESL teacher co-teach the lesson and then students work in small groups where their areas of need are addressed. Within those groups, the ESL teacher focuses on ESL strategies and methodologies based on the level of the ELL students in the group. A small number of Special Education students (less than 10) that are in various self-contained or I.C.T classes who are eligible for ESL services, are pulled out into a small group in order to adhere to the students' IEPs regarding group size, and in order to maximize scheduling.
 - b. ELL students are grouped by grade level and are heterogeneously placed within the classroom. Scores on the LAB-R and NYSESLAT tests are used to determine program eligibility for each student. Once program eligibility is determined, students are placed into designated classes on each grade level in order to facilitate the delivery of ESL services through the push-in model. Where there is a greater number of ELL students on a grade level (Kindergarten, first, and second grade) more than one class on each grade has been designated an ESL class. There are three licensed/certified teachers serving the classes with the push-in model, one licensed ESL teacher that provides instruction through computers (technology prep for ESL classes), and a minimal amount of pull-out instruction when necessary for Special Education students.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency

A. Programming and Scheduling Information

levels in each program (as shown above)?

Our staff is organized appropriately through proper school scheduling by the administration here at P.S. 58. There is communication between the administration, classroom teachers, prep teachers, other service providers, and ELL teachers ensuring that all programs are given their mandated amount of time, and no conflicts are made. Generally, scheduling meetings are held at the start of each new year where all information is collected ensuring proper scheduling for all classes. This also ensures that classroom teachers and ELL teachers have the chance to coordinate both scheduling and instruction together. Teachers discuss scheduling to be sure that there are no last-minute conflicts during the time that ESL services are delivered. We assure that the mandated number of instructional minutes is provided according to proficiency levels in each program by carefully aligning the teacher schedules with the schedules of the teachers into whose classes the teachers are pushing in. Scheduling conflicts are avoided through collaboration with related service providers who also work with the ELL student population (i.e. speech services, occupational therapy, etc.) Advanced students in grades K-6 receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction per week. Beginner and intermediate students receive 360 minutes of ESL instruction, fulfilling New York State mandates, specifically CR Part 154. We have four licensed ESL teachers servicing our ELL students. Our program is a push-in/co-teach model aligned with the new curriculum and New York City and State Standards with a minimal amount of pull-out instruction when necessary. Students enjoy maximum involvement in classroom activities as well as the support they need through ESL methodologies and differentiated instruction. Scaffolding and modeling are used on a regular basis. Where there is a greater number of ELL students on a grade level (Kindergarten, first, and second grade) more than one class on each grade has been designated ESL. In the upper grades (3 through 6) one class is designated for ESL services. There are four licensed/certified teachers serving the ELL population.

a. How is explicit ESL delivered in each program?

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

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

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

When ESL teachers push into a classroom during a content area lesson, the ESL teacher ensures that ELL students receive the same content area instruction through the use of ESL methodologies as described below. The content area topic, materials, books, supplies, and assignments are incorporated and adapted according to the students' levels of English language development. Content area input is made comprehensible and students are allowed flexibility in producing a response to the material, thus demonstrating the students' comprehension of the lesson. ESL teachers and classroom teachers also incorporate flexible grouping which provide ELL students the opportunity to work with all peers.

The content areas are delivered and made comprehensible in the program model through the use of charts, pictures, diagrams,

A. Programming and Scheduling Information

manipulatives, posters, real objects, flash cards, vocabulary, hands-on projects, and many computer visuals (the SmartBoard, Desk top, and Lap Top computers are used on a regular basis). Students are given hands-on experience in all content areas to help foster understanding. With the assistance of all teachers in our building (content-area, classroom, ELL, and any other service provider) we hold many events on a regular basis. We have an annual Science Fair which involves all students working in groups to make a project, a Harvest Festival which introduces new vocabulary and cultural activities, Academies (which address all content areas in each different session), walking trips in the community which addresses real life experiences and vocabulary for social studies, Social Studies projects which cover a variety of skills. Art projects throughout the year. Cooking Carts where students use math and measuring skills. Community worker visits, and

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
delivered. Students experience maximum enjoyment and become part of a true hands-on experience. In this pleasant teaching and learning atmosphere, ELL students' language is enriched on a daily basis.	100%	100%	100%
4. How do you ensure that ELLs are appropriately	75%	75%	75%
are provided with the opportunity to have translated tests where available or the assistance of approved translators for content area tests.	50%	50%	50%
5. How do you differentiate instruction for ELL students	25%	25%	25%
a. Describe your plan for SIFE students	100%	100%	100%
students, should any arise. Leveled libraries within the SIFE students' classrooms will range from two levels below to one level above the SIFE student's identified reading level. The guidance counselor will work with each student to generate a profile that will include emotional and affective factors which impact on learning. SIFE students will receive language appropriate testing in order to screen for learning disabilities. We invite parents to the school	75%	75%	75%
	50%	50%	50%
	25%	25%	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. Describe your plan for ELLs in US schools less than three years (newcomers).

In order to meet the needs of newcomers (especially ELLs required to take ELA tests after one year), P.S. 58Q has taken a series of actions. Both the classroom teacher and ELL teacher work collaboratively to incorporate as much language as possible into the classroom

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?

Paste response to questions 8-17 here

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

P.S. 58Q employs many forms of intervention for students. P.S. 58Q offers Intervention Services to all students in need. This includes classroom teachers, content-area teachers, SETTS teachers and ESL teachers that target those students. Our teachers offer intervention services to these children throughout the year, focusing on each child's specific area of need. This is usually done throughout the school day in very small groups, or within the 37.5 minutes block. There is also an after-school test prep program prior to the NYS exams. This may include one on one tutoring in various content areas, including math, science and social studies.

For all content areas: ELA, Science, Social Studies and Math, P.S. 58's teachers continue to assess students on a regular basis, both formally and informally. Teachers keep updated data portfolios with test scores, samples of student work, as well as any other form of

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.
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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?

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

P.S. 58Q employs many forms of intervention for students. P.S. 58Q offers Intervention Services to all students in need. This includes classroom teachers, content-area teachers, SETTS teachers and ESL teachers that target those students. Our teachers offer intervention services to these children throughout the year, focusing on each child's specific area of need. This is usually done throughout the school day in very small groups, or within the 37.5 minutes block. There is also an after-school test prep program prior to the NYS exams. This may include one on one tutoring in various content areas, including math, science and social studies.

For all content areas: ELA, Science, Social Studies and Math, P.S. 58's teachers continue to assess students on a regular basis, both formally and informally. Teachers keep updated data portfolios with test scores, samples of student work, as well as any other form of intervention that takes place. Teachers are provided with "Next Step" booklets for each student which helps them focus more closely on the areas of need. Teachers also share good communication with parents and any staff member who is involved in the students' academic success.

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

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

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Our ELL students who require targeted intervention in Science or Social Studies participate in whole-class instruction with

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Not Applicable

Courses Taught in Languages Other than English

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.

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We have 1 full time Literacy Coach, as well as 2 SETTS teachers and 2 speech and language teachers who also provide assistance and staff development in a variety of strategies and areas. There are workshops offered for all staff in different content areas. For example, New State Standards in Math and ELA, as well as Science and Social Studies Workshops as needed. There is staff development for all teachers on staff on Election Day, Brooklyn Queens Day, after school, during the day - Lunch & Learn and Data Period, as well as outside workshops offered through the DOE and the UFT. This year we plan to implement professional development for all teachers to address more ESL strategies and methodologies. We will also focus on more technology based workshops. We will work with our specialists, as well as our literacy coach, to provide additional support for all members of our staff.

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

The staff is provided with different aspects of support to assist ELLs as they transition from elementary to middle school. The Guidance Counselor is a support system and "go-to" person for all staff members and parents. She is available for questions and discussions on a regular basis during this transition time for all parents and students, Special Ed and ELL included. Our Guidance Counselor is experienced and well-versed in this transition process as she handles it every year. She communicates with the new middle schools involved and ensures all information is relayed and received between schools. Our staff is provided with grade conferences where they can complete record cards and articulation for the students moving to middle school together. ELL teachers assist with the articulation for these students as well. Our Parent Coordinator explains all options to the staff, students, and parents. She also provides information as needed and assists the staff with any questions they may have.

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

There is ongoing ELL training for all staff members here at P.S. 58. This training exceeds the minimum 7.5 hours required. Staff may be given various workshops on the two designated PD days at the start of the school year, Election Day and on Brooklyn Queens Day that include many varying topics that would help them with their ELL students. Workshop topics may include: Welcome to a New Year, Helpful Suggestions to the Classroom Teacher with ELL's, Introduction to the ELL Program, Strategies to Use in Your Classroom, Determining Eligibility, The NYSESLAT, and Finding More Information. They also receive training during Faculty Conferences, as well

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Records of all workshops are maintained in the form of sign-in sheets, agendas, and certificates of attendance given to the teachers upon request. We keep copies on file.

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?

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

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

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

We have many social activities that involve all parents. For instance, we have a 9-11 Tribute Day, Parent Meet and Greet Sunset Barbeque, Multicultural Festival, Reader's Theater Showcases, The Italian Heritage Day, Bake Sales, and the celebrations for moving up (graduation). A possible idea for the future is a multicultural food festival that would include parents on many levels.

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

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

P.S. 58 has an arts partnership with "Ballroom Dancing" and "Theater for a New Audience." Parents are invited to these shows, as well as on field trips around NYC where we visit various organizations.

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

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

Our Parent Coordinator ensures that all parents are included and involved in all school activities and that all parents receive information and notifications in a wide variety of languages. She is also available for meetings to support and evaluate the needs of all parents, including the parents of ELLs, as well as maintains a parent information board where flyers and information is posted and updated for all parents. Parents may then give feedback based on what is offered to them. Our Parent Coordinator also assists with collecting and analyzing the Parent Surveys, which also helps greatly in evaluating the needs of parents.

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

The parental involvement activities address the needs of the parents in many ways. First, by involving parents in all school activities, such as shows, celebrations, ceremonies, olympics and rewards ceremonies, it makes it possible for our parents to see the success and growth of their children on a regular basis. Parents can proudly recognize the achievements of their child/children. Parents stay in touch with the daily lives of their children, thus fostering a stronger communication bond both socially and academically. Specific parent involvement activities include 9-11 Tribute Day, Parent Classroom Orientation (they get to see their child's class and view a lesson), Parent Meet and Greet Barbecue, School Bake Sale, School Book Sale, School Multicultural Dance, Holiday Show, School Fund Raisers (Miss Chocolate, etc.), as well as the Halloween Character Parade. Parents are also members of the PTA.

Through these activities, the parents are also given many more opportunities to get to know the school staff on many different levels. Parents and teachers are able to communicate on a more regular basis. It is P.S. 58's goal to constantly improve communication with the parents in any way possible. The cultural activities make it possible for parents meet and socialize with parents from different cultures, as well as the teachers, which help to develop a friendly, cooperative, school "family" environment.

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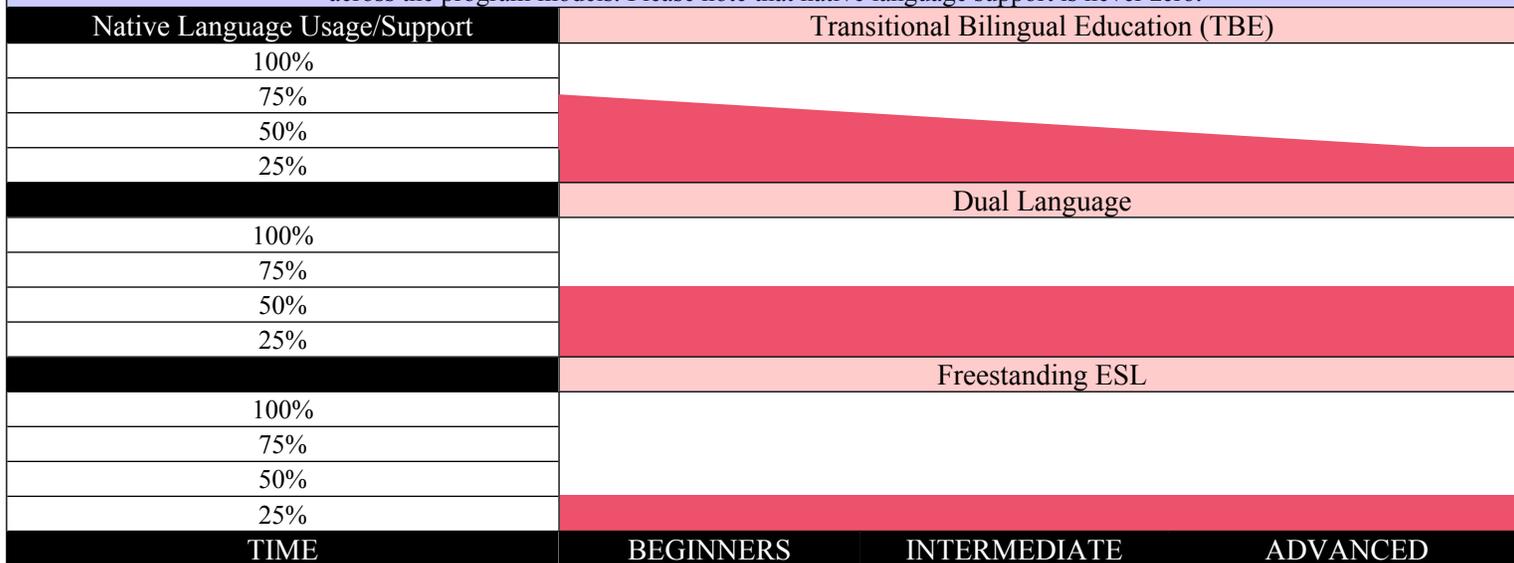
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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

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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?

Paste response to questions 8-17 here

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

P.S. 58Q employs many forms of intervention for students. P.S. 58Q offers Intervention Services to all students in need. This includes classroom teachers, content-area teachers, SETTS teachers and ESL teachers that target those students. Our teachers offer intervention services to these children throughout the year, focusing on each child's specific area of need. This is usually done throughout the school day in very small groups, or within the 37.5 minutes block. There is also an after-school test prep program prior to the NYS exams. This may include one on one tutoring in various content areas, including math, science and social studies.

For all content areas: ELA, Science, Social Studies and Math, P.S. 58's teachers continue to assess students on a regular basis, both formally and informally. Teachers keep updated data portfolios with test scores, samples of student work, as well as any other form of intervention that takes place. Teachers are provided with "Next Step" booklets for each student which helps them focus more closely on the areas of need. Teachers also share good communication with parents and any staff member who is involved in the students' academic success.

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

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

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?
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Our ELL students who require targeted intervention in Science or Social Studies participate in whole-class instruction with

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Not Applicable

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

In this school year, P.S. 58 will hold professional staff development workshops geared toward teachers with ELL students in their classes. Staff developments will be conducted by ESL teachers, as well as Department of Education staff developers. Workshop topics specifically geared toward the ESL program may include: Welcome to a New Year, Helpful Suggestions to the Classroom Teacher with ELL's, Introduction to the ELL Program, Strategies to Use in Your Classroom, Determining Eligibility, The NYSESLAT, and Finding More Information. These workshops also turn-key valuable information from other sources, such as "Integrated Curriculum and Instruction" focusing on the research and recommendations of Lilly Wong Fillmore. ESL teachers participate in a wide variety of staff development offered at our school. All teachers, including ELL teachers, will participate in other workshops such as: technology workshops (including SmartBoard and SmartTable), ARIS training, SESIS Training, Respect For All, FEMA Online training, Child Abuse, and New Core Standards for Math and ELA. Personnel involved in receiving professional development are: General Education Classroom Teachers, Special Education Classroom Teachers, Content Area Teachers (Science, Art, Dance, Italian, Computer, Reader's Theater, and Music), ESL Teachers, Assistant Principals, Paraprofessionals, Guidance Counselors, Psychologists, Speech Therapists, and our Parent Coordinator, just to name a few.

We have 1 full time Literacy Coach, as well as 2 SETTS teachers and 2 speech and language teachers who also provide assistance and staff development in a variety of strategies and areas. There are workshops offered for all staff in different content areas. For example, New State Standards in Math and ELA, as well as Science and Social Studies Workshops as needed. There is staff development for all teachers on staff on Election Day, Brooklyn Queens Day, after school, during the day - Lunch & Learn and Data Period, as well as outside workshops offered through the DOE and the UFT. This year we plan to implement professional development for all teachers to address more ESL strategies and methodologies. We will also focus on more technology based workshops. We will work with our specialists, as well as our literacy coach, to provide additional support for all members of our staff.

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

The staff is provided with different aspects of support to assist ELLs as they transition from elementary to middle school. The Guidance Counselor is a support system and "go-to" person for all staff members and parents. She is available for questions and discussions on a regular basis during this transition time for all parents and students, Special Ed and ELL included. Our Guidance Counselor is experienced and well-versed in this transition process as she handles it every year. She communicates with the new middle schools involved and ensures all information is relayed and received between schools. Our staff is provided with grade conferences where

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

There is ongoing ELL training for all staff members here at P.S. 58. This training exceeds the minimum 7.5 hours required. Staff may be given various workshops on the two designated PD days at the start of the school year, Election Day and on Brooklyn Queens Day that include many varying topics that would help them with their ELL students. Workshop topics may include: Welcome to a New Year, Helpful Suggestions to the Classroom Teacher with ELL's, Introduction to the ELL Program, Strategies to Use in Your Classroom, Determining Eligibility, The NYSESLAT, and Finding More Information. They also receive training during Faculty Conferences, as well as during the school day in the form of Intervisitations, Lunch and Learns, during common preps, and during data periods. In the past, various staff members have attended QTEL training. Staff members continue to attend workshops offered all around the city. In addition, staff developers from the CFN visit our school and offer ELL workshops that involve many staff members, including ELL teachers.

Records of all workshops are maintained in the form of sign-in sheets, agendas, and certificates of attendance given to the teachers upon request. We keep copies on file.

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?

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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?

Paste response to questions 1-4 here

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

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

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

We have many social activities that involve all parents. For instance, we have a 9-11 Tribute Day, Parent Meet and Greet Sunset Barbeque, Multicultural Festival, Reader's Theater Showcases, The Italian Heritage Day, Bake Sales, and the celebrations for moving up (graduation). A possible idea for the future is a multicultural food festival that would include parents on many levels.

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

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

P.S. 58 has an arts partnership with "Ballroom Dancing" and "Theater for a New Audience." Parents are invited to these shows, as well as on field trips around NYC where we visit various organizations.

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

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

Our Parent Coordinator ensures that all parents are included and involved in all school activities and that all parents receive information and notifications in a wide variety of languages. She is also available for meetings to support and evaluate the needs of all parents, including the parents of ELLs, as well as maintains a parent information board where flyers and information is posted and updated for all parents. Parents may then give feedback based on what is offered to them. Our Parent Coordinator also assists with collecting and analyzing the Parent Surveys, which also helps greatly in evaluating the needs of parents.

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

The parental involvement activities address the needs of the parents in many ways. First, by involving parents in all school activities, such as shows, celebrations, ceremonies, olympics and rewards ceremonies, it makes it possible for our parents to see the success and growth of their children on a regular basis. Parents can proudly recognize the achievements of their child/children. Parents stay in touch with the daily lives of their children, thus fostering a stronger communication bond both socially and academically. Specific parent involvement activities include 9-11 Tribute Day, Parent Classroom Orientation (they get to see their child's class and view a lesson), Parent Meet and Greet Barbecue, School Bake Sale, School Book Sale, School Multicultural Dance, Holiday Show, School Fund Raisers (Miss Chocolate, etc.), as well as the Halloween Character Parade. Parents are also members of the PTA.

Through these activities, the parents are also given many more opportunities to get to know the school staff on many different levels. Parents and teachers are able to communicate on a more regular basis. It is P.S. 58's goal to constantly improve communication with the parents in any way possible. The cultural activities make it possible for parents meet and socialize with parents from different cultures, as well as the teachers, which help to develop a friendly, cooperative, school "family" environment.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	14	5	9	2	5	2							49
Intermediate(I)	1	7	11	3	8	6	5							41
Advanced (A)	16	10	8	8	11	7	3							63
Total	29	31	24	20	21	18	10	0	0	0	0	0	0	153

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	0	1	1	0	1							
	I	2	2	4	0	1	0							
	A	12	11	5	7	4	4							
	P	11	19	15	18	19	13							
READING/ WRITING	B	11	2	6	1	1	1							
	I	7	11	3	7	5	5							
	A	7	7	8	11	8	2							
	P	5	12	8	7	10	10							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	10	3	0	19
4	6	14	1	0	21
5	7	8	0	0	15
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	10	0	9	2	0	0	25
4	2	1	16	0	5	0	0	0	24

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	0	9	1	5	0	1	2	19
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	2	0	14	0	6	0	24
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.

Paste response to questions 1-6 here

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. What insights do the data reveal about ELLs? How can this information help inform your school's instructional plan?

The assessment tools our school uses to assess the early literacy skills of our ELLs are: LAB-R, NYSESLAT, E-CLAS, Fountas and Pinnell, Phonemic Awareness, assessments from Open Court Phonics, and the teachers' assessments within the classroom.

The data reveals that ELLs generally have more difficulty with reading and writing. Their listening and speaking skills are stronger overall, especially with ELLs who have been enrolled in school for more than one year. We use this, and all data, to drive instruction. All teachers, including ELL teachers, keep and update an Assessment Portfolio where all of this information is kept and recorded. We analyze this data on a regular basis in order to see what areas we must focus on to help our ELL students. We are using Focus Organization and Craft and creating graphs to view progress. For example, Kindergarten is doing very well on focus at this time.

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

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

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

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

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

The findings and work of Lily Wong Fillmore are applied in the instruction of ELL students. Teachers model and apply the practices which help ELL students extract meaning from reading and write successfully. Long sentences with difficult vocabulary, which are called

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q058 **School Name:** P.S. 58 - The School of Heroes

Cluster: 2 **Network:** CFN 2.02

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.

P.S. 58Q uses a variety of data to assess our schools written translation and oral interpretation needs. The Home Language Surveys at registration are used not only to identify possible ELLs, but also to keep track of what the preferred language of communication is for parents at our school. Using HLIS surveys completed upon student registration, we identified the main language groups in P.S.58Q to include Cantonese Chinese, Mandarin Chinese, Fucanese Chinese, Spanish, Philipino (Tagalog), Arabic, Punjabi, Bengali, and Polish. There is also a representation of speakers of Romanian, Urdu, Korean and Vietnamese. ATS provides us with helpful data and reports in order to assess the language needs of parents. We use the RPOB report which helps us group languages and the numbers needed when we must distribute and send information home (such as flyers, letters, and notifications). The RHLA report also gives us data regarding home languages. Class surveys are also taken and collected before report cards are distributed in which teachers keep a list of what language both report cards and information needs to be sent home. A list of request for translators for parent-teacher meetings by parents is also kept. This data is then sent down to the main office and the pupil accounting secretary compiles a list for future reference. For Special Education students, the school may use current IEPs also as data for the language spoken and written by the parents. This is also noted by both the child's teacher and the guidance counselor. Our Parent Coordinator also assists with compiling data regarding the language needs of parents.

In order to ensure that all parents are provided with appropriate and timely information in a language they can understand, P.S. 58 makes every effort to use any and all translation services available, both written and oral. Our school keeps a written list of translators available at our school in our Parent Information Case. We currently have Spanish, Chinese, Arabic, Hungarian, Italian, and Portugese translators in our building. For anyone else, we use the Translation Unit offered by the DOE. Upon examination of the CEP, Home Language Surveys, RPOB report, and the RHLA Report, we then identify the presence of qualified written and oral translators for each of the languages in the school. Specifically, we found that there are many translators for Spanish. We have three teachers who can translate Spanish, one social worker, one school aide and eight paraprofessionals. For Chinese, we have one teacher, one school psychologist and one school aide. We have one teacher on staff who can translate Hungarian. Our occupational therapist translates Arabic. Our Speech teacher can translate both Spanish and Portugese. We also have seven teachers who speak and translate Italian. When we have no staff members who can translate the other

languages, we use the Department of Education's translation service hotline for parent-teacher conferences and meetings with parents (such as IEP meetings or behavior/academic meetings). We also use the DOE website which has a lot of information and letters translated into a large variety of languages. The internet is also used for written translations on a case-by-case basis. We have a full-time parent coordinator who also ensures that flyers and surveys are distributed in the appropriate home languages. She makes every effort to assist and guide the parents with support in their home languages. In some cases, we have parent volunteers who can also help with translation services. If needed, we have a contract with L.I. S. (Language Interpretation Services) and we can also pay for translation services if no other translators or resources are available. In summary, P.S. 58 ensures that all parents are provided with information in a language they can understand.

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

Using the variety of data mentioned above, we identified the main language groups in P.S.58Q to include Cantonese Chinese, Mandarin Chinese, Fucanese Chinese, Spanish, Philipino (Tagalog), Arabic, Punjabi, Bengali, and Polish. There is also a representation of speakers of Romanian, Urdu, Korean and Vietnamese. We have discovered that the large majority of parents from these groups still prefer information sent to them in their native language. Parents have communicated this to both their child's teacher and on various written surveys.

Even though P.S. 58 makes every effort to communicate with parents in any way possible, many of the parents in this community are new arrivals to the United States and are still learning English or speak no English at all. It is sometimes difficult for them to find friends or relatives to translate written correspondence from the Department of Education, P.S.58, or their child's classroom teacher. This sometimes results in a delay in communication of important information and hinders the ability of the parent to respond to communications in a timely fashion. Because of these findings, P.S. 58 uses the methodologies described above to try to communicate with parents in every possible way. We are always working on ways to improve communications with all parents in our school community.

Within meetings and faculty conferences, all staff members are made aware of the variety of translation services available to them and the parents of our students. Information is shared and distributed often, and the Parent Coordinator keeps the staff updated as well.

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.

P.S.58Q continues to use any written translators available (in-house, outside vendors, parent volunteers, DOE website, and internet) in order to communicate with parents. We translate letters/notifications to and from parents including information on school-wide activities, after-school programs, school trips, enrichment programs, student supply lists, flyers, and especially important official notifications such as report cards, parent orientation meetings for ELLs, parent surveys (for program choice), parent program notification letters (i.e. Entitlement letters, Brochures) and parent workshops. We also ensure that all HLIS forms are given out in the parent's preferred language at registration.

Translators can prepare written correspondence to go out to the parents of the various language groups as well as translate the written responses from the parents. This would go a great way in empowering the parents of the school community to express themselves in their native tongue and foster a greater understanding between the school, teachers, and parents.

Translation services would be helpful to provide parents with study guides and content-based review/vocabulary sheets in order to facilitate the application of prior knowledge and help their children to participate more actively in class.

The procedures we use to ensure timely provision of translated documents to parents are the following: organize and plan in advance for the language services we will need through our data collection, polls and surveys.

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.

We provide oral translators in the form of staff members or parent volunteers. We also use the Translation Unit on an as-needed basis. We do this for parent orientations to provide information in the native languages for parents who are not yet fluent in English. Oral translators are also on hand for parent-teacher conferences, IEP meetings, individual parent meetings, and for phone calls home in cases of student illness, problems or to inquire about absence.

As stated previously, we have three teachers who can translate Spanish, one social worker, one school aide and eight paraprofessionals. For Chinese, we have one teacher, one school psychologist and one school aide. We have one teacher on staff who can translate Hungarian. Our occupational therapist translates Arabic. Although we currently have no staff members who can translate other languages, we use the Department of Education's translation service hotline for parent-teacher conferences as well as any other oral interpretation we may need. In some cases, we have parent volunteers who can also help with oral translation services. If needed, we have a contract with L.I. S. (Language Interpretation Services) and we can also pay for oral translation services if no other translators or resources are available.

Oral translators also assist students who are not provided with written translated versions of standardized tests in their native language. These services are arranged for well before the test date and require scheduling services far in advance. A list is kept and updated of the translators we will need for both the State Math and Science tests. We use an outside vendor for this service, if no staff member is available to translate.

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

P.S. 58Q provides each parent whose primary language is a covered language, and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.

P.S. 58Q posts in a conspicuous location at or near the primary entrance to such school, a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

The P.S. 58Q safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

If at P.S. 58Q, the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section, and shall post and provide such forms in accordance with this section.

The Department of Education's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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: <u>P.S. 58Q</u>	DBN: 24Q058
Cluster Leader: C. Amundsen	Network Leader: N. DiMaggio
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 checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other: Push-in, Supplemental
Total # of ELLs to be served: <u>153</u>
Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input 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>4</u>
of certified ESL/Bilingual teachers: <u>4</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:

P.S. 58Q uses part of the Title III Grant funding to purchase licenses for the Imagine Learning English computer program for all ELL and ELL-SWDs in our building from grades K-6. It is a supplemental program that supports language development, is based on student need, and which includes direct instruction from a licensed ESL teacher. This program is used to target all ELLs, give extra instructional minutes (above NYS mandates), and to utilize technology in order to give as much extra exposure to language as possible. Imagine Learning English allows students to be self-starters and is available on all computers around the building, as well as in all the classrooms. This program is based on student need as it differentiates instruction on a case-by-case basis. The language of instruction used in this program is English, with bilingual support in the student's native language if available.

This program begins with an assessment to establish each student's strengths and weaknesses and provides individualized instruction accordingly. Students are assessed periodically and instruction is further revised. Imagine Learning also prints out worksheets and creates reports which are useful for teachers to plan instruction for each student. We have now created a Home Connection Initiative using the Imagine Learning program as well. All ELL students receive differentiated homework packets after every 10 lessons in order to reinforce the instruction. As previously stated, all of the ESL and ELL-SWD students from grades K through 6 in the school are enrolled in Imagine Learning. The program is used in the monolingual classroom of the ELL students, as supplemental instruction, above and beyond the mandated ESL instructional time. This means that the program is installed on the server of P.S. 58. It is available for the students to access and use in their classrooms as additional ESL instruction throughout the day, in addition to any instruction provided by Mr. Xu, a licensed ESL teacher, as described in detail in the following paragraphs. Headphones are provided for all students to use in order to maximize enjoyment when completing individual tasks. All ELL students use Imagine Learning in the computer room once or twice a week as a prep provided by Mr. Xu, a licensed ESL teacher. Classroom teachers of ELL's, and push-in ESL teachers are also able to bring students to the computer lab and use Imagine Learning during any open periods (above and beyond their mandated ESL instructional time). During this time, students are also provided with these extra instructional minutes, above and beyond their mandated time.

P.S. 58Q also uses part of the Title III Grant funding to pay a portion of the salary of one licensed ESL teacher, Mr. Xu. The portion of his salary paid for through Title III funding amounts to 2 periods per week. As stated in the budget, the Title III grant pays \$4,906 toward Mr. Xu's salary. The classes included in this extra instructional time are 6-3, 5-3, 3-3, and 4-3. These are classes with the highest concentration of beginner level ELL students who must take NYS exams. All four of these classes are EACH given one extra period, every other week, of instructional time by Mr. Xu (Example, Week 1:

Part B: Direct Instruction Supplemental Program Information

Classes 6-3 and 3-3 get a period each. Week 2: Classes 5-3 and 4-3 get a period each). This adds up to 2 periods per week. This time is ABOVE AND BEYOND the ESL mandated units of minutes. All of these classes receive their mandated minutes, PLUS these extra classes from Mr. Xu. In addition to these extra instructional periods, Mr. Xu also attends one data analysis period per week with the classroom teachers of ELL students, for the benefit of the ELL students and classroom teachers. During these data periods, Mr. Xu and the classroom teachers of ELL's, work collaboratively to collect and analyze data to be used to drive instruction for ELL students.

In addition to the students using Imagine Learning in their monolingual classrooms (above and beyond their mandated ESL minutes), Mr. Xu also works with all ELL students on all grade levels. He works with them using Imagine Learning in the computer lab of our school during designated periods. Staff development for Mr. Xu, the other ESL teachers, and monolingual classroom teachers is provided by consultants from Imagine Learning on an as-needed basis. We have had two staff developments on Imagine Learning this school year already. We have been shown how to access the teaching manuals online as well as how to print out appropriate data reports in order to see the students' areas of need. ESL teachers also attend Professional development provided by the CFN in order to remain current and up to date on ELL research and issues. This information is then turn-keyed to monolingual teachers of ELL students during common data and prep periods, ESL congruence/articulation and direct staff development. ELL classes have a common prep this year as well in order to plan and share ideas.

As stated previously, Imagine Learning English establishes each student's strengths and weaknesses and provides individualized instruction accordingly. Students are assessed periodically and instruction is further revised. There will be a new phase added to Imagine Learning this January which will allow for better and more regular assessment. This is supposed to assure that the students are leveled correctly. ESL teachers provide classroom teachers with assistance in planning to meet the needs of ELL students and also turn-key strategies from workshops.

George Xu, a licensed ESL teacher, uses the Imagine Learning program with his ELL students. This instruction is provided for one or two 52 minute periods per week for all ELL students. In addition to these periods, the four classes designated for the Title III program supplemental instruction (classes 3-3, 4-3, 5-3, and 6-3) are provided with an additional period, every other week, above and beyond their mandated minutes, where Mr. Xu continues to work and monitor students working on the Imagine Learning program. This totals two extra periods per week of additional ELL instruction, above and beyond the mandated minutes. This supplemental instruction targets 48 students during these extra periods. Once again, this time is ABOVE and BEYOND the students' mandated minutes.

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

Language development is encouraged by the classroom teacher and the ESL teacher through collaborative planning and instruction. Together the teachers establish a low anxiety environment with comprehensible input, opportunities for the ELL learner to interact with peers and awareness of the stages of language acquisition. Scaffolding activities encourage students to achieve greater language

Part B: Direct Instruction Supplemental Program Information

proficiency through modeling language, providing high interest activities and pairing with a buddy to foster development and risk taking. Students are also grouped at tables with native speakers of English in order to provide maximum exposure to English modeled by their peers. A wide variety of assessment is used to assess development across the four modalities and to drive further instruction within the Zone of Proximal Development through social interaction and academic content-based activities.

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

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

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

Part B: Direct Instruction Supplemental Program Information

Assessment Program and other Standardized tests.

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

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:

In this school year, P.S. 58 will hold at least five staff development workshops geared toward teachers with ELL and ELL-SWD students in their classes. This staff development is offered to all teachers with ELLs in their classroom, including Special Education teachers. Staff developments will be conducted by ESL teachers, Administrators, as well as CFN staff. Workshop topics may include: Welcome to a New Year, Helpful Suggestions to the Classroom Teacher with ELL's, Introduction to the ELL Program, ESL Strategies to Use in Your Classroom, Determining Eligibility, The NYSESLAT, Finding More Information, SmartBoard for ELL Students, SESIS Help, ARIS Training, and Imagine Learning English Training.

Workshops may be held before or after school, as Lunch and Learn Workshops, during common preps, and on designated staff development days. Workshops are usually held in September (Two designated PD days), November (Election Day), January, April and June (Brooklyn-Queens Day). ESL teachers participate in a wide variety of staff development offered at our school and at other sites when available. Valuable information is turn-keyed from other sources, such as Curriculum and Instruction, focusing on the research and recommendations of Lilly Wong Fillmore.

We have one full time Literacy Coach. We also have two SETTS teachers/ and two Speech specialists on staff. These teachers also participate in and provide staff development as requested. Staff development is provided for all other teachers as well (classroom, Science, Technology, Reader's Theater, Foreign Language, Art, Dance and Music). This year we plan to implement professional

Part C: Professional Development

development for classroom teachers to address more ESL strategies and methodologies. We will work with our specialists, as well as our literacy coach, to provide additional support for all members of our staff. The school also has professional development provided by outside sources on a variety of topics for integrating content area and ESL curricula.

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:

Parent engagement activities are ongoing here at P.S. 58. All parents, including the parents of ELLs are included and invited to many activities, workshops, and meetings held here at P.S. 58. These activities are geared toward helping ELLs achieve greater success both academically and socially.

Parents are given an opportunity to meet and greet the teachers at a parent "meet and greet" for all grade levels at the start of the school year. This includes meeting with all service providers (ESL, Speech, Guidance Counselor) and enrichment teachers (Art, Dance, Music, Foreign Language, Reader's Theater) who explain their programs and share information with all parents.

Throughout the school year, we offer extra workshops to all parents that include many subject areas, such as: Math, Art, Italian, ESL, Reading and Writing just to name a few. These workshops are given by the specialty teachers and all parents are invited to attend. Our Literacy Coach holds Reading and Writing Workshops. Our ESL teachers also hold workshops for parents such as "How to Help Your Child At Home." There is also a Parent Inter-visitation Week where all parents have the opportunity to visit their child's classroom and observe a lesson given by their child's classroom teacher.

Parents are invited to many extracurricular activities here at P.S. 58 such as the Literacy and Math Olympics, Author's Appreciation Day, and Student and Citizen of The Month Awards Ceremonies. These events are organized and given by our Literacy Coach and administration.

Our Parent Coordinator makes sure that all parents receive information (in their language of preference) about everything happening here at P.S. 58. Information is always offered and delivered in a variety of languages which greatly benefits the parents of ELLs. Parents also attend our monthly PTA meetings, where they are given every opportunity to voice their concerns and questions.

We have many other social activities that involve all parents. For instance, we have a 9-11 Tribute Day, Parent Sunset Barbeque, Multicultural Festival, Reader's Theater Showcases, The Italian Heritage Day, Bake Sales, and the celebrations for moving up (graduation). A possible idea for the future is a

Part D: Parental Engagement Activities

multicultural food festival that would include parents on many levels.

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

P.S. 58 has an arts partnership with “Ballroom Dancing” and “Theater for a New Audience.” Parents are invited to these shows, as well as on field trips around NYC where we visit various organizations.

The parental involvement activities address the needs of the parents in many ways. First, by involving parents in all school activities, such as shows, celebrations, ceremonies, olympics and rewards ceremonies, it makes it possible for our parents to see the success and growth of their children on a regular basis. Parents can proudly recognize the achievements of their child/children. Parents stay in touch with the daily lives of their children, thus fostering a stronger communication bond both socially and academically.

Through these activities, the parents are also given many more opportunities to get to know the school staff on many different levels. Parents and teachers are able to communicate on a more regular basis. It is P.S. 58’s goal to constantly improve communication with the parents in any way possible. The cultural activities make it possible for parents meet and socialize with parents from different cultures, as well as the teachers, which help to develop a friendly, cooperative, school “family” environment.

Part E: Budget

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

Allocation Amount: \$18,508

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$4,906</u>	<u>pay a portion of the salary of one licensed ESL teacher to work in the computer lab using technology to assist ELL students.</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 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$18,508

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	<u>\$13,602</u>	<u>Imagine Learning ESL computer program</u>
Travel		
Other		
TOTAL	<u>\$18,508</u>	