Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : __P.S. 58R SS COLUMBIA SCHOOL _____

DBN:_31R058_____

PRINCIPAL: ROSEANN MEZZACAPPA_____ EMAIL: RMEZZAC@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: ERMINIA CLAUDIO_____

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
RoseAnn Mezzacappa	*Principal or Designee	
Anita Himmelblau	*UFT Chapter Leader or Designee	
Barbara Panzella	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Margaret Mahoney	Member/SLT Chair and AP	
Dina Galanti	Member/Teacher	
Lauren Fallon	Member/Teacher	
Linda Sirico	Member/Parent	
Kellyanne Gallo	Member/Parent	
Fran Mangiarcina	Member/Parent	
Tara Aiello	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, increase student achievement in Literacy by 2%, as determined by the New York State English Language Arts assessment and 65% of all students meeting their TC Benchmarks.

Comprehensive needs assessment

All Students

An analysis of the data for all grades shows a **3.9%** increase in the number of students achieving at Levels 3 and 4 between 2010 and 2011. A review of scores for students in all grades in 2011 shows a **1.5%** increase in the number of students scoring at Level 1, a **5.5%** decrease in the number of students scoring at Level 2, a **14.3%** increase in the number of students scoring at Level 3, and a **10.3%** decrease in the number of students scoring at Level 4. Although there was a significant increase in the number of students scoring at performance level 3, there was a decrease in the percentage of students scoring at performance level 4.

Special Education

An analysis of the data for all grades shows a **5.6%** decrease in the number of students achieving at Levels 3 and 4 between 2010 and 2011. A review of scores for students with disabilities 2011 shows a **6.0%** increase in the number of students scoring at Level 1, a 0.5% decrease in the number of students scoring at Level 2, a **1.3%** decrease in the number of students scoring at Level 3 and **4.3%** decrease in the number of students scoring at Level 4. Our 2011 results show a decrease in the number of students with special needs performing at levels 3&4 and an increase in the number of students with special needs performing at level 1. In addition, there is a significant gap of **58.8%** in performance between our general education students and our students with special needs. **80.9%** of our general education students perform at or above proficiency compared to **22.1%** of our students with special needs.

ELL

An analysis of the data for all grades shows an **11.0%** increase in the number of students achieving at Levels 3 and 4 between 2010 and 2011. A review of scores for students who are English Language Learners in 2011 shows a **10.3%** increase in the number of students scoring at Level 1, a **21.3%** decrease in the number of students scoring at Level 2, a **17.2%** increase in the number of students scoring at Level 3, and a **6.3%** decrease in the number of students scoring at level 4. Although there was a **17.2%** increase in the number of ELL students who scored at level 3 in 2011, and a **21.3%** decrease in the number of students scoring at level 2, there was a **10.3%** increase in the number of students scoring at level 1 and a **6.3%** decrease in the number of students scoring at level 4. In addition, when compared to English proficient students there is a significant gap in

performance. **67.5%** of English proficient students performed at levels 3&4 in 2011 compared to **23.5%** of English Language Learners which is a difference of **44%.**

Our data shows that we need to continue to focus on raising student achievement in literacy. Therefore, we have written the following action plan to accomplish this goal.

Instructional strategies/activities

- The Principal has purchased the Journeys Reading program for Grades 3 , 4 and 5. This is a comprehensive reading program written with Irene Fountas and it is based on balanced literacy and the CCSS. The program features organized essential questions, themes, vocabulary, spelling and grammar and guided reading to be taught within fiction and nonfiction texts each week. Differentiation and assessment is imbedded into the program each week as well. Professional Development, introducing the teachers to the program, was held on September 19th. Technology support is being provided by Houghton and Mifflin during the fall. This support allows for student access to all literacy materials at home, teacher resources online utilizing Think Central and reading assessments through weekly and units tests, as well as benchmarking opportunities. The Principal and teachers of Grade 3, 4 and 5 are planning the management of this program and assessment decisions during grade level meeting. These grades will continue to use school based units of study in writing and support this work with the grammar presented in Journeys.

  - Grades K to 2 will continue literacy instruction in reading and writing through units of study designed by teachers and modeled after TC units of study. School wide units, Fundations, and Mondo guided reading are also included in their literacy instruction. Grade level team meetings with the Principal are focused on these practices and student work. Grade 2 will focus on grammar, using a School wide program as well.

  - Our 12 to 1 Special Education classes use Triumphs Reading Program for their reading and writing. They plan their writing pieces to reflect the work of their grade level and infuse the CCSS. The reading focuses on fiction and nonfiction grade level strategies but text is written two years below grade level to meet the differentiated needs of the students. These teachers have a common prep each week and meet with the IEP teacher and Principal to discuss instruction and planning.

  - Our Staten Island Reading Foundation Grant this year will focus on writing units of study. Vicki Vinton from Literacy Supports is our grant partner and will come for two cycles of professional development. She will focus on teachers in Grades 3, 4 and 5 and work with them on developing units of study aligned with the CCSS and infusing rigorous performance tasks in writing. Ms. Vinton has met with the Principal to schedule the visits and plan for effective sessions.

  - A new report card format has been created to reflect the skills and strategies taught in the units so that parents can have a better understanding of literacy instruction and student progress.

- On Thursday Extended Day sessions, teachers examine student work in literacy using protocols and adjust instruction when necessary. Grade level teams will become more familiar with how to look at student work and determine needs that arise and align with the CCSS. This work will be done in 8 week intervals and will include performance tasks.

- During our data work, each class is divided into a top, middle and bottom group for instruction. Their progress is monitored during our data inquiry work and instruction is changed as per data results. ARIS communities have been created to report this grade level work The Data Team meets twice a month with the goal of tracking and monitoring student progress an performance.

- 100% of teachers will be involved in professional development that includes the examination of student work and the implications for instruction in literacy.

- Our Instructional Team, in tandem with 100% of classroom teachers, will complete yearly curriculum maps using the CCSS. The Team ensures that cross grade articulation occurs so that instruction in literacy is contiguous.

- 100% of all grade level teams will complete units of study based on the CCSS and their yearly curriculum maps.

- One period on Wednesday and Thursday has been dedicated to professional development and additional grade level team meetings. These periods are separate from the common prep periods most grades have every day in order to meet to plan and coordinate instruction on that particular grade level.

- The Instructional Team meets twice a month to evaluate instruction, curriculum maps and units of study. Team members report to their grade level partners and continue the work on the grade level.

- Our Network Achievement Coach is working on writing effective units of study and data to inform instruction with our Instructional Team on a bimonthly basis.

- Election Day and an SBO PD (December 23rd) day will be dedicated to literacy planning and professional development using the CCSS. Teachers of all grade levels will develop a unit of study in reading and writing that will culminate in a non fiction writing performance task. A common rubric will be used for each grade level. This task and others will instill rigor into the literacy curriculum and prepare students for assessments through fidelity to the Common Core standards.

- The school Literacy Curriculum Map is constantly displayed in Room 310 that is dedicated as a Teacher Center. The room is the meeting place for all professional development and evidence of work is displayed in the room at all times to facilitate sessions. Literacy materials are

housed in this room to support planning and instruction.

- Grade level teams are rotated to meet with the Principal to discuss literacy instruction and planning during the Wednesday and Thursday PD periods. The Principal and Assistant Principals also attends common preps on a regular basis.

- Grades 4 and 5 instruction in literacy is done through a departmentalized program to insure reading and writing time on task as well as teacher accountability and dedication to these subjects.

- Differentiated tasks foster high order thinking and achievement in literacy for students on Level 3 and Level 4. Each unit is differentiated to meet the needs of these students.

- AIS in literacy is provided in small group instruction during Extended Day on Tuesday and Wednesday of each week for 50 minute periods. Students are grouped according to a needs assessment in reading and writing.

- ELL support is provided through a pull out and push in program for literacy. One of the two ESL teachers provides additional content area support to Grade 4 during Science and Social Studies. Transitional students are given direct ESL support with parental permission. The Title III Program after school provides additional literacy supports on Mondays through read alouds and literacy homework help. On Friday sessions, literacy support through culture is fostered to assist student learning. Parents are invited to the Friday sessions in order to build literacy in the home that would ultimately improve student achievement.

Strategies to increase parental involvement

- Parent Workshops have already begun in October and November of 2011. These workshops dealt with an introduction to the Common Core Standards and our new Report Card that focuses on standards taught in Language Arts.
- In the winter and spring of 2012, parents of every grade level will be invited to teacher presentations on the Common Core Standards in Literacy and the new performance tasks required for each student in the school. Parents will also be instructed in the rubrics and new assessment requirements in New York State assessment. Each grade level will present their workshops separately so as to give parents opportunity to attend for all children in their families.
- Our Parent Coordinator will continue to hold monthly workshops for Parents to continue to build school and parent community involvement in student learning and achievement. Also the PC highlights the use of parental use of ARIS.
- Every grade level hosts a Parent Curriculum activity breakfast that focuses on students and parents learning side by side. Literacy activities are shared to foster parental knowledge of content and student achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- **Our Instructional Team members will lead grade level team meetings each Thursday during Extended Day and during common preps to involve classroom teachers in curriculum writing, rubric development,**

- 100% of teachers will be involved in yearlong professional development that includes the examination of student work and the implications for

instruction.

- Our Instructional Team, in tandem with 100% of classroom teachers, will complete yearly curriculum maps using the CCSS.
- On Thursday Extended Day sessions, teachers will examine student work in literacy using protocols and adjust instruction when necessary. Grade level teams will become more familiar with how to look at student work and determine needs that arise and align with the CCSS. This work will be done in 8 week intervals and will include performance tasks.
- Election Day and an SBO PD (December 23rd) day will be dedicated to literacy planning and professional development using the CCSS that will result in units of study and the completion of a specific literacy task as mandated by the Chancellor.
- Teachers of Grades 3, 4 and 5 participate in professional development provided by Literacy Supports via the Staten Island Reading Foundation Grant.

Service and program coordination
Staten Island Reading Foundation Grant provides professional development opportunities in literacy to teachers in Grades 3, 4 and 5.

Budget and resources alignment
– Fair Student Funding, Tax Levy, Staten Island Foundation Grant for this school year, UPK, CFE

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2
By June 2012, increase student achievement in Mathematics by 2% as determined by the New York State Mathematics assessment and 80% of all students will meet their math benchmarks as determined by their Everyday Math units' tests.

Comprehensive needs assessment

All Students
An analysis of the data for all grades shows a **0.6%** increase in the number of students achieving at Levels 3 and 4 between 2010 and 2011. A review

of scores for students in all grades in 2011 shows a **3.6%** decrease in the number of students scoring at Level 1, a **3.0**% increase in the number of students scoring at Level 2, a **8.3%** increase in the number of students scoring at Level 3, and a **7.7%** decrease in the number of students scoring at Level 4. Although there was a decrease in the number of students scoring at performance level 1, there was a decrease in the percentage of students scoring at performance level 4.

Special Education
An analysis of the data for all grades shows a **7.3%** decrease in the number of students achieving at Levels 3&4 between 2010 and 2011. A review of scores for students with disabilities 2011 shows a **10.5%** decrease in the number of students scoring at Level 1, a **17.7%** increase in the number of students scoring at Level 2, a **4.2%** decrease in the number of students scoring at Level 3 and **3.1%** decrease in the number of students scoring at Level 4. Although there was a **10.5%** decrease in the number of students with special needs scoring at level 1, there was a **7.3 %** decrease in the number of students scoring at levels 3&4. In addition, when compared to general education students there is significant gap in performance. **86.9%** of general education students scored at levels 3&4 compared to **32.3%** of students with special needs which is a difference of **54.6%.**

ELL
An analysis of the data for all grades shows a **5.6%** decrease in the number of students achieving at Levels 3 and 4 between 2010 and 2011. A review of scores for students who are English Language Learners in 2011 shows no change in the number of students scoring at Level 1, a **5.5%** increase in the number of students scoring at Level 2, and a **5.5%** increase in the number of students scoring at Level 3 and **11.1%** decrease in the number of students scoring at level 4. Our results for 2011 shows a 5.6% decrease in the number of students achieving at Levels 3&4. In addition, when compared to English proficient students there is a significant gap in performance. **73.9%** of English proficient students performed at levels 3&4 in 2011 compared to **44.4%** of English Language Learners which is a difference of **29.5%.**

Our data indicates that we need to improve student progress in mathematics. We have written the following action plan to accomplish this goal.

Instructional strategies/activities

- The Assistant Principal in tandem with Everyday Math representatives have given the teachers guidelines to use to incorporate the CCSS in math instruction while using the Everyday Math program.
- 100% of teachers will be involved in professional development that includes the examination of student work and the implications for instruction in mathematics.
- Our Instructional Team in tandem with our Assistant Principal, in charge of Math, will plan and pace our math instruction and instruct 100% of classroom teachers to provide equity in math instruction.

- Two periods a week have been set aside in the school schedule for the sole purpose of professional development of grade level team meetings. They are second period on Wednesday and Thursday. These periods are separate from the common prep periods most grades have every day in order to meet to plan and coordinate instruction on that particular grade level.

- The Instructional Team meets twice a month to evaluate instruction and math units. Team members will report to their grade level partners and continue the work on the grade level. Instructional Team members are rotated and meet when math is the topic on the agenda. There is also cross grade articulation that ensures that instruction does not overlap and student needs are met.

- The Assistant Principal distributes a math pacing calendar for each teacher to follow every month. The Assistant Principal also assigns Exemplars problems to each grade level to be accomplished each month. Exemplars are differentiated performance tasks in math. This year, administration will collect these completed tasks for review and also use them in the examination of student work during Thursday Extended Days.
- Differentiated tasks foster high order thinking and achievement in math for students on Level 3 and Level 4. Each unit is differentiated to meet the needs of these students.

- The Instructional Team and the Assistant Principal will create new math rubrics that reflect the rigor of the CCSS and better communicate math progress to parents.

- Our Network Achievement Coach is working on writing effective units of study and data to inform instruction with our Instructional Team on a bimonthly basis.

- Election Day and an SBO PD day will be dedicated to math planning and professional development using the CCSS. Teachers of all grade levels will develop a unit of study in mathematics that will culminate in a math performance task. A common rubric will be used for each grade level. This task and others will instill rigor into the math curriculum and prepare students for assessments through fidelity to the math Common Core standards.

- A new report card format has been created to reflect the skills and strategies taught in the units, so that parents can have a better understanding of math instruction and student progress.

- On Thursday Extended Day sessions, teachers will examine student work in math using protocols and adjust instruction when necessary. Grade level teams will become more familiar with how to look at student work and determine needs that arise and align with the CCSS. This work

will be done in 8 week intervals. This work will include performance tasks that will be examined.

- During our data work, each class is divided into a top, middle and bottom group for instruction. Their progress is monitored during our data inquiry work and instruction is changed as per data results. ARIS communities have been formed to monitor this work.

- The Assistant Principal will attend Math Solutions professional development and present techniques to the staff to enhance math instruction throughout the school year.

Strategies to increase parental involvement

- Parent Workshops have already begun in October and November of 2011. These workshops dealt with an introduction to the Common Core Standards and our new Report Card that focuses on standards taught in Mathematics.
- In the Winter and Spring of 2012, parents of every grade level will be invited to teacher presentations on the Common Core Standards in Literacy and the new performance tasks required for each student in the school. Parents will also be instructed in the rubrics and new assessment requirements in New York State assessment. Each grade level will present their workshops separately so as to give parents opportunity to attend for all children in their families.
- Our Parent Coordinator will continue to hold monthly workshops for Parents to continue to build parental involvement in student learning and achievement. . Also the PC highlights the use of parental use of ARIS.
- Every grade level hosts a Parent Curriculum activity breakfast that focuses on students and parents learning side by side. Math activities are shared to foster parental knowledge of content and student achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of teachers will be involved in yearlong professional development that includes the examination of student work and the implications for instruction in mathematics.

- Our Instructional Team in tandem with our Assistant Principal, who is in charge of Math, will plan and pace our math instruction and instruct 100% of classroom teachers to provide equity in math instruction. The Instructional Team meets twice a month to evaluate instruction and math units. The members report to their grade level partners and continue the work on the grade level. Different members of the Instructional Team meet when math is the topic on the agenda.

- The Instructional Team meets twice a month to evaluate instruction, and math units. They, in turn, report to their grade level partners and continue the work on the grade level. Different members of the Instructional Team meet when math is the topic on the agenda.

- Election Day and an SBO PD(December 23rd) day will be dedicated to math planning and professional development using the CCSS

- The Instructional Team and the Assistant Principal will create new math rubrics that reflect the rigor of the CCSS and better communicate math

progress to parents.

- On Thursday Extended Day sessions, teachers will examine student work in math using protocols and adjust instruction when necessary. Grade level teams will become more familiar with how to look at student work and determine needs that arise and align with the CCSS. This work will be done in 8 week intervals. This work will include performance tasks mandated by the Chancellor.

Service and program coordination
Not applicable for this goal

Budget and resources alignment
– Fair Student Funding, Tax levy for salaries

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, increase students with disabilities achievement in Language Arts by 2% as determined by the New York State ELA assessment and an increase of 2 TC reading levels per students.

Comprehensive needs assessment

After conducting an analysis of our school's ELA performance data on the New York State assessment, we identified a significant gap in performance between our General Education and Special Education students. As a result, we have decided to make this goal a school priority. Actual data outlined above in Goal 1.
To address this need, we have written the following action plan.

Instructional strategies/activities

- Our Instructional Team includes Special Education teachers that receive Literacy Professional development as provided by the Staten Island Reading Foundation.
- Our IEP teacher mentors all Special Education teachers as needed, in order to provide support in planning and teaching of Language Arts.
- Our Special Education teachers use the Triumphs reading program which is a high interest, differentiated leveled program that includes, reading, phonics, writing, grammar and word study to all our Special Education self contained classes.
- Our Special Education and General Education teachers meet on common prep periods in order to plan units in Literacy that align with the CCSS and provide needed differentiation as well as equity for all students.
- Special Education teachers will plan performance tasks in literacy with their grade level teams so as to ensure equity of instruction and student preparation for these tasks.
- The Data Team will dedicate our Special Education literacy data as a focus group so as to monitor benchmarks assessments throughout the year that will provide prediction to final June data as well as implications for instruction to be implemented throughout the school year.
- SETSS Teacher uses Wilson strategies to foster reading. This teacher also provides PD for other Special Education teachers in Wilson strategies when necessary.

Strategies to increase parental involvement

- Parental Workshops by our IEP teacher on instructional goals and effective IEPs. .
- Parent Coordinator workshops on how parents can assist their children learning at home. The PC highlights the use of parental use of ARIS.
- Parental Workshops on the Common Core Standards in literacy and the mandated performance tasks for all students including students with disabilities.
- All PD strategies mentioned in Goal 1.

Strategies for attracting Highly Qualified Teachers (HQT)

Our IEP Teacher provides professional development for all Special Education teachers during a common prep period on Thursday afternoons. During this session, the IEP teacher assists in the planning of lessons using the Triumphs series, the alignment of these lessons to the CCSS, the alignment of writing units that are being differentiated for Special Education classes. The Data Team also has dedicated the student with disabilities population as an individual focus group for teachers to study so as to develop strong implications for instruction.

Service and program coordination Staten Island Reading Foundation Grant supports professional development in literacy to Special Education teachers in Grades 3, 4 and 5.
Budget and resources alignment Fair Student Funding, Tax Levy, Staten Island Foundation Grant for this school year, UPK, CFE

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2012, 100% of students in all grades will complete an enrichment project in the arts through 10 week residencies as demonstrated by student performances and/or artifacts.

Comprehensive needs assessment

In our Annual Arts survey, we have strived to meet the standards of the New York City Blueprint in the Arts. This goal was written to provide students more exposure to various activities in the arts, not only to meet the mandates but to allow for increase student achievement in subject areas as a result of their participation in enrichment activities.

Instructional strategies/activities

- **Students in Grades K, 1, and 2 will participate in 10 week enrichment courses in the spring of 2012. These courses are selected by student choice. They include cooking, scrapbooking, chess, yoga, cheerleading, bookmaking, etc.**
- **Grade 2 students will study music and movement that will culminate in a modern dance performance that is created by the children and the resident artist.**
- **Students in Grade 3 will participate in a 10 week program involving Shakespeare drama. This will culminate in a Shakespearean performance after the 10 week program.**
- **Grade 2 Student Tap Dancing troupe led by our IEP teacher meets for 10 weeks culminating with a recital performance.**
- **Grade 3 Student Hip Hop group troupe led by our IEP teacher meets for 10 weeks culminating with a recital performance.**
- **Students in Grade 4 will participate in a 10 week program in Clown arts. They will put on a variety circus performance using magic, juggling, dance, and comedy.**
- **Students in Grade 5 will write an original music composition under the direction of a resident artist. This composition will be in Latin percussion and culminate in a concert.**
- **Students in Grades 4 and 5 will participate in a ballroom dancing 10 week class that results in a citywide competition under the direction of the American Ballroom Theater.**
- **Students in Grades 4 and 5 will perform as our school band under the direction of our Music Teacher.**
- **Students in Grades K to 5 will have opportunity to join our school chorus under the direction of our music teacher.**
- **Our second graders will collaborate with Port Richmond High School Culinary program on a cooking project.**
- **40% of classes in grades Kindergarten through 3 participate in foreign language classes for 8 months of the year under the direction of Susan Wagner High School foreign language department.**
- **Our PTA sponsors an evening Talent Show each February that is open to all students to perform.**

Strategies to increase parental involvement

- Parents are encouraged to attend all performances and participate upon invitation from the resident artists.
- Our parents complete organize and produce the annual Talent Show. Many parents donate time to make this show a success.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers in Grades K, 1 and 2 write 10 week enrichment cluster programs for students in those grades. Our Assistant Principal mentors these teachers and creates a program using the Renziulli methods.
Teachers in Grades 3, 4 and 5 become teaching partners in the 10 week artist residencies sponsored by the CASA grant.
Two teachers coordinate and moderate our Ballroom Dancing program under the direction of the dancers from the American Ballroom Theater.
Our two full time Visual Arts teachers participate in outside school professional development in the arts including sessions given in museums across New York City.
Our part time Band and Chorus teacher is a licensed music teacher who assists classroom teachers with their own class productions throughout the year.

Service and program coordination

We have a collaboration with Marquis Studios which is a sanctioned arts vendor for the CASA Grant. In addition, we collaborate with the American Ballroom Theater for 10 week sessions in ballroom dancing.
Susan Wagner High School Foreign Language program
Port Richmond High School Culinary Program

Budget and resources alignment

CASA Grant from NYC Councilman Oddo, PTA funds, School funds, fair student funds for teacher salaries

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5
By June 2012, 65% of all students will reach their TC reading benchmarks and 70% of all students will perform on grade level in Everyday Math units' assessments *by* improving teacher effectiveness through developing an understanding of instructional excellence through the Danielson framework.

Comprehensive needs assessment
Our math and ELA data as outlined above demonstrates that there must be an improvement in student achievement. We believe that that goal will be accomplished through improving teacher effectiveness through the study of the Danielson frameworks.

Instructional strategies/activities

- As a result of an SBO, Thursday Extended Day is used for data inquiry, parental communication via eChalk, looking at student work, curriculum development and professional development. Therefore, one Thursday every 6 weeks will be dedicated to the study of 1 of the 6 Danielson competencies. This time frame will be prior to the informal observation cycle for that competency. This practice will set up clear expectations and understanding of the competency for teachers and will assist in their self reflection.

- The Principal and Assistant Principals have set up a calendar using the school months and planning the Thursday PD periods and subsequently the schedule of visits to the classrooms. The teaching staff has been divided up among the 3 administrators so that teachers will be permanently assigned to one. This will enable a strong relationship to form during the reflection and feedback sessions and the administrator can serve as a constant mentor. If issues arise, the Principal will become involved for those not under her direct supervision. Principal will meet on a weekly basis to be informed of sessions led by the APs.

- A template has been created using the Danielson framework, the rubric and possible actions to be observed during the informal observations. There is also a reflective section to be used by the administrator during the classroom visit. It will be a source of conversation during the post visit meeting between the administrator and teacher.

- The Principal and APs will meet with teachers after the classroom visit to reflect on current practices using the Danielson rubric. Teachers will select a strategy linked to the selected competency as a focus for moving towards professional growth.

Strategies to increase parental involvement
Plan and present teacher workshops for parents in order to build teaching capacity and a better understanding between parents and teachers that will result in greater student achievement. These workshops will run from January to May of 2012.

Strategies for attracting Highly Qualified Teachers (HQT) • September Professional Development focuses on introducing teacher to the Danielson Framework. • Extended Day PD will be created and presented by the Administration on each of the 6 Danielson competencies selected by the DOE for this school year. This will familiarize teachers with this structure of evaluation.
Service and program coordination Network 604 specialists provide professional development for Principal, Assistant Principals and teacher cadres on the Danielson Framework
Budget and resources alignment Fair student funding

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	23	23	**N/A**	**N/A**	2	0	1	
1	77	77	**N/A**	**N/A**	4	0	0	
2	63	63	**N/A**	**N/A**	2	0	0	
3	65	65	**N/A**	**N/A**	2	0	0	
4	72	72	**72**	**72**	1	0	0	
5	66	66	**66**	**66**	4	1	0	
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	**AIS will be provided for all grade 1-5 AIS eligible students that are not meeting, or are at risk for not meeting the State Standards. AIS service will be provided using small group instruction during our extended day period 2x/week. Programs used: Gr. 1 Early Success, Fundations, Gr.2 Early Success, Mondo Bookshop, Fundations, Gr. 3 Buckle Down ELA, Wilson, Lindamood-Bell, Write Traits, Gr. 4 -Soar to Success, Buckle Down ELA, Time for Kids Writing, Gr. 5 will use Rally, and Buckle Down for ELA and project based learning.**
Mathematics	**Math will be provided for all grade 1-5 AIS eligible students that are not meeting, or are at risk of not meeting the State Standards. AIS service will be provided using using small group instruction during our extended day period 2x/week. Programs used: NYS Coach Math, Buckle Down Math, and Everyday Math reinforcement.**
Science	**Science enrichment is provided in a small group, during extended day. The Science Cluster and classroom teacher and focus on using reading strategies to assist with nonfiction, informational based text. Additional test preparation is given to Grade 4 students who are taking the New York State Science Assessment.** **During the Extended Day AIS Program, students use Science based texts to support the content area as well as reading and writing strategies.** **Also Grade 4 ELLs receive push in support during their Science class from their ESL teacher to further support this content area since our data showed ELLs needed to improve in this area.**
Social Studies	**During the Extended Day AIS Program, students use Social Studies based texts to support the content area as well as reading and writing strategies. Also Grade 4 ELLS receive push in support during their Social Studies class from their ESL teacher to further support this content area since our data showed ELLs needed to improve in this area.**

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

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 Jose Ruiz/ Richard Gallo	District 31	Borough Staten Island	School Number 058
School Name The SS Columbia School			

B. Language Allocation Policy Team Composition ⓘ

Principal RoseAnn Mezzacappa	Assistant Principal Robert Edelman
Coach	Coach
ESL Teacher Mary DelVecchio,Alyssa Chaplin	Guidance Counselor Dr. Nancy Ludwig
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Sherri Donders
Related Service Provider	Other
Network Leader Richard Gallo	Other

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	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	779	Total Number of ELLs	71	ELLs as share of total student population (%)	9.11%

Part II: ELL Identification Process

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

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

1. In order to identify possible ELLs P.S.58 conducts a series of steps each fall. When parents first enroll their child, pedagogues who have been trained in the ELL intake procedures, Mary DelVecchio and Alyssa Chaplin, meet with parents to make an initial determination of the child's home language. This is done by conducting a discussion about home language with all families. This informal oral interview with the parents and child (if he/she is present) helps to determine the eligibility for English language support services and LAB-R testing. At this time Marysol Diaz, paraprofessional, and Maritza Concepcion, paraprofessional, are able to assist parents in Spanish translation. In addition, Amy Hoi, paraprofessional assists in Chinese translation, and Krystina Tandek, paraprofessional, assists in Russian translation. Deena Malika, psychologist, assists in Arabic translation. In cases where translation is needed in languages that can not be provided through PS 58 staff, the phone translation unit provided by the DOE is utilized.

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

Next, the certified ESL teachers, Mary DelVecchio and Alyssa Chaplin, under the guidance of the Principal, check all Home Language forms of new students to see who is eligible to take the LAB-R. These eligible students are then informally interviewed by the ESL teachers and are given the LAB-R within the first ten days of school, if it appears these students may require English language services. Then, any student who is eligible for ESL services as per the LAB-R, and also indicated that their home language is Spanish on their Home Language survey is administered the LAB-R by one of the certified ESL teachers.

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

2. Parents must be informed of their childs' eligibility for ELL services, therefore, the certified ESL teachers, Principal, and Parent Coordinator conduct an orientation meeting within the first ten days of school. At this meeting parents of newly enrolled ELLs are provided with information on the different ELL programs that are available: Transitional Bilingual, Freestanding English as a Second Language, and Dual Language. This year our first orientation was held September 19, 2011. All parents are invited if their child was given the LAB-R. We explain the screening process and tell them why their children was given the LAB-R. We show the Parent Orientation video for parents of ELLs in English. All parents are asked if they need to see the video in their native languages. Translation by staff is provided or the DOE phone translation unit is utilized if necessary. We give out the parent surveys after having shown the video. The surveys are passed out in English and in their native languages. A guide for parents is also made available in the following languages: English, Spanish, Chinese, Korean, Russian, Urdu, Arabic, Polish, and Albanian. All parents who were unable to

attend are contacted by the Parent Coordinator to find a time that is convenient for them to come in for a meeting. This year a second Parent Orientation was held after school on September 26, 2011 as it was a convenient time for the parents who missed the first meeting. All the same topics and procedure are followed at each Parent Orientation. When and If neccesary, the certified ESL teachers hold additional Parent Orientations as new admits arrive to our school. As always, translation by staff is provided or the DOE phone translation unit is utilized if necessary.

3. Every year the following Department of Education form letters from the EPIC toolkit are distributed in the available languages. If a student scores below proficiency on the LAB-R, the ESL teachers provide an entitlement letter. If a student scores at or above proficiency on the LAB-R, the ESL teachers provide a non-entitlement letter. If a student scores below proficiency on the NYSESLAT, they are provided a continued entitlement letter. If a student scores at or above proficiency on the NYSESLAT, the student is provided non-entitlement/transition letter. Parent Survey and Program Selection forms are given out and collected at the Parent Orientation Meetings. Any parent who does not return a Program Selection form is contacted by the ESL teachers and/or Parent Coordinator until it is received. All original documents are kept in the students' Cumulative folders and copies are maintained in the ESL binders.

4. The criteria used to place the identified ELL students in bilingual or ESL instructional programs are the LAB-R and NYSESLAT scores, as well as the Program selection forms. Parents are shown the EPIC video that explains the three program options for English Language Learners in English and their native language as desired. This is done in order to ensure that parents understand the choices available to them. The Program Selection forms are reviewed each year by the ESL teachers in order to place the ELLs in the program chosen by the parent. A large majority of the parents choose to have their child in the ESL program at P.S.58. Any parent who does not choose the ESL program is given the opportunity to discuss their choice option with the ESL teachers and/or the Parent Coordinator, with the help of the DOE Translation Unit when needed, so that their choice can be honored. Copies of the program selection forms are stored in the Home Language binder that is kept by the certified ESL teachers. A copy of every ESL students' HLIS and program survey selection form is maintained in this binder. Any questions or concerns ELL parents may have regarding the program selections and placement are addressed by the ESL teachers with the help of the DOE Translation Unit.

5. After reviewing the Program Selection forms for the last three years the responses indicate a trend in choosing the Freestanding ESL program. In 2009/2010 the parent choice letters were reviewed and showed that out of 78 parents, all of them chose ESL. In 2010/2011 the parent choice letters were reviewed and showed that out of 72 parents, all of them chose ESL. And in 2011/2012 the parent choice letters were reviewed and showed that out of 71 parents, all of them chose ESL. All parents of former ELLs were given continued entitlement letters that explain if they desire a program change, they should contact PS 58. Thus far, this has not happened. Each year, ELL Program Selection Forms are reviewed, and in the event that enough parents choose a program other than ESL, the option of opening another program will be reviewed.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K** ❄ **1** ❄ **2** ❄ **3** ❄ **4** ❄ **5** ❄ **6** ⭘ **7** ⭘ **8** ⭘ **9** ⭘ **10** ⭘ **11** ⭘ **12** ⭘

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Push-In	3	2	1	1	2	1	0	0	0	0	0	0	0	**10**
Total	**3**	**2**	**1**	**1**	**2**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**10**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	**Newcomers (ELLs receiving service 0-3 years)**	52	**Special Education**	21
SIFE	0	**ELLs receiving service 4-6 years**	16	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	52	0	9	19	0	12	0	0	0	71
Total	**52**	**0**	**9**	**19**	**0**	**12**	**0**	**0**	**0**	71
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**

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**
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
French	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**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**		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**	
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**	
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**	
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**	
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**	
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**	
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**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	0	0	0	0	0	0	**0**	**0**
Chinese	0	0	0	0	0	0	0	0	**0**	**0**
Russian	0	0	0	0	0	0	0	0	**0**	**0**
Korean	0	0	0	0	0	0	0	0	**0**	**0**
Haitian	0	0	0	0	0	0	0	0	**0**	**0**
French	0	0	0	0	0	0	0	0	**0**	**0**
Other 0	0	0	0	0	0	0	0	0	**0**	**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): 0	Number of third language speakers: 0
Ethnic breakdown of EPs (Number):	

African-American: 0	Asian: 0	Hispanic/Latino: 0
Native American: 0	White (Non-Hispanic/Latino): 0	Other: 0

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	4	4	2	2	2	0	0	0	0	0	0	0	**20**
Chinese	4	5	0	2	1	1	0	0	0	0	0	0	0	**13**
Russian	1	7	0	4	1	0	0	0	0	0	0	0	0	**13**
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Urdu	1	1	0	0	0	1	0	0	0	0	0	0	0	**3**
Arabic	4	0	1	0	0	1	0	0	0	0	0	0	0	**6**
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
French	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Korean	2	2	0	1	0	0	0	0	0	0	0	0	0	**5**
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Polish	3	0	0	1	1	0	0	0	0	0	0	0	0	**5**
Albanian	0	0	1	1	0	0	0	0	0	0	0	0	0	**2**
Other	1	1	2	0	0	0	0	0	0	0	0	0	0	**4**
TOTAL	**22**	**20**	**8**	**11**	**5**	**5**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**71**

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?

A. Programming and Scheduling Information

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

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

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

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

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

4. At P.S. 58, the NYS Math exams are given to Spanish, Chinese, Russian, and Korean students in English and their corresponding languages in order to evaluate the students' ability in mathematics. At this current time, NYS does not offer this tests in other languages. Students who speak languages other than English are also permitted to use a bilingual dictionary during the administration of the NYS Math and Science exams. ELLs are initially evaluated with the Spanish LAB-R if they are a native Spanish speaker.

5. At P.S.58 we differentiate instruction for all ELL subgroups.

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

b.) Many of our newcomer ELLs are in the lower grades (K, 1, 2). These students receive ELL instruction that focuses on a variety of themes. These themes are selected by the ESL teachers after observing the language the students are not familiar with. All modalities are a main focus within these themes as students are encouraged to listen, speak, read and write. Songs, chants, repetition and rhymes are an integral part of newcomer instruction. These help lower the affective filter and cultivate risk-taking within their language development and expression. Some of our newcomers are in the upper grades and are therefore required by NCLB to take the ELA after one year in the

A. Programming and Scheduling Information

country. In these cases, the child is given extra support above the mandates during the day by an ESL teacher who takes the student for an extra intensive period of newcomer instruction. These students are also a part of the Extended Day program where they work in a group with children who need additional support in the reading and writing modalities in order to better prepare for the standardized tests. Materials used particularly for the newcomers are Rigby On Our Way to English, and Hampton-Brown Into English. Lower grade classroom teachers are following the Teachers' College Readers' and Writers' workshop model and implement strategies such as clarifying and scaffolding. Picture files/cards and bilingual dictionaries are also a tool used in the general classroom. Classroom teachers also pair newcomer ELLs with another child who speaks their native language in order to assist the child in their transition. This year classroom teachers will be attending more professional development on implementing ELL strategies in the classroom.

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

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

6. ELLs with special needs exist in the ESL program at P.S.58. These children are grouped according to proficiency and grade level as are all other children. Many of our special needs ELLs have paraprofessionals, some who are bilingual, who assist within their classrooms and the ESL program. The ESL teachers become familiar with the specific needs of these children by reading their IEPs and conversing with their classroom teachers. These needs are taken into account when planning and differentiating with the use of materials such as Reading Basics, and Right Into Reading as well as the use of Wilson strategies, small group instruction and clarifying vocabulary. Additionally, all self-contained special education classes are beginning to use the Triumphs reading program to meet the diverse needs of their students this year. Their special education teachers also incorporate ESL strategies into their lessons, use bilingual dictionaries, and will attend ongoing

Native Language Usage and Supports

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

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

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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

8. At P.S.58 we have interventions in place to meet the needs of struggling ELLs in ELA, Math, Science and Social Studies. These interventions include SETTS program, the Extended Day program, and differentiated instructional groups. All Newcomers and ELLs who have received 4 to 6 years of ELL instruction are included in these programs. The SETTS teacher instructs in ELA and Math using the Wilson program, Everyday Math, Fundations and reading comprehension strategies. Extended Day is now departmentalized so that students are grouped according to needs. Groups provide intervention in ELA and math and include programs such as Fundations, Wilson, Buckle Down Math, Journeys Write in Reader and Soar to Success . Social Studies and Science interventions are provided within the regular classrooms. The general education teacher groups students in the Science and Social Studies class according to ability. When the ESL teacher pushes in to these classes, she works with the lower functioning groups. At other times, support in these groups is provided by student teachers and paraprofessionals. Intervention is provided by creating comprehensible input, scaffolding, the use of graphic organizers and vocabulary intruction and word play.

9. ELLs who have reached proficiency according to the NYSESLAT are also integrated into the ESL program. These students are given the opportunity to continue to participate in the ESL program 4 times a week. Providing this opportunity affords the students continuous support in the English language. As the former ELL becomes more confident, the ESL teacher and classroom teacher confer to determine whether services can be gradually decreased. As per the New York State Department of Education, all former ELLs are given testing accommodations for two years after they pass the NYSESLAT. These accommodations include time and a half, separate location and bilingual dictionaries. In addition, all transitional ELLs are invited to our Title III After School Program where homework help, read alouds and content area activities are all an integral part. Some transitional ELLs are also asked to be a part of our ESL Extended Day program where they work in a small group in order to help ease the transition out of ESL.

10. This year new programs and interventions were considered. We added an Extended Day group that targets newcomer ELLs. ELLs in this group are those in all grades who are new to the country and have limited English speaking abilities. This program was created in order to provide newcomer ELLs with some additional support in the speaking modality. Additionally, another Push-In period was added to the ESL program so that an ESL teacher can target two grades in the content areas.

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

12. All ELLs are included in every aspect of the school, both curricular and extracurricular. All opportunities available at PS 58 are extended to our ELLs. All of our ESL students participate in the regular physical education, art, science and technology lessons and project based learning. They also are included in the Enrichment Clusters program. This program allows the children to select something they are interested in to be a part of for a ten week program. Some choices included photography, broadcasting, gardening, travel, and cooking. Ballroom Dancing is also an available program offered at PS 58 in the 2011/2012 school year. One of the ESL teachers is the coordinator of this program. Many ELLs participate in the Ballroom Dancing program. It incorporates cultural dances such as the Tango, Salsa, Merengue, Rhumba, Polka, and more, therefore increasing cultural awareness and school-wide community. Also available to all students, including ELLs, are chorus, band, tap and ballet. These programs have a culminating event every Spring, The Night of the Arts, in which

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

C. Schools with Dual Language Programs

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

Not Applicable.

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

D. Professional Development and Support for School Staff

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

1. The ESL staff is included in all content area professional development so as to coordinate activities with the classroom teachers and provide continuity of instruction. Training on the implementation of the NYSESLAT and its significance is a yearly priority. Our network also hosts a number of professional development workshops that address ELL needs through the OELL and BETAC. Maria Maisano also hosts a number of ESL workshops that our ESL staff regularly attends.

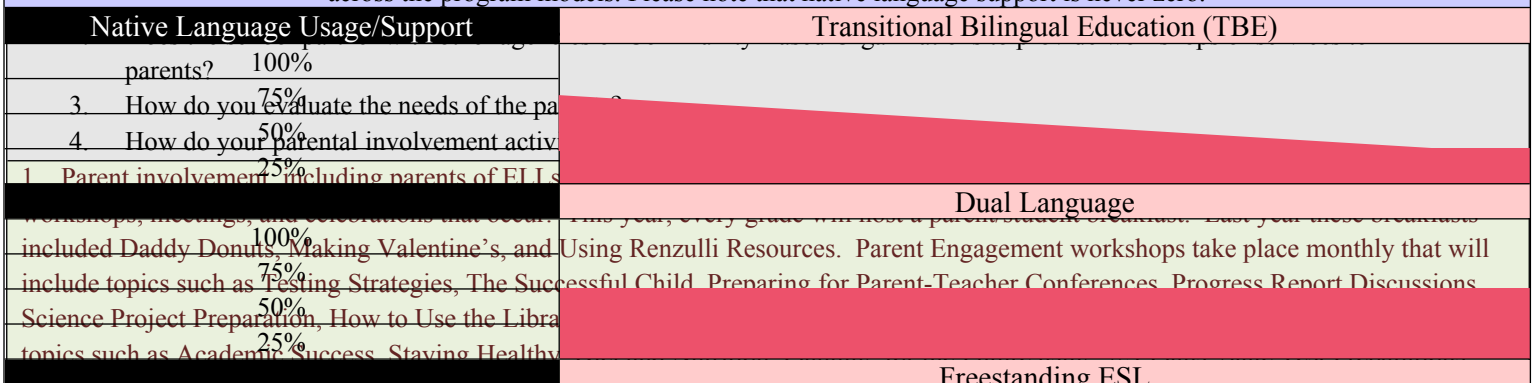
2. PS 58 also makes efforts to provide professional development for teachers in order to help them transition their fifth grade students from PS 58 to middle school. This PD helps teachers understand how translators, the DOE Translation Unit, and trips to local middle schools can be used to assist ELLs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

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

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

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.



parents?

3. How do you evaluate the needs of the pa

4. How do your parental involvement activ

1. Parent involvement including parents of ELLs

workshops, meetings, and celebrations that occur. This year, every grade will host a parent/student breakfast. Last year these breakfasts included Daddy Donuts, Making Valentine's, and Using Renzulli Resources. Parent Engagement workshops take place monthly that will include topics such as Testing Strategies, The Successful Child, Preparing for Parent-Teacher Conferences, Progress Report Discussions, Science Project Preparation, How to Use the Libra topics such as Academic Success, Staying Healthy

E. Parental Involvement

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

1. Parent involvement, including parents of ELLs, is a priority at PS 58. Throughout the year, there are various activities, events, workshops, meetings, and celebrations that occur. This year, every grade will host a parent/student breakfast. Last year these breakfasts included Daddy Donuts, Making Valentine's, and Using Renzulli Resources. Parent Engagement workshops take place monthly that will include topics such as Testing Strategies, The Successful Child, Preparing for Parent-Teacher Conferences, Progress Report Discussions, Science Project Preparation, How to Use the Library, and more. Learning Lunches with parents will also take place and incorporated topics such as Academic Success, Staying Healthy, Diet and Nutrition, Planning for the Future using 529 Plans, State Test Preparations, Speech and Language Intervention, and Becoming Familiar with the IEP. Our Parent Coordinator hosts many events that involve and engage parents. Some of these events include Parent to Parent- Using the Local Services, Parents as Reading Partners, a Cultural Luncheon, and EPIC (Every Person Influences Children). Schoolwide events also include our ELLs such as Night of the Arts, awards ceremonies, author celebrations, class plays and shows, the March of Dimes Walk, the PS 58 Carnival, and Bedtime Story Night. There are also workshops at PS 58 that are just for the ELL parents. Some of these workshops are Meet and Greet the ESL teachers, Program Choices for ELLs, and How to Prepare Your Child for the NYSESLAT.

2. P.S.58 partners with other agencies and Community Based Organizations to provide workshops and services to ELL parents. As a result of ESL parent requests at meetings, P.S.58, in collaboration with the local Jewish Community Center, is providing parent workshops for all ESL parents. This is our fifth year providing this parent workshop. Our beginner ELL parents meet twice a week. Our intermediate ELL parents also meet twice a week. This venture is under the guidance of our Parent Coordinator. Each group has reached over 25 participants, and our attendance is strong as these adults eagerly learn English. In addition to English lessons, the instructor covers important social information that assists these families within the community. We continue this venture since it provides a wonderful opportunity for these parents and empowers them to ultimately assist their children in school and in the community at large.

As mentioned above, P.S.58 also collaborates with Tottenville Highschool to provide our students with exposure to learning other languages. Tottenville students come to P.S.58 weekly in order to teach our students Italian, Spanish or French. This has been an ongoing partnership for the last few years that we fully intend to continue.

The ESL teachers are also in the process of setting up various partnerships with local community groups to participate in our Title III After School Program. For more details, please see our Title III plan.

In the future PS 58 will look for other community resources that we can partner with to provide more parent engagement.

3. Our parent coordinator works with the parent committee to plan these workshops and is always open to suggestions and requests of parents. This committee helps her to create events that will match parents concerns. As a part of the Title III After School Program, the ESL teachers created and distributed a parent survey to all parents of ELLs. This survey asked parents to evaluate the Title III activities that took place throughout the year, as well as to describe suggestions for future planning.

4. All of the parent involvement pieces at P.S.58 are designed with the parents needs in mind. Through the years, parents have expressed interest in things such as learning the English language, working with their child at home, working with teachers to be a part of their child's education, preparing for standardized tests, etc. In order to successfully understand the needs and concerns of the parents, paraprofessionals were asked to stay for parent teacher conferences so that parents can better communicate with the school community. The Title III parent survey will also be used to help plan our 2011-2012 Title III After School Program. All of these expressed needs and more are taken into account each year when planning parent engagement activities. P.S.58 tries to reach out to parents as much as possible to ensure productive parent-school relationships as they will ultimately show success in student outcomes.

B. Programming and Scheduling Information--Continued

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8. At P.S.58 we have interventions in place to meet the needs of struggling ELLs in ELA, Math, Science and Social Studies. These interventions include SETTS program, the Extended Day program, and differentiated instructional groups. All Newcomers and ELLs who have received 4 to 6 years of ELL instruction are included in these programs. The SETTS teacher instructs in ELA and Math using the Wilson program, Everyday Math, Fundations and reading comprehension strategies. Extended Day is now departmentalized so that students are grouped according to needs. Groups provide intervention in ELA and math and include programs such as Fundations, Wilson, Buckle Down Math, Journeys Write in Reader and Soar to Success . Social Studies and Science interventions are provided within the regular classrooms. The general education teacher groups students in the Science and Social Studies class according to ability. When the ESL teacher pushes in to these classes, she works with the lower functioning groups. At other times, support in these groups is provided by student teachers and paraprofessionals. Intervention is provided by creating comprehensible input, scaffolding, the use of graphic organizers and vocabulary intruction and word play.

9. ELLs who have reached proficiency according to the NYSESLAT are also integrated into the ESL program. These students are given the opportunity to continue to participate in the ESL program 4 times a week. Providing this opportunity affords the students continuous support in the English language. As the former ELL becomes more confident, the ESL teacher and classroom teacher confer to determine whether services can be gradually decreased. As per the New York State Department of Education, all former ELLs are given testing accommodations for two years after they pass the NYSESLAT. These accommodations include time and a half, separate location and bilingual dictionaries. In addition, all transitional ELLs are invited to our Title III After School Program where homework help, read alouds and content area activities are all an integral part. Some transitional ELLs are also asked to be a part of our ESL Extended Day program where they work in a small group in order to help ease the transition out of ESL.

10. This year new programs and interventions were considered. We added an Extended Day group that targets newcomer ELLs. ELLs in this group are those in all grades who are new to the country and have limited English speaking abilities. This program was created in order to provide newcomer ELLs with some additional support in the speaking modality. Additionally, another Push-In period was added to the ESL program so that an ESL teacher can target two grades in the content areas.

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

12. All ELLs are included in every aspect of the school, both curricular and extracurricular. All opportunities available at PS 58 are extended to our ELLs. All of our ESL students participate in the regular physical education, art, science and technology lessons and project based learning. They also are included in the Enrichment Clusters program. This program allows the children to select something they are interested in to be a part of for a ten week program. Some choices included photography, broadcasting, gardening, travel, and cooking. Ballroom Dancing is also an available program offered at PS 58 in the 2011/2012 school year. One of the ESL teachers is the coordinator of this program. Many ELLs participate in the Ballroom Dancing program. It incorporates cultural dances such as the Tango, Salsa, Merengue, Rhumba, Polka, and more, therefore increasing cultural awareness and school-wide community. Also available to all students, including ELLs, are chorus, band, tap and ballet. These programs have a culminating event every Spring, The Night of the Arts, in which their hard work and success are showcased. The third grade will participate in a special Shakespeare/Drama program that ends with a culminating performance. The fourth grade will participate in a thematic program that will integrate math, science and literature into play

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?
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17. What language electives are offered to ELLs?

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C. Schools with Dual Language Programs

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

Not Applicable.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

***PLEASE NOTE: All of our Testing Data is listed under the grade the student was in last year as that was the year they were tested. For example, under the Kindergarten column for the NYSESLAT you will find the scores for the students who are currently in Grade One since they took the test in their Kindergarten year. Also, new admits LAB-R results were not included in the above charts as the formal scores have not yet been received.

1. At PS 58 the assessment tools used to assess the early literacy skills of our ELLs are the Teachers College Assessment Pro, Scantron, and EPAL. The Teachers College Assessment Pro assesses the students' reading level and comprehension in all grades. Scantron is an internet based assessment used in the Second Grade in order to assess the students' abilities in language arts either at, above or below grade level. The Early Performance Assessment in Language Arts (E-PAL) is used in grade 2 to provide information about student writing in response to literature. According to the Teachers College Assessment Pro, the largest concentration of our ELLs in grades 1and 2 fall into the levels of 1 and 2. This means they are reading below grade level. This data indicates that we must concentrate on reading skills and comprehension within the ESL and general classrooms. This will be done with the use of Guided Reading materials, Journeys reading program, graphic organizers, visual aids, and attending and turn-keying professional development workshops such as "Effective Strategies in Literacy Instruction for ELLs."

2. In the 2010-2011 school year 36% of P.S. 58's ELLs passed the NYSESLAT. In the past, the comparison between PS 58 and New York State has shown that P.S. 58 is performing above average in developing the English language skills that are needed to pass the NYSESLAT and in essence, to succeed in the mainstream classroom. The data also shows that our students struggle most in the Reading and Writing modalities. Though we do not have official data that indicates the modality results of the LAB-R exam, our teachers notice trends while administering the test. We notice that many children who are considered Advanced tend to be deficient in the Reading modality. More specifically, they need to focus on letter recognition and sounds, sight words, and basic reading skills. Our Beginner/Intermediate students tend to need help in this Reading modality, as well as in Listening and Speaking.

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

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.

D. Professional Development and Support for School Staff

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

1. The ESL staff is included in all content area professional development so as to coordinate activities with the classroom teachers and provide continuity of instruction. Training on the implementation of the NYSESLAT and its significance is a yearly priority. Our network also hosts a number of professional development workshops that address ELL needs through the OELL and BETAC. Maria Maisano also hosts a number of ESL workshops that our ESL staff regularly attends.

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

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

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

E. Parental Involvement

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

1. Parent involvement, including parents of ELLs, is a priority at PS 58. Throughout the year, there are various activities, events, workshops, meetings, and celebrations that occur. This year, every grade will host a parent/student breakfast. Last year these breakfasts included Daddy Donuts, Making Valentine's, and Using Renzulli Resources. Parent Engagement workshops take place monthly that will include topics such as Testing Strategies, The Successful Child, Preparing for Parent-Teacher Conferences, Progress Report Discussions, Science Project Preparation, How to Use the Library, and more. Learning Lunches with parents will also take place and incorporated topics such as Academic Success, Staying Healthy, Diet and Nutrition, Planning for the Future using 529 Plans, State Test Preparations, Speech and Language Intervention, and Becoming Familiar with the IEP. Our Parent Coordinator hosts many events that involve and engage parents. Some of these events include Parent to Parent- Using the Local Services, Parents as Reading Partners, a Cultural Luncheon, and EPIC (Every Person Influences Children). Schoolwide events also include our ELLs such as Night of the Arts, awards

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2. P.S.58 partners with other agencies and Community Based Organizations to provide workshops and services to ELL parents. As a result of ESL parent requests at meetings, P.S.58, in collaboration with the local Jewish Community Center, is providing parent workshops for all ESL parents. This is our fifth year providing this parent workshop. Our beginner ELL parents meet twice a week. Our intermediate ELL parents also meet twice a week. This venture is under the guidance of our Parent Coordinator. Each group has reached over 25 participants, and our attendance is strong as these adults eagerly learn English. In addition to English lessons, the instructor covers important social information that assists these families within the community. We continue this venture since it provides a wonderful opportunity for these parents and empowers them to ultimately assist their children in school and in the community at large.

As mentioned above, P.S.58 also collaborates with Tottenville Highschool to provide our students with exposure to learning other languages. Tottenville students come to P.S.58 weekly in order to teach our students Italian, Spanish or French. This has been an ongoing partnership for the last few years that we fully intend to continue.

The ESL teachers are also in the process of setting up various partnerships with local community groups to participate in our Title III After School Program. For more details, please see our Title III plan.

In the future PS 58 will look for other community resources that we can partner with to provide more parent engagement.

3. Our parent coordinator works with the parent committee to plan these workshops and is always open to suggestions and requests of parents. This committee helps her to create events that will match parents concerns. As a part of the Title III After School Program, the ESL teachers created and distributed a parent survey to all parents of ELLs. This survey asked parents to evaluate the Title III activities that took place throughout the year, as well as to describe suggestions for future planning.

4. All of the parent involvement pieces at P.S.58 are designed with the parents needs in mind. Through the years, parents have expressed interest in things such as learning the English language, working with their child at home, working with teachers to be a part of their child's education, preparing for standardized tests, etc. In order to successfully understand the needs and concerns of the parents, paraprofessionals were asked to stay for parent teacher conferences so that parents can better communicate with the school community. The Title III parent survey will also be used to help plan our 2011-2012 Title III After School Program. All of these expressed needs and more are taken into account each year when planning parent engagement activities. P.S.58 tries to reach out to parents as much as possible to ensure productive parent-school relationships as they will ultimately show success in student outcomes.

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)	5	1	0	0	0	0	0	0	0	0	0	0	0	6
Intermediate(I)	7	3	3	0	0	1	0	0	0	0	0	0	0	14
Advanced (A)	7	4	6	5	3	1	0	0	0	0	0	0	0	26
Total	19	8	9	5	3	2	0	0	0	0	0	0	0	46

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	1	0	5	0	4	0	0	0	10
4	0	0	3	0	3	0	0	0	6
5	1	0	0	0	1	0	0	0	2

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

	Q1 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

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Additional Information
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Part VI: LAP Assurances

School Name: S.S. Columbia School		School DBN: 31R058	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
RoseAnn Mezzacappa	Principal		10/17/11
Robert Edelman	Assistant Principal		10/17/11
Sherri Donders	Parent Coordinator		10/17/11
Mary DelVecchio	ESL Teacher		10/17/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Alyssa Chaplin	Other ESL Teacher		10/17/11
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 31R058 **School Name:** PS 58, The SS Columbia School

Cluster: 6 **Network:** 604

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.

The data used to assess our schools written translation and oral interpretation needs are the Home Language Survey forms. Each year our ESL teachers go through these surveys to find all students and families who speak languages other than English. This list is used throughout the year to determine which languages families require in order for P.S.58 to communicate accordingly. The Pupil Accounting secretary also sends home a survey to all parents asking them their language preference in oral and written communication. The results of this survey are noted and help us to communicate effectively. The ESL teachers work closely with the Parent Coordinator and Pupil Accoutning secretary in order to comply with the Chancellor's A663.

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

We have found that the majority of our families that require interpretation and translation services are those of our ELL students. In P.S.58's lobby there is a large poster that has a statement in every language that tells the parents that they are entitled to the translation and interpretation service in order to inform our school community of the accommodations available to them. A binder with translation tools from Chancellor's regulations A663 are kept on the general office counter for daily use. Parent Coordinator often uses three-way translation calling to assist parents.

Part B: Strategies and Activities

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

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

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

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

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

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

In addition to the mandated forms on home language, our school created a form that went home to all students (not just ESL) to be filled out by families. The form asks for family language preference in both oral and written language. The outcomes were collated by our office and information is posted on all areas where correspondence is sent home. These numbers are used to distribute information to classrooms

whenever possible. Classroom teachers have the data as well, so that they are aware of translation needs. In addition, the PTA has access to this data for their distribution.

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

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: PS 58	DBN: 31R058
Cluster Leader: Jose Ruiz	Network Leader: Richard Gallo
This school is (check one): ❍conceptually consolidated (skip part E below) ❄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): ❍Before school ❄After school ❍Saturday academy ❍Other:
Total # of ELLs to be served: 49 Grades to be served by this program (check all that apply): ❄K ❄1 ❄2 ❄3 ❄4 ❄5 ❍6 ❍7 ❍8 ❍9 ❍10 ❍11 ❍12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

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:

Our Title III funds provide for an after school program that is open to all ELLs in grades Kindergarten through Grade Five. Presently, 49 of our ELLs attend this program. Our two, fully certified ESL teachers work for 1.5 hours every Monday and Friday after school with the ELLs.

On Mondays, students are grouped according to grade level. All students work in grade level groups on their homework. Mini-lessons are conducted in order to re-teach and review difficult concepts. Our rationale for integrating homework help into the Title III program is that we have observed that many ESL students have difficulty completing their homework, as many parents speak only their native language at home.

Kindergarten, Grade 1 and Grade 2 students also take part in read aloud time after homework help. At this time, an engaging read aloud is selected and read to the students. This is done in order to increase the students' exposure to literature as well as to increase opportunities for honing their speaking skills. Turn and talk is an integral part of this read aloud time as it promotes oral communication as well as the development of their reading skills such as predictions, inferencing, retelling, etc.

Students in grades 3, 4, and 5 take part in test sophistication after homework help is complete. At this time, the workbook, "Reading Ladders to Success" on the New York Standards is utilized to instruct the students in various reading strategies. This portion of the Title III program was introduced as a result of our ELA scores last year. Our data shows that most of our ELLs are receiving scores of Level 2 and 3 on their standardized ELA tests. In this program, it is our intention to re-teach in a smaller group setting the strategies and skills that are necessary to achieve higher scores on the ELA, as well as to become more successful readers.

The Friday Title III After School program focuses on content area and theme based learning. Content areas such mathematics, literacy, social studies and science are all a part of this program. The two ESL teachers take a multi-sensory approach to learning and incorporate various activities to promote all types of learning. The four ESL modalities: Listening, Speaking, Reading and Writing, are also a main component of this after school program. The rationale for designing the Friday program in this manner was to make learning fun and engaging. We believe that exposing the students to the content areas in a variety of ways will allow for stronger connections to the content therefore, increasing comprehesion and awareness.

Involvement with the community is an integral part of the Friday program. Free and low cost community programs and resources will be included in PS 58's plan. Some of these resources that we

Part B: Direct Instruction Supplemental Program Information

intend to include are: The New York Public Library, the Girl and Boy Scouts of America, the New York Police Department, the Fire Department of New York, the New York Department of Sanitation, the New York Department of Sustainability, the Department of Park Rangers, the Staten Island Children's Museum and the Staten Island Zoo. These organizations and the program they offer will provide hands-on learning on topics such as Community Helpers, Careers, Recycling, Animals, Nature, etc. Parents are invited to the Friday programs so as to build family literacy.

Another component of our Friday Title III After School Program is our Bilingual lending library. Last year a bilingual library was purchased with Title III funds. The library includes books in the following languages: Chinese, Spanish, Korean, Russian, Arabic, Albanian, Polish and Urdu. Each week the children can select a book in their native language to share with their parents at home. This is a wonderful way to encourage continued growth in their native language and well as literacy at home.

Our Title III program was designed after reviewing the needs of the ESL population. The ESL team looked at the ESL population and evaluated their needs based on test scores as well as parent surveys. Last year, after the Title III program was complete, the ESL teachers developed a parent survey, under the direction of the Principal, in order to capture the needs and wants of our ELL parents. After reviewing these surveys, we were able to develop our Title III plan around the parent feedback. The surveys indicated an overwhelming desire for homework help and test preparation. They also showed that parents and children alike also thoroughly enjoyed and sought to continue the Friday content area enrichment activities. Hence, in the 2011-2012 school year, the Title III program will continue homework help, and content area enrichment, and will also add test sophistication.

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:

Throughout the year our teachers who are responsible for delivering instruction and services to limited English proficient students attend numerous workshops that cover a variety of topics. The ESL staff is included in all content area professional development so as to coordinate activities with the classroom teachers and provide continuity of instruction. The ESL teachers are included in the Common Core Standards workshops that have been taking place and will continue to take place at PS 58. These workshops are conducted by PS 58 administration, as well as particular staff members. Training on the implementation of the NYSESLAT and its significance is a yearly priority. Our network also hosts a number of professional development workshops that address ELL needs through the OELL and BETAC. Workshops within the network are conducted by DOE staff such as Jose Delacruz and Barbara Horowitz.

Every year our professional development plan is to provide ongoing instruction to all staff on using ESL strategies within all phases of their teaching. Our ESL teachers provide professional development

Part C: Professional Development
through our "Learning Lunch" program. The professional development is based upon the needs of our students and the levels we intend for them to achieve. Literacy as well as all other content areas are addressed at our Learning Lunches. Classroom teachers are invited to ESL related workshops outside the building that provide useful and helpful information such as strategies necessary to differentiate instruction that can be implemented within the regular classroom setting. The ESL teachers also offer their help by way of pushing in to general education classrooms in order to help model and launch the implementation of various ESL strategies. All of these professional development activities will fulfill the 7.5 hours for general education teachers, and 10 hours for special education teachers, that are required ELL training for all staff. A list of the ELL training our staff has received is maintained in the general office and in the ESL binder.

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 involvement, including parents of ELLs, is a priority at PS 58. Throughout the year, there are various activities, events, workshops, meetings, and celebrations that occur. This year, every grade will host a parent/student breakfast. Parent Engagement workshops take place monthly. They include topics such as Testing Strategies, The Successful Child, Preparing for Parent-Teacher Conferences, Understanding Your Child's Report Card, Science Project Preparation, How to Use the Library, and more. Learning Lunches with parents will also take place and incorporated topics such as Academic Success, Staying Healthy, Diet and Nutrition, Planning for the Future using 529 Plans, State Test Preparations, Speech and Language Intervention, and Becoming Familiar with the IEP. Our Parent Coordinator hosts many events that involve and engage parents. Some of these events include Parent to Parent- Using the Local Services, Parents as Reading Partners, a Cultural Luncheon, and EPIC (Every Person Influences Children). Schoolwide events that also include our ELLs are Evening of the Arts, awards ceremonies, author celebrations, class plays and shows, the March of Dimes Walk, the PS 58 Carnival, and Bedtime Story Night. There are also workshops at PS 58 that are just for the ELL parents. Some of these workshops are Meet and Greet the ESL teachers, Program Choices for ELLs, and How to Prepare Your Child for the NYSESLAT. All of these parent engagement activities include all of our ELL parents and are all at no cost to the Title III program. P.S.58 partners with other agencies and Community Based Organizations to provide workshops and services to ELL parents. As a result of ESL parent requests at meetings, P.S.58, in collaboration with the local Jewish Community Center, is providing adult ESL classes to all ELL parents. This is our fifth year providing this parent activity. Our beginner ELL parents meet twice a week. Our intermediate ELL parents also meet twice a week. This venture is under the guidance of our Parent Coordinator. Each group has reached over 25 participants, and our attendance is strong as these adults eagerly learn

Part D: Parental Engagement Activities
English. In addition to English lessons, the instructor covers important social information that assists these families within the community. We continue this venture since it provides a wonderful opportunity for these parents and empowers them to ultimately assist their children in school and in the community at large. The Title III After School Program will be inviting parents to participate regularly in our enrichment activities. In addition to being invited when there are guest speakers, and in-house trips, which will include the Staten Island Zoo, the Staten Island Museum, and a local story teller. We will also be asking parents to play an integral part of various themes and content area units that we will be covering. When teaching units such as Holidays Around the World and Careers, the ELL parents will be encouraged to share their personal expertise on the subjects. We hope to have a large number of parents who are eager to collaborate with our Title III program as we believe when parents and schools work together more success occurs. Parents are typically notified of these activities through written letters. Many of these letters are sent to the translation unit so that our ELL parents can understand them. In addition, we need be, parents are called with the translation unit if further clarification is needed.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11,200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	$9,540.00	The Title III After School Program will employ two ESL certified teachers for a weeks. Sessions are held on Monday and Friday afternoons each week.
Purchased services • High quality staff and curriculum development contracts.	$316.40 $380.00 $230.00	Staten Island Museum program Staten Island Zoo program Non contractual services for Literacy presentation - story teller.
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	$733.60	26 copies of Ladders to Success 260.40 39 Write into Reading books - 473.20
Educational Software (Object Code 199)		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11,200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL	$11,200.00	