



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 58

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X058

PRINCIPAL: VELMA GUNN **EMAIL:** VGUNN@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

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 |
|------------------|--|-----------|
| Velma Gunn | *Principal or Designee | |
| Carolyn Robinson | *UFT Chapter Leader or Designee | |
| Loretta Matthews | *PA/PTA President or Designated Co-President | |
| GraceTucker | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Mayra Perez | Member/ Teacher | |
| Deborah Lewis | Member/ Teacher | |
| Lucy Vigilant | Member/ Teacher | |
| Lynda Lizardi | Member/ Parent | |
| Shamika Pope | Member/ Parent | |
| Latoya Gibbs | Member/ Parent | |
| Amanda Hopkins | 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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase the number of students performing at or above grade level in English Language Arts.
By June 2012, we will increase the number of students performing at or above Level 3 by 5% on the English Language Arts State Exams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
This goal has been formulated using student results from formal and informal assessments. We specifically used the New York State English Language Arts 2011 Test results which indicated a need to increase performance in ELA to meet our AYP. We are a School in Need of Improvement Year 2 in ELA Comprehensive. We also used the feedback session results from our New York Department of Education External School Curriculum Audit 2011. In addition our school uses the Developmental Reading Assessments-2 in Grades K-5 the results indicated that growth in reading comprehension needs improvement across the school. Baselines, midlines, endlines, Running Records are benchmarks results were also a source for this goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Assessments

- DRA-2 assessments will be administered in September 2011 to ascertain their reading level, ability, strengths and needs, with Professional Learning Communities taking place around DRA2 administration.
- DRA-2 will be administered in May to ascertain growth in reading ability, strengths and performance.
- DRA-2 Focus for Instruction and Class Reporting Form to used for grouping and a class at a glance data.
- DRA-2 Online Management System will be used to input DRA2 data twice a year. Student, class, grade and school wide data will be gleaned

from this system. A binder will contain school data.

- Running Records will be given between the first and last DRA assessment to monitor and assess improvement in student reading ability and growth, with Professional Learning Communities taking place around Running Records administration.
- Writing Baseline administration with analysis that generates class, grade and school wide strengths and needs.
- Writing midline and endline administration with analysis that generates class, grade and school wide comparisons in strengths and needs.
- Monitor daily writing in notebooks re: daily entries and unit writing.
- Teacher conferencing with notes, peer conferencing to promote student engagement.
- Teachers will look at student work using the Santa Cruz Model
- Individual student reading goals will be developed during reading conferences which will address individual and group needs.
- Teachers will access ARIS and NYSTART student data.
- Non-fiction, Literary Non-fiction, Historical Fiction Units of Study will be assessed through Acuity, student work and portfolio
- Students will create digital reports, responses and writing projects through voice thread with the support of Classroom Teachers and in-class AUSSIE Consultants
- Orchard Interactive Technology Program will be used in the computer lab as well as the classrooms. Students will be assessed and provided with individual learning paths.
- AIS facilitators, SETTS, Speech, ELL teachers, Special Education and support staff will be responsible for monitoring the growth of their students and articulate with classroom teachers. All Level 1 students will receive small group support at least three times a week on 6 week cycles.
- Supplemental Educational Support (SES) will be provided weekly

Instruction/ Professional Development

- The principal, AP's, consultants and staff developers will monitor reading and writing units prepared to guide the improvement of reading and writing skills. In addition, they will monitor lesson plans that reflect the units of study. This will occur daily through formal and informal observations.
- Inter-visitations in-school and out
- This will be our second year that we have collaborated with Teacher's College and have on-site training and calendar days. Classes on each grade will have a Reading/Writing Lab Sites. We will increase units of study on informational text and non-fiction units of study. The focus of the lab sites will be the use of higher order questions during instruction and specifically during conferences. Teachers will record and share conference notes, as well as, use videos to document exemplar questioning techniques during conferences. This will continue to be a part of our school community web-site www.58Connect.org
- We received the Hemsley AUSSIE Technology support which will provide us with 50 days for the Specialist to provide training. The project goal is to integrate technology with literacy and common core standards; post final projects on the school web-site and create oral reflections and videos.
- We are continuing to departmentalize literacy instruction in fifth grade. Fifth grade teachers are teaching Literacy and Social Studies or Mathematics and Science. The content specific teachers will provide professional development to self contained, Special Education Teachers and Bilingual Teachers.
- Teachers will identify or create a Common Core-aligned task bundle that incorporates rigorous student work that is accessible to all learners. In literacy, the task bundle will be aligned to a strategically selected common core literacy focused standard, which are as follows: Literacy Grades K-2 – Written response to informational texts through group activities and with prompting and support (Reading Informational Text Standards 1 and 10; Writing Standard 2). Literacy Grades 3-8 – Written analysis of informational texts (Reading Informational Text Standards

1 and 10)

- Staff developers and teachers will model Reader's Workshop to promote proper implementation that will encourage maximum student engagement.
- Guided Reading to be conducted daily during Reader's Workshop to help students become better readers, with differentiation and individualization. The Continuum of Literacy Learning will be the teacher's school resource for a reading instruction study group. We will continue to increase the amount of non-fiction guided reading books providing students with more daily opportunities to read and comprehend more challenging texts.
- Student engagement throughout the workshop model will include academic rigor, accountable talk, peer conferencing. Teachers will have critical friends that help them self assess using the Professional Performance Standards.
- Phonics instruction through the use of Foundations for grades K-2 and Wilson Language Training for Grade 3 will be used on a daily basis. Support will be provided based on the needs of the teachers and students.
- Students will be provided with vocabulary instruction within the content areas of Social Studies, Science and Math. Teachers will model necessary strategies for word development such as read alouds, direct instruction, word charts and pre – reading activities. Students will be provided with opportunities to learn new vocabulary words through inferring from context, root words, affixes, spelling and word pronunciation. Use of the SIOP Model will support this.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- To increase and improve parent involvement and school quality, our school will:
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
 - engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
 - ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
 - support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
 - maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
 - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at

home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

At this time all teachers are highly qualified. The Title 1 funds are used for continued professional development on best practices and effectively teaching strategies for all school populations. In addition, a strong focus is on aligning curriculum with the Common Core Standards.

Service and program coordination

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

Our Substance Abuse Prevention and Intervention Specialist (SAPIS) and their program provide students and families with awareness and information on violence, bullying, abuse, and nutrition. This year we are a part of a healthy snack program which provides healthy fruits and vegetables daily to all students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding

- Title 1 SWP, Title IIA Supplemental, TL Fair Student Funding, TL NYSTL
- Title III Immigrant and Title III LEP
- School Support Supplemental, Rollover Title 1 Correct 91
- ARRA RTTT Citywide Inst. Exp- Core Curriculum Training, ARRA RTTT Data Specialist
- IDEA IEP Para, TL IEP Para, TL IEP Teacher, TL Mandated Counseling Shared, TL Mandated Speech and Therapist Shared
- TL Phase 1 SE Transitional Funding
- SAPIS OASAS Sub Abuse (PS Salary, OTPS)
- AIDP –Attendance Shared
- TL Parent Coordinator
- Contract for Excellence funds were used to secure a Literacy staff developer and Teacher's College Staff Developers.
- Increased the number of Collaborative Team Teaching Classes Grades 3, 4 and 5.
- AUSSIE Hemsley Grant for technology and literacy

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To increase the number of students performing at or above grade level in Mathematics

By June 2012, we will increase the number of students performing at or above Level 3 by 5% on the Mathematics State Exams

Comprehensive needs assessment

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

This goal has been formulated using the student results from formal and informal assessments. We specifically used the New York State Mathematics 2011 Test results which indicated a need to increase performance. We are a School in Need of Improvement Year 2 in ELA

Comprehensive. We used the feedback session results from our New York Department External School Curriculum Audit 2011 to identify our needs. In addition, our school used the Developmental Reading Assessments 2 in Grades K-5 and the results also indicated that growth in reading comprehension needs improvement school-wide. Baselines, midlines, endlines, running records and benchmark results were used. In order to improve mathematics school-wide we must improve our reading school-wide.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Assessments

- Teachers will administer baselines, midlines and endlines which will be used for student, teacher, class and grade goals. These goals will be monitored and tracked three times a year.
- ARIS and Acuity will be used to track data and plan instruction.
- Envisions Mathematics will be piloted in Grades K-3. Everyday Mathematics is used in Grades 4 and 5. The workshop model will be used in Mathematics.
- Teacher Assisted Instruction (TAI) will focus on computational skills in Grades 2-6. 20 minutes daily, students will use the skill period which will focus on the individual needs of the students. The student folders will track the proficiency levels on the computational skills.
- Grade 4 and 5 Students receive an additional cluster period of mathematics weekly
- Teachers will review the student portfolios from the previous grades
- Orchard interactive technology program will be used in the computer lab as well as the classroom. Students will be assessed and provided with individual learning paths.
- Third Grade ICT students will be supported with Waterford Learning Technology Program which tracks and designs learning paths for the students.
- RTI Students will be accessed and tracked on I-Ready a web-based diagnostic and instructional program.
- Records of Baseline, midline and endline assessments will be utilized with additional benchmarks.
- Computerized tracking systems using Interim Assessments, Acuity and portfolios.
- Grade conferences in which teachers look at student work using the Santa Cruz Model.
- Teacher's pre and post tests of new mathematics vocabulary words in the content area.
- Teachers conference notes
- Weekly parent progress reports
- Records of Orchard interactive technology program
- Waterford Learning classroom data
- I-Ready Program data
- 2011-12 AIS plan
- Plans, fliers, and attendance of after school and Saturday Academies

- Formal and informal observations
- Student work
- Professional development plan and logs of assistance
- TAI work folders

Instruction/Professional Development:

- Professional Development will occur bi-weekly for all Mathematics teachers based on Everyday Math Curriculum/Envisions Calendars as part of our Circular Six Plan.
- Weekly Common Planning in mathematics, Lab-sites
- Math-Up Grant- Five teachers collaborated with Lehman College to become mentors using thinking math strategies and skills based on standards. During the first phase of the grant, my teachers were trained to become mentors in year one. During our second year, ,my teachers have been partnered with student teachers/interns. Monthly professional development will support this collaboration.
- Item-skills analysis of the NYS Math Exam and utilizing the data to drive instruction
- AIS facilitators, SETTS, Monolingual/Bilingual Speech, ELL teachers, ELL Special Education and support staff will be responsible for monitoring the growth of their students and articulating with classroom teachers. All Level 1 students will receive support three times a week in 6 week cycles.
- Supplemental Educational Support (SES) will be provided weekly
- Title III Saturday ELL Academy, Title III Immigrant Academy, and Saturday Academic Enrichment Academies will focus on problem solving support

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
 - engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
 - ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
 - support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
 - maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
 - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and

assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
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Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

At this time all teachers are highly qualified. The Title 1 funds are used for continued professional development on best practices and effectively teaching strategies for all school populations. In addition, a strong focus is on aligning curriculum with the Common Core Standards.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Our Substance Abuse Prevention and Intervention Specialist and their program provide students and families with awareness and information on violence, bullying, abuse, and nutrition. This year we are a part of a healthy snack program which provides healthy fruits and vegetables daily to all students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding

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- TL Phase 1 SE Transitional Funding
- SAPIS OASAS Sub Abuse (PS Salary, OTPS)
- AIDP –Attendance Shared
- TL Parent Coordinator
- Contract for Excellence funds were used to secure a Literacy staff developer and Teacher's College Staff Developers.
- Increased the number of Collaborative Team Teaching Classes Grades 3, 4 and 5.
- AUSSIE Hemsley Grant for technology and literacy

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To increase the level of proficiency of English Language Learners

By June 2012, English Language Learners will improve one or more language acquisition levels on the NYSESLAT. Through increased awareness and utilization of the Sheltered Instruction Observation Protocol (SIOP), teachers will become more effective in instructional practices that result in the enhancement of language learning proficiency of all students.

Comprehensive needs assessment

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

This goal has been formulated using student results from formal and informal assessments. Results from the NYSESLAT 2011 indicated a need to focus on effective strategies for ELLs focusing on language acquisition. Data indicated that prior knowledge and vocabulary needed to be strengthened to help ELLs become better readers and writers. We used the New York State English Language Arts 2011 Test results which indicated a need to increase performance in ELA to meet our AYP. We are a School in Need of Improvement Year 2 in ELA Comprehensive. We also used the feedback session results from our New York Department External School Curriculum Audit 2011. In addition, our school uses the Developmental Reading Assessments- 2 in Grades K-5. The results also indicated that growth in reading comprehension needs improvement across the school. Baselines, midlines, endlines, running records and benchmarks results supported this.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Assessments:

- Administer the DRA to all students
- Administer the baseline, midline, and endline writing assessments
- Achieve 3000 for grades (3-5) assessment
- ELL periodic assessments two times a year

Professional Development:

- Teachers will participate in monthly network ELL professional development provided by an ELL consultant from our CFN.
- Teachers will begin to assist in the development of the school's Language Acquisition Policy, Title III Plan, CR-Part 154 and extension of services based on student data.

- Teachers will receive training on preparing and administering the NYSESLAT.
- Data will be reviewed using the Calsoda that identifies the students patterns and trends in each area of the NYSESLAT
- Teachers will begin to disaggregate the NYSESLAT data and compare the raw scores to the scale scores to determine the proficiency levels of students.
- Continue to ensure that students identified as ELLs are placed in the appropriate instructional setting
- Provide mandated ESL instructional time: Beginners/Intermediate – 360 minutes; Advanced/Transitional – 180 minutes
- Provide standards-based instruction incorporating ESL strategies and methodologies into ELA classes and into content area instruction that includes all four strands: reading, writing, listening and speaking in English
- Provide opportunities for students to participate in flexible grouping such as partnerships, whole group/small group instruction and cooperative learning during literacy and other content area instructional time
- Teachers will participate in grade level meetings to discuss the specific needs of each student based on their proficiency levels (beginners, intermediate, and advanced).
- Provide preparation time for ESL teacher to articulate with monolingual classroom teacher
- Create and display criteria charts and rubrics that demonstrate the current unit of study and that support ELLs using the ESL Standards
- Professional development in SIOP model
- School Planning Team will participate in the CFN sponsored professional development
- School-Based SIOP Team will create a plan to implement SIOP into the instructional fabric in targeted classrooms
- The school will continue to support professional development for the instructional staff implementing the model
- Provide teachers will a SIOP framework, aligned to Danielson, as a tool for planning, implementing and reflecting on practice
- CFN Support Team will provide in-class coaching for teachers

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
 - engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
 - ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
 - support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
 - maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

At this time all teachers are highly qualified. The Title 1 funds are used for continued professional development on best practices and effectively teaching strategies for all school populations. In addition, a strong focus is on aligning curriculum with the Common Core Standards.

Service and program coordination

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

Our Substance Abuse Prevention and Intervention Specialist and their program provide students and families with awareness and information on violence, bullying, abuse, and nutrition. This year we are a part of a healthy snack program which provides healthy fruits and vegetables daily to all students.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding

- Title 1 SWP, Title IIA Supplemental, TL Fair Student Funding, TL NYSTL
- Title III Immigrant and Title III LEP
- School Support Supplemental, Rollover Title 1 Correct 91
- ARRA RTTT Citywide Inst. Exp- Core Curriculum Training, ARRA RTTT Data Specialist
- IDEA IEP Para, TL IEP Para, TL IEP Teacher, TL Mandated Counseling Shared, TL Mandated Speech and Therapist Shared
- TL Phase 1 SE Transitional Funding
- SAPIS OASAS Sub Abuse (PS Salary, OTPS)
- AIDP –Attendance Shared
- TL Parent Coordinator
- Contract for Excellence funds were used to secure a Literacy staff developer and Teacher's College Staff Developers.
- Increased the number of Collaborative Team Teaching Classes Grades 3, 4 and 5.
- AUSSIE Hemsley Grant for technology and literacy

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 20 | 20 | N/A | N/A | 5 | | 10 | 10 |
| 1 | 40 | 40 | N/A | N/A | 5 | | 12 | 0 |
| 2 | 32 | 32 | N/A | N/A | 5 | | 10 | 5 |
| 3 | 70 | 70 | N/A | N/A | 15 | | 10 | 10 |
| 4 | 50 | 50 | | | 10 | | 14 | 10 |
| 5 | 60 | 60 | | | 5 | | 10 | 10 |
| 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 |
|--|--|
| <p>ELA</p> | <p>I-Ready On-line Program – is a web-delivered software program for students which will focus on Reading and Mathematics. It is aligned with the Common Core Standards and helps teachers focus on the specific academic support our At Risk students need in literacy and mathematics. The program has four components:</p> <p><u>Diagnostic</u></p> <ul style="list-style-type: none"> • Online diagnostic program that automatically diagnoses individual students strengths and weaknesses • Adaptive format meets students at their level, so they feel like they’re succeeding throughout the whole assessment <p><u>Reporting</u></p> <ul style="list-style-type: none"> • Screens, then identifies students who need intervention to get up to grade level which supports RTI • Shows why students are struggling and at what grade level they are performing at and helps the teachers focus instruction • Provides instructional recommendations for individual students and groups of students which established one-to-one and individualized instruction. <p><u>Instruction</u></p> <ul style="list-style-type: none"> • Program automatically creates – and delivers- an individualized instruction plan for every student • Explicit instruction is delivered to students at their level • Engaging, interactive format makes learning fun • Web-based – accessible anywhere and any time • Students receive this support during the school day and before/after school. <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none"> • Measure gains • See how far students have progressed in online instruction • Monitor consistency of usage • Track progress with Common Core State Standards |

Achieve 3000

KidBiz delivers differentiated reading and writing assignments based on each student's actual Lexile level.

- **Assess.** Students' Lexile levels are assessed initially using [LevelSet™](#), a proprietary assessment tool that provides a summative assessment of each student's level of comprehension for informational text. This enables progress to be made immediately, without spending precious time identifying students' correct levels.
- **Individualize.** Each day, students receive level-appropriate, standards-aligned nonfiction reading/writing assignments via a safe, secure e-mail system. The Web-based assignments are interactive, engaging and highly motivating. They provide more time-on-task and more practice - which in turn fosters gains in reading comprehension, fluency, writing skills and vocabulary development across subject areas.
- **Reassess.** Students' levels of comprehension are monitored by a daily formative assessment of students' reading comprehension abilities. However, in order to measure Lexile growth, a second administration of LevelSet is given mid-year so that students' Lexiles can be adjusted and more appropriate-leveled assignments can be delivered. A post-assessment is done at the end of the year when another version of LevelSet is administered.
- **Report.** KidBiz also provides teachers and administrators with ongoing management reports and diagnostic data that enable individualized intervention and remediation based on a given student's needs.

Wilson Reading Program

- Is a multi-sensory, structured reading and spelling curricula.
- The Wilson Reading System and Wilson Foundations incorporates phonological / phonemic awareness into the reading program.
- The Wilson Program provides teachers with the resources needed to help their students become fluent, independent readers.
- Lessons are interactive in nature and are designed to fully engage students in the task at hand. Students learn by hearing sounds; manipulating color-coded sound; syllable and word cards; performing finger tapping exercises, writing down spoken words; reading aloud and repeating what they have read in their own words, and hearing others read as well. All skills and knowledge are reinforced through visual, auditory, kinesthetic and tactile senses.
- Wilson consists of a ten part lesson plan, which is designed to be very interactive between teacher and student.

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| | <ul style="list-style-type: none">• Students receive this support during the school day and before/after school.• Professional development for the Lead AIS Reading Teacher and classroom teachers is on-going by the Wilson Reading Program,• Foundations (Wilson for lower grades) is used in the K-2 Classrooms daily as an intervention |
|--|---|

Orchard Targeted Interactive Program

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

Guided Reading

- AIS Teachers provide support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth).
- Professional Development for AIS Teachers with Classroom Teachers on DRA Assessments

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|---------------------------|--|
| | |
| <p>Mathematics</p> | <p>I-Ready On-line Program – is a web-delivered software program for students which will focus on Reading and Mathematics. It is aligned with the Common Core Standards and helps teachers focus on the specific academic support our At Risk students need in literacy and mathematics. The program has four components:</p> <p><u>Diagnostic</u></p> <ul style="list-style-type: none"> • Online diagnostic program that automatically diagnoses individual students strengths and weaknesses • Adaptive format meets students at their level, so they feel like they’re succeeding throughout the whole assessment <p><u>Reporting</u></p> <ul style="list-style-type: none"> • Screens, then identifies students who need intervention to get up to grade level which supports RTI • Shows why students are struggling and at what grade level they are performing at and helps the teachers focus instruction • Provides instructional recommendations for individual students and groups of students which established one-to-one and individualized instruction. <p><u>Instruction</u></p> <ul style="list-style-type: none"> • Program automatically creates – and delivers- an individualized instruction plan for every student • Explicit instruction is delivered to students at their level • Engaging, interactive format makes learning fun • Web-based – accessible anywhere and any time <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none"> • Measure gains • See how far students have progressed in online instruction • Monitor consistency of usage • Track progress with Common Core State Standards <p>Orchard Interactive Program</p> <ul style="list-style-type: none"> • Individualized instruction that remediates, reinforces, and extends learning is the heart of Orchard Software. The Orchard program’s focus is on a balanced approach to our instructional content by offering computational and conceptual math programs. • Orchard Software provides targeted instruction in math, reading, writing, language arts, and science for grades K-5. • The program combines formative and benchmark assessments aligned with state standards, motivating instruction, and qualitative data reporting. |

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

Everyday Math Games

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

Guided Math

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

| | |
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| | <ul style="list-style-type: none"> • This will have a significant benefit in building student self-reliance, independence and critical thinking skills. • Students will develop their own strategies for solving problems. • The additional guided math groups will supports differentiated instruction. • Allow students the opportunity to teach and assist each other to clarify their thinking and share ideas with the support of the AIS Teacher • Guided Math fosters student articulation about a problem and it gives the teachers time to observe and assess student needs. • During student conferences various areas of need or more reinforcement can be developed into Math Learning Centers/tasks accordingly. |
| Science | N/A |
| Social Studies | N/A |
| At-risk Services provided by the Guidance Counselor | <ul style="list-style-type: none"> • Our School Psychologist provides individual counseling to students on a needs basis, • Provides our school with academic assessments of students and provides parents with outside referrals to counseling and CBO's. • Observe and report at SBST Meetings • Contact and articulate with parents |
| At-risk Services provided by the School Psychologist | <ul style="list-style-type: none"> • Our School Psychologist provides individual counseling to students on a needs basis, • Provides our school with academic assessments of students and provides parents with outside referrals to counseling and CBO's. • Observe and report at SBST Meetings • Contact and articulate with parents |
| At-risk Services provided by the Social Worker | <ul style="list-style-type: none"> • Our Social Worker and interns from Lehman College provide services in either small group or individual sessions based on the needs of our students. • Guidance sessions include: Building Self Esteem, Conflict Resolution, Sportsmanship Skills, Peer Mediation • Provide Parents with outside referrals and counseling • Home visits • ACS Designated Training • HIV Training • Crisis Intervention and Behavioral Management • Facilitate Trips |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Student Intervention and Instructional Support Team Facilitators • Collaborate with Individual Educational Plan Team • Collaborate with the local Police Department |
| At-risk Health-related Services | <ul style="list-style-type: none"> • Provides workshops for parents and students on health related issues on diabetes, asthma, and other related issues as needed. • Provide outreach for parents • +Health Awareness Training |

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09X058 **School Name:** Public School 58

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
Our school has been identified as a School in Need of Improvement in ELA Comprehensive Year 2. Our ESCA last year suggested that increase coherence and consistency across the school will help us to better target our school populations. We are increasing professional development with a focus on data driven instruction. All students need additional support in English Language Arts. We are focusing on best practices aligning with the Common Core Standards to help develop more rigorous curriculum to increase student performance. We are specifically focusing on vocabulary development to help with language acquisition and comprehension.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. We conduct Developmental Reading Assessments DRA-2 in Grades K-5. The results help us target students based on their instructional as well as independent levels. We have Academic Intervention Service Teachers who work with targeted students based on the data. In addition, students use the researched based programs I-Ready, Achieve 3000, and Foundations. Teachers conduct small group and individual instruction to better meet the needs of the students. Our on-line tracking system helps us to establish as well as track baselines, midlines and endlines. We will have after-school and Saturday Academies. Students are eligible for Supplemental Educational Services (SES).

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. Our professional development Title 1 funds are used for AUSSIE Technology/Literacy Consultants and Teacher's College Reading and Writing Consultants. We also use funds for planning and on effective strategies for instruction. Teachers meet and plan before and after school. All supports are aligned with the Common Core Standards and use research based practices.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We have two new teachers who receive weekly mentoring in school. Teachers receive support from administration and coaches using the peer teaching model. We have Lab Sites and conduct walkthroughs. During weekly common planning periods teachers collaborate on curriculum and develop lessons based on data.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. We will send home letters in English and Spanish to meet the needs of our school community. Parents will be invited to attend Parent Teacher's Association Meetings to discuss the status of the school. During the meeting teachers and staff will discuss classroom strategies to address the area of difficulty and will also suggest ways in which parents can provide intervention in the specific area at home. At the end of the year, parent conferences will focus on ways to continue learning during the summer months, ensuring children are engaged year round and do not fall behind in the development of essential academic skills.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | | |
|---|-------------------|----------------------|-------------------------|
| Cluster Leader/Network Leader Debra Maldonado/Ben Waxman | District 9 | Borough Bronx | School Number 58 |
| School Name Public School 58 | | | |

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

| | |
|---|--|
| Principal Velma Gunn | Assistant Principal Arjune Ramdas |
| Coach Laura Sanchez | Coach Mayra Perez |
| ESL Teacher Damaris Rentas | Guidance Counselor Ivan Hannibal |
| Teacher/Subject Area Karen Kuzner-Leger, ESL Teacher | Parent Loretta Matthews |
| Teacher/Subject Area Miguelina Baez, Gr.2 | Parent Coordinator Latonya Harris |
| Related Service Provider Robert Cardona, SETTS | Other type here |
| Network Leader Ben Waxman | Other type here |

C. Teacher Qualifications [i](#)

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 | 4 | Number of certified bilingual teachers | 4 | Number of certified NLA/foreign language teachers | 1 |
| 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 | 3 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | 446 | Total Number of ELLs | 175 | ELLs as share of total student population (%) | 39.24% |
|------------------------------------|------------|----------------------|------------|---|---------------|

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. During the registration process parents are given a Home Language Identification Survey (HLIS) for each child that they are registering by our Pupil Accounting Secretary, Ms. Nazario. Once they have completed the document, they submit it to the English Language Learners (ELL)Coordinator, Ms. Rentas, or the English as a Second Language (ESL) teacher Ms. Kuzner-Leger. If the HLIS indicates a language other than English, the certified ELL Coordinator and/or the certified ESL teacher conducts an oral interview in English and the native language of the parent and student if Spanish.

Any one response to questions #1 – 4 and two responses to questions #5 – 8 that include a language other than English on the HLIS and information provided in the interview results in an OTELE code of other than English and consequently the ELL Coordinator flags the students as eligible for the LAB-R exam in English and in Spanish if that is the students' native language. The LAB-R and Spanish LAB are then administered by the ELL Coordinator to those students eligible for testing within first ten days of school. IN the event that the ELL Coordinator is unavailable for the administering of the HLIS, oral interview, or LAB-R, the ESL Teacher, Ms. Karen Kuzner-Leger, licensed ESL certified teachers. The LAB-R and Spanish LAB are hand-scored at the school by the ELL Coordinator to determine the student's level of English Proficiency using the LAB-R cut scores as per Assessment Memorandum No. 2 and Spanish Language Proficiency. If the student scores below proficient (i.e. beginning, intermediate, or advanced level) the student is classified as an ELL. They will be tested annually using the NYSESLAT to assess their proficiency in English. The ELL Coordinator uses various resources to cross reference and ensure that all students eligible for NYSESLAT testing, including the RLER and BESIS participation reports from ATS, hand-scored LAB-R results for new admits, and students indentified as ELLs on ARIS, are tested. The Citywide and State Summative Assessment Calendar is used to schedule testing of the Speaking, Listening, Reading and Writing sections of the NYSESLAT in the allotted window. Our ESL certified teachers, Ms. D. Martinez, Ms. M. Baez, as well as the ELL Coordinator collaborate to schedule individual testing of students in the Speaking portion of the NYSESLAT as well as testing of the other sections. Make-ups are scheduled for any student who was absent during any portion of the exam. If the student scores below proficiency on the NYSESLAT as per the RNMR report from ATS, the students will continue to receive services and be tested annually with the NYSESLAT until they score at a proficient level.

The ESL teacher, bilingual/ESL Coordinator, Assistant Principal makes the OTELE determination, and completes and signs off on the HLIS. There must also be an oral interview of the student/family conducted by the pedagogue at registration to assist in determining the home language. The interview must be conducted in a language that the parents understands. The HLIS is a legal document and must be completed and signed by the parent and the pedagogue. One copy of the HLIS form is then placed in the student's cumulative record folder and one copy is to be kept on file (in a binder) in a central location (by grade/class) for monitoring purposes. Note – if a student was registered at an enrollment center, the wrong home language code might possibly have been entered into ATS for that child in order to complete their registration at that time. The HLIS might have to be executed or completed and an OTELE determination made upon arrival at the school. If the wrong home language code was entered at the enrollment center, it can and must be changed at the school inappropriately tested and/or the school's data will be misinformed. Pre Kindergarten students who are list noticed to Kindergarten must also have a HLIS administered at the start of the school year. The Universal Pre K home language has

been wiped out on ATS. A new HL code based on the Kindergarten HLIS must be entered on the first day of school.

2. The language surveys that indicate another language will be placed separately until students are tested with the Language Assessment Battery Revised (LABR) that will be administered prior to the 10 day testing window. After the results of the LABR are gathered, entitlement letters, Parent Survey and Program Selection letters are distributed via children and mail to parents of identified ELLs. In addition, a Parent Orientation is set up wherein all three program choices are fully discussed so that parents make the appropriate choice for their child. The ELL Coordinator and/or ESL teacher will provide an oral description of the Transitional Bilingual Education program, the English as a Second Language program and the Dual Language program along with a written summary of each for parents to read for further clarification. Following the oral informational piece, the Orientation DVD will be played for further explanation of their parental choices. Copies of the entitlement letters and program selection letters will be on site on the day of the orientation in case parents forget to bring them. Parent Orientations will be conducted in Spanish because that is the language in demand currently at our schools. For those parents that speak a language other than Spanish, the school will look to fluent speaking parents that will assist us in disseminating all information. When necessary, we will contact and utilize the Translation and Interpretation Unit to assist us with these aforementioned parents.

3. To ensure that Entitlement letters, the Parent Survey and the Program Selection forms are received by our parents, the school initially sends them via the ELL student. The school then follows up with the following: the school mails it to the parent, a phone blast is sent to parents as a reminder and the Parent Coordinator calls home as an additional reminder. Those parents that do not attend the orientation will be contacted by the Parent Coordinator inviting them to another orientation or to a one to one meeting with the ELL Coordinator. The school is currently looking into having the attendance teacher, the family worker or another qualified staff member to make a home visit to have these forms completed.

4. Identified ELLs are placed in programs that parents have selected through the program selection form. If a selection form is not available, ELLs will be placed in a bilingual classroom. If a bilingual classroom is not available at that grade, the child is placed in an ESL program. The parents will be informed through a placement letter sent home. The same procedure conducted for the dissemination of the aforementioned forms will be followed for this part of the new ELL intake and placement.

5. After reviewing the Parent Survey and Program selection forms for the past few years, we have noticed that the trend has been that approximately 60% of our parents have chosen the Transitional Bilingual program as a default choice rather than a completely informed choice resulting from attending the orientation meeting. Therefore, the school has taken steps to ensure that Entitlement letters, the Parent Survey and the Program Selection forms are received by our parents. The school initially sends these forms via the ELL student. then follows up with the following procedures: the school mails it to the parent, a phone blast is sent to parents as a reminder and the Parent Coordinator calls home as an additional reminder. The school is currently looking into having the attendance teacher, the family worker or another qualified staff member to make a home visit to have these forms delivered and completed.

6. The program models offered at the school are aligned with parent requests for the ELL population in the upper grades (3rd - 5th). In the lower grades, we have yet to reach the sufficient numbers to open a Transitional Bilingual Class for those students that parents have chosen that option. The school plans to communicate with these parents periodically to keep them up-to-date.

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): Spanish |
|--|------|-----|---------------------------------------|

| | | | |
|-----------------------|--------------------------------------|--------------------------|-------------------------------|
| Dual language program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |
|-----------------------|--------------------------------------|--------------------------|-------------------------------|

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|-------------------------------|----|
| All ELLs | 175 | Newcomers (ELLs receiving service 0-3 years) | 89 | Special Education | 31 |
| SIFE | 0 | ELLs receiving service 4-6 years | 36 | Long-Term (completed 6 years) | 4 |

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|------------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 78 | 0 | 4 | 24 | 0 | 9 | 2 | 0 | 0 | 104 |
| Total | 78 | 0 | 4 | 24 | 0 | 9 | 2 | 0 | 0 | 104 |

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 | | | | 6 | 3 | 7 | | | | | | | | 16 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 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 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 6 | 3 | 7 | 0 | 16 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | EL L | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Spanish | 19 | 20 | 19 | 32 | 39 | 34 | | | | | | | | 163 |
| Chinese | | | | 1 | | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | 1 | | | | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | 1 | 1 | 1 | | | | | | | | 3 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | 2 | 1 | 4 | 3 | 1 | | | | | | | | 12 |
| TOTAL | 20 | 22 | 20 | 39 | 43 | 36 | 0 | 180 |

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

A. Programming and Scheduling Information

1. (a) At the present time, there are Transitional Bilingual Education Classes in Grades Three through Five. One of the classes is a 3/4 Transitional Bilingual Bridge Class and the other is a 5th Grade Class. Both classes are taught by certified Bilingual Teachers. Due to a decrease in enrollment, it was necessary to create a 3/4 Bridge Class and the other bilingual class is a 5th Grade Class. Both classes are taught by certified bilingual teachers. In addition, we have three self-contained ESL Classes, in Kindergarten, First Grade and Second Grade. These classes are taught by certified, experienced ESL Teachers. Push-in and pull-out services are provided for ELLs who are in Special Ed., Collaborative Team Teaching and General Education settings.

(b) The students that are in Transitional Bilingual Education are in a self-contained classroom with a heterogeneous population that receives instruction in Mathematics in a 90 minute block. Literacy is taught in a 90 minute block as well. There are three self-contained ESL classes in Grades K-2 where children are grouped heterogeneously by language levels. Each ESL program is taught by certified ESL teachers. At our school we have two ESL teachers that provide ESL instruction using the push-in model and the pull-out model to our ELL population in grades K-5 in both general education or special education settings. This model allows for the ESL teacher to support the classroom teacher scaffold the work in the class. Along with this program we have two bilingual classroom teachers serving the transitional bilingual population in grades 3-5. Each beginning and intermediate level child receives 360 minutes of ESL instruction, while the child in the advanced level receives 180 minutes. ESL methodology is also used to teach content areas in the bilingual classrooms.

2. Students in TBe Programs receive the mandated number of hours in ESL and Native Language instruction. Students who receive self-contained or pull-out/push-in instruction based on their proficiency levels on the NYSESLAT. The schedules of the certified ESL Teachers reflect and correlate with the mandated hours for the students.

3. The daily instruction consists of a 90 minute block of literacy, 90 minutes of mathematics instruction, social studies and science instruction 2-3x weekly in a 45 minute block.

Literacy:

During the literacy block all students are taught phonemic, phonological, and decoding skills. Also children are taught writing skills and the conventions of print. Our literacy block has the following components: shared reading, read aloud, guided reading, independent reading and writing. Additional strategies that are also included are: cooperative grouping, scaffolding (i.e., modeling, thinking maps) and the use of learning centers. The classroom environments are conducted as such to support and encourage risk taking and promote oral language for our ELLs with the use of word walls accompanied with pictures.

Most of our teachers have received training in the SIOP teaching model which includes different ways to scaffold such as; verbal, procedural and instructional to ensure that instruction is comprehensible.

Students in a Transitional Bilingual Education Program receive NLA if they are in at a beginning language level, and intermediate students Mathematics:

During the mathematics block, students are taught the prescribed topics aligned by grade. Teachers also use the SIOP teaching model to support the instruction for the ELLs that include verbal, procedural and instructional scaffolds to support and ensure comprehensible input. In addition students are grouped based on either the NYSESLAT or LABR assessments in order to best provide instruction that is aligned to the linguistic needs of this population. Social Studies and Science Units of Study infuse SIOP to support language development.

4. We ensure that our ELL population is appropriately evaluated by utilizing the following assessment: DRA2 in Spanish, Running Records, the ELE, the Math Spanish standardized exam along with the Science Spanish standardized exam. These assessments have baselines, midlines and endlines with benchmarks to monitor progress and establish goals and targets for the students. We use an On-line Data Tracking System, ARIS and our DRA-2 Tracking System to monitor progress and plan instruction.

5. We differentiate instruction for our subgroups accordingly:

a. SIFE

At present, we do not have any SIFE students enrolled but we will ensure the following instruction will be provided if we have SIFE students: The use of sight words, picture dictionaries, low readability and high interest books in both the native language and in English, books on tape along with age appropriate materials which will support the student to meet the curricular demands. Also, teachers will create benchmarks and periodically review assessments in order to reinforce essential skills to ensure grade level performance.

b. Newcomers

A. Programming and Scheduling Information

College Reading and Writing Project School. As a Teacher's College school, we are provided with a Staff Developer that creates curriculum geared to ELLs-SWDs. Additionally, the school provides an after-school program Failure Free Reading (a SES

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

Waterford(1st -2nd)-English online interactive program

Orchard(K-5th)- English Online interactive program

Achieve 3000- English online interactive program for Grades 3-5

Read 180(3rd -5th)- English Comprehension program

Avenues(K-5th - English)

Everyday Math (English and Spanish)(K-5th)

Math Step by Step (English and Spanish)(K-5th)

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

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

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

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

10 The following new programs or improvements will be considered for the upcoming new year: Envisions Common Core Program for K-3 Students in English, and I-Ready online interactive program in literacy and mathematics for Grades K-5. In addition we will ensure that common planning involves collaboration among, ESL, Bilingual and Mainstream teachers whenever appropriate.

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

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Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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?
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Science:

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.

Part III -- F: Professional Development and Support for School Staff

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

- Introduce best practices for ESL instruction to all staff members
- Introduce the NYSESLAT to all staff members
- Introduce study groups that address differentiated instruction and incorporate and develop academic rigor in daily instruction for ELLs in their classroom
- PD on ESL & NLA standards
- Bank Street College Annual Language Series
- PD on analyzing NYSESLAT data in order to drive instruction and differentiate instruction for ELLs
- Teacher's College Calendar days with ELLs as a focus of instruction within the Balance Literacy model

2. The 5th grade teachers, the counselor and administrators have several schools with which we have created partnerships. At least two times prior to the end of the school year, our students and parents attend meetings and workshops wherein they are informed of the expectations demands and resources of that specific middle school.

3. Jose P training for all new teachers includes but is not limited to the following

- Introduce best practices for ESL instruction to all staff members
- Introduce the NYSESLAT to all staff members
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- PD on ESL &/or NLA standards
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E. Parental Involvement

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

Part III – G: Parental Involvement

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Part III – G: Parental Involvement

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

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

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

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

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

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

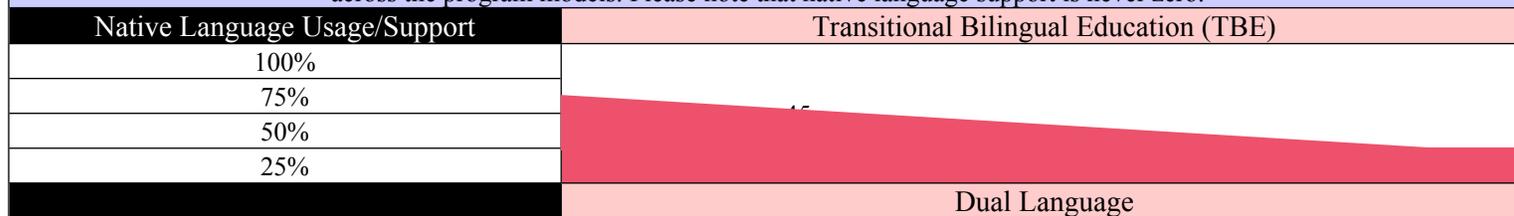
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

| | Beginning | Intermediate | Advanced |
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| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

Part III -- F: Professional Development and Support for School Staff

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

- Introduce best practices for ESL instruction to all staff members
- Introduce the NYSESLAT to all staff members
- Introduce study groups that address differentiated instruction and incorporate and develop academic rigor in daily instruction for ELLs in their classroom
- PD on ESL & NLA standards
- Bank Street College Annual Language Series
- PD on analyzing NYSESLAT data in order to drive instruction and differentiate instruction for ELLs
- Teacher's College Calendar days with ELLs as a focus of instruction within the Balance Literacy model

2. The 5th grade teachers, the counselor and administrators have several schools with which we have created partnerships. At least two times prior to the end of the school year, our students and parents attend meetings and workshops wherein they are informed of the expectations demands and resources of that specific middle school.

3. Jose P training for all new teachers includes but is not limited to the following

- Introduce best practices for ESL instruction to all staff members
- Introduce the NYSESLAT to all staff members
- Introduce study groups that address differentiated instruction and incorporate and develop academic rigor in daily instruction for ELLs in their classroom
- PD on ESL &/or NLA standards
- PD on analyzing NYSESLAT data in order to drive instruction and differentiate instruction for ELLs
- Bank Street College Annual Language Series

E. Parental Involvement

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

Part III – G: Parental Involvement

1. In order to increase the level of parental involvement, the Parent Coordinator will conduct activities to attract parents in addition to

E. Parental Involvement

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

Part III – G: Parental Involvement

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

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

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

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

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

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) | 6 | 13 | 6 | 10 | 4 | 8 | | | | | | | | 47 |
| Intermediate(I) | 0 | 3 | 2 | 9 | 10 | 11 | | | | | | | | 35 |
| Advanced (A) | 6 | 0 | 2 | 7 | 11 | 11 | | | | | | | | 37 |
| Total | 12 | 16 | 10 | 26 | 25 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 119 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|----|---|----|----|----|---|---|---|---|----|----|----|
| LISTENING /SPEAKING | B | | 3 | 0 | 0 | 1 | 1 | | | | | | | |
| | I | | 5 | 1 | 3 | 1 | 0 | | | | | | | |
| | A | | 3 | 4 | 9 | 14 | 6 | | | | | | | |
| | P | | 3 | 3 | 12 | 2 | 18 | | | | | | | |
| READING/ WRITING | B | | 11 | 4 | 8 | 1 | 3 | | | | | | | |
| | I | | 3 | 2 | 9 | 9 | 11 | | | | | | | |
| | A | | 0 | 2 | 7 | 14 | 11 | | | | | | | |
| | P | | 0 | 0 | 0 | 10 | 0 | | | | | | | |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | 13 | 6 | 2 | | 21 |
| 5 | 5 | 12 | 2 | | 19 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | 7 | | 8 | 3 | 5 | 1 | | | 24 |
| 5 | 1 | | 10 | 1 | 2 | 2 | | | 16 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 2 | | 6 | 1 | 9 | 2 | | | 20 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 58

School DBN: 09X058

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|----------------------|-----------|-----------------|
| Velma Gunn | Principal | | 10/12/11 |
| Arjune Ramdas | Assistant Principal | | 10/12/11 |
| Latonya Harris | Parent Coordinator | | 10/12/11 |
| Damaris Rentas | ESL Teacher | | 10/12/11 |
| Loretta Matthews | Parent | | 10/12/11 |
| Karen Leger-Kruzner | Teacher/Subject Area | | 10/12/11 |
| Miguelina Baez | Teacher/Subject Area | | 10/12/11 |
| Laura Sanchez | Coach | | 10/12/11 |
| Mayra Perez | Coach | | 10/12/11 |
| Ivan Hannibal | Guidance Counselor | | 10/12/11 |
| Ben Waxman | Network Leader | | 10/12/11 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x058 **School Name:** PS 58

Cluster: 5 **Network:** 534

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.

At PS 58, we closely monitor the Home Language Identification Survey (HLIS) that is completed upon admission by the parent/guardian. This information is entered into ATS and all communication that is sent out to parents is translated into Spanish to assure that the parents understand all correspondence. The Parent Coordinator and the Bilingual/ESL teacher are always available to assist parents. They are available for workshops, PA meetings and Parent Teacher conferences, as needed. Parents are always aware of school events and issues given the availability of translators on staff, and translated home-school correspondence. Documents that we used to ensure the aforementioned are: Home Language Identification Survey, Blue emergency card, cumulative records, parents' survey, parent orientation meetings, and SLT meetings there is a need for communication to occur in Spanish.

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

Our major findings in our school is that we have many staff members who are bilingual and provided the support needed. The translation and interpretation services provided in our school is mostly in Spanish language. The DOE also provides translation services, if needed in other languages. The school community is informed of the translation and interpretation policy through PA meetings, school meetings, and the monthly newsletter.

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.

Currently, we have certified bilingual staff personnel who translate letters and all documents for 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.

The oral interpretation services are provided by school staff who speak the language of our students. In the main office , we have our secretaries and support staff that speak Spanish. If needed, interpretation services are used for languages that our staff is not fluent and outside contractors are notified. We also use the Department's website which outlines the procedure and provides additional resources.

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>.

Our school provides to each parent whose primary language is a covered language and requires language assistance with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We also post in the main office a sign in each of covered languages the availability of interpretation services.

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

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|----------------------------|
| Name of School: 58 | DBN: 09x058 |
| Cluster Leader: Debra Maldonado | Network Leader: Ben Waxman |
| 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: 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: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2 |

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:

09X058 Language Instruction Program funded under Title III

Rationale: Public 58x's Title III supplementary program will focus on vocabulary development in the content areas of Social Studies and Science to support second language acquisition. The focus groups are ELL students in grades 3-5 who are required to take the NYS ELA test in April 2012.

Subgroups and Grade levels:

| Grades | # Students | Language Proficiency Levels | Subgroups |
|--------|------------|---------------------------------|------------------------------|
| 3 | 20 | Range from beginner to advanced | Newcomers (Yrs 0-3) |
| 4 | 20 | Range from beginner to advanced | Extension Services (Yrs 3-5) |
| 5 | 20 | Range from beginner to advanced | Extension Services (Yrs 3-6) |
| Total | 60 | | |

Schedule and Duration: The Saturday Academy will begin in December 2011. The program will run for 14 weeks and each session will be four hours. The 2 bilingual certified and 1 ESL certified teachers will provide instruction to approximately 60 ELLs in grades 3 through 5. Group size will be maintained at 15 students per teacher. There will be 4 classes with a total of 60 students.

Language of Instruction: English

The students will receive instruction in a cross curricular program that addresses their area(s) of need and enhance students' abilities in the areas of Reading, Writing, Speaking and Listening in English and native language support. A portion of the program will also focus on strengthening students' math skills. The program will target ELLs at the beginner/intermediate and advanced language levels. The identified ELLs were selected from the NYSESLAT modality report, Acuity and ARIS.

The main reading resource selected: Content Area Reading Success focuses on developing content area comprehension, critical thinking, vocabulary and the ability for ELL student to read and understand nonfiction text features. Each lesson will include reading skills, comprehension strategies, and text features will help to increase student performance. The planning of the lessons will follow the format of Sheltered Instructional Observation Protocol (SIOP) model.

In addition, students will use the Online i Ready, Curriculum Associates, diagnostic program which

Part B: Direct Instruction Supplemental Program Information

identifies student's strengths and weaknesses. The program automatically creates and delivers an individual plan for every student. Students will be grouped homogenously according to their instructional level. Teacher will be able to track progress with Common Core State Standards. The i-Ready instruction will include reading lessons topics that will focus on improving Foundational Skills, Comprehension, Vocabulary and Literature.

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:

Rationale: Our Title III professional development program will primarily focus on how to use data to differentiate instruction and integrate the SIOP framework to improve student achievement.

Teachers receive training & topics: Certified Bilingual/ESL teachers and all teachers will attend workshops on the implementation of the eight components of the SIOP Framework, (Lesson Preparation, Building Background, Comprehensible Input, Strategies, Practice and Application). It will focus on Differentiated Instruction: Using Multiple Modalities for Language Development in order to provide high quality instruction to ELLs. The ultimate goals of the series are to promote an in-depth discussion about language learning principles and methodology with a focus on classroom applications.

Schedule and duration: Additional professional development will include decoding test materials for ELLs. We will align instruction to the Common Core Learning Standards and our Saturday Academy will include 3 hours of instruction and 1 hour of professional development on an on-going basis.

Provider: Administrator, Lead teachers, CFN ELL Support Specialist

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:

Rationale: To improve Parent Involvement of ELLs and support the instruction of students

Part D: Parental Engagement Activities

Schedule and duration: The Parent Coordinator and the ELL Coordinator will conduct activities to attract parents in addition to providing information that will encourage parent volunteers. Parents will have the opportunity to attend monthly meetings where they will be informed of upcoming events at the school level along with information on community organizations available to them.

Topics to be covered: Moreover, parent workshops will be conducted on such topics as child development, reading to your child in the native language, using the Public Library to promote Reading and Writing in English and Native Language. The parent involvement program will be provided at no cost to Title III.

Name of Provider: Administration, Parent Coordinator, Lead Teachers and CFN Support

How parents will be notified of these activities

Parents are notified via Phone Messenger Service, flyers, phone calls, letters

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | |
| 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: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| Travel | | |
| Other | | |
| TOTAL | | |