Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME:

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

15K058

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

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Giselle McGee	*Principal or Designee	
Danielle Lehtinen	*UFT Chapter Leader or Designee	
Paul Marotta	*PA/PTA President or Designated Co-President	
_____	DC 37 Representative, if applicable	
_____	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
_____	CBO Representative, if applicable	
Eileen Carier	Member/ Parent	
Catherine Colton	Member/ Parent	
Amy Briggs	Member/ Parent	
Elizabeth Rippe	Member/ Teacher	
Mary Leopoldi	Member/ Teacher	
Claire Benner	Member/ Teacher	
Sara Dalziel	Member/ Teacher	
Andrew Freidman	Member/ Teacher	
Janice Campbell	Member/ Parent	

Dinah Gieske	Member/ Parent	
Katherine Dello Stritto	Member/ Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval.
Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- Engage all students in two literacy tasks aligned to the Common Core Learning Standards that asks them to read and analyze informational texts and write opinions and arguments in response. One task will focus on Social studies and one task will focus on Science. A minimum of 85% of the students will satisfactorily complete these tasks at or above grade level.
- **Goal will be measured by: grade-wide rubrics aligned to the Common Core Standards, teacher observations**

Comprehensive needs assessment

- With the added expectation that all schools need to complete multiple performance assessments, and the need to support the work that the teachers are doing, it was determined that our staff would need support in aligning the required tasks into their curriculum. It has also been determined that the data that will be attainable from the performance assessments will greatly support our teachers' instructional planning. Therefore, it is imperative that we implement these performance assessments with adequate planning and review time.

Instructional strategies/activities

a) Through the use of the Teachers College Reading and Writing project the teachers will study the performance assessments. The teachers will use the Common Core State Learning standards to plan instruction as well. Each student will engage in a unit of study that culminates in a literacy performance task focused on Social Studies topics. Each student will also engage in a unit of study that culminates in a literacy performance task focused on Science topics.

b) The staff will work closely with both our upper grade and lower grade staff developer from Teachers College. This work will focus on planning and implementing units that encompass the performance assessments. The work will also focus on looking at student work as data and how to improve teaching focus. The teachers will also work with the staff developers based on individual needs. The staff will work during three specialty days with Carl Anderson. During these days the teachers will look at student work and work in groups as teacher teams to try out effective instructional strategies. The staff will work with the Instructional Coach on staff to gather resources and trouble shoot the work being done for the performance assessments.

c) The Grade Leader team and Vertical Reading and Vertical Writing teams will work closely to ensure that the level of instruction on each grade increases. These times will support planning across the grades and will allow for the teacher teams to look at student work based on a rubric.

d) Timeline - throughout the fall, teacher teams will study the performance assessments distributed. They will examine the core components of the unit, as well as become familiar with the demands of the task and student work scoring benchmarks. All classes will complete one literacy task over the course of the fall/winter and the second task will be completed in the spring.

e) Each piece of student work will be examined by a team of teachers and scored against benchmark student work samples. Each piece of student work will be given a score of 1-2-3-or-4 based on the rubric and a comment explaining the score will be provided.

f) Teachers will work with Network support Special Education liaison to support the students with IEPs. Through visits by the liaison the teachers who work with students who need support such as our students with IEPs will have additional planning time to work on structuring lessons. As grade teams meet to plan the performance assessments teachers who work with English Language Learners will work with their professional learning communities to share best practices to support English Language Learners. The school's English as a Second Language teacher will be working with the grade leaders and vertical Writing Team to support these students.

Strategies to increase parental involvement

- We will have parent information sessions on the Common Core Learning Standards to support parent understanding of the standards and how the standards have lead to shifts in instruction.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☒Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Funds will be allocated for professional development for teachers in instruction for ELA these will not be limited to Teachers College conference days, Learning Communities, coaching groups and Specialty Content Area days, in-house professional development with staff developers.
- Funds will be allocated to our network support team to help in implementation of the performance assessments

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

- Engage all students on two mathematics tasks/ units aligned to the Common Core Standards that asks them demonstrate their ability to model with mathematics and /or construct and explore the reasoning behind arguments to arrive at a viable solution. A minimum of 85% of the students will satisfactorily complete these tasks at or above grade level.
- **Goal will be measured by: grade-wide rubrics aligned to the Common Core Standards, teacher observations**

Comprehensive needs assessment

- With the added expectation that all schools now need to complete multiple performance assessments, and the need to support the work that the teachers are doing it, was determined that our staff would need support in aligning the required tasks into their curriculum. We also determined that the data that will be attainable from the performance assessment will greatly support our teachers' instructional planning. Therefore, it is imperative that we implement these performance assessments with adequate planning and review time.

Instructional strategies/activities

a) With the support of our Metamorphosis Math staff developer teachers will plan and implement the Math performance assessments across all grades. The teachers will use the Common Core State Learning standards to plan instruction. Each student will engage in 2 units of study that culminate in a math performance tasks.
b) Each grade team will have a member represent them on the school's Math Vertical team. This team will work to align the performance tasks with the units of study the teachers are working on. This team will also look at student work to assess how the students are progressing through the grades.
c) Teachers on each grade will attend Metamorphosis Math learning communities that will focus on improving math instruction in the classroom. These teachers will then present to other grade member upon return to the school. Teachers will engage in on-site professional development with a staff developer. This work will include teachers engaging in inter-visitation and sharing best practices. This work will also include labsite teaching and meetings to plan and debrief lessons.
d) Timeline - throughout the fall, teacher teams will study and plan the performance assessments. They will examine the core components of the unit, as well as become familiar with the demands of the task and student work scoring benchmarks. All classes will complete one math tasks over the course of the fall/winter and the second task will be completed in the spring.
e) Each piece of student work will be examined by a team of teachers and scored against benchmark student work samples. Each piece of student work will be given a score of 1-2-3-or-4 based on the rubric and a comment explaining the score will be provided.
f) Teachers will work with Network support Special Education liaison to support the students with IEPs. Through visits by the liaison the teachers who work with students who need support such as our students with IEPs will have additional planning time to work on structuring lessons. As grade teams meet to plan the performance assessments teachers who work with English Language Learners will work with their professional learning communities to share best practices to support English Language Learners. The school's English as a Second Language teacher will be working with the grade leaders and vertical Writing Team to support these students.

Strategies to increase parental involvement

- The school will hold parent workshops in the fall to introduce the new math curriculum broken into Kindergarten – grade two and another session for grades three through five.
- The school will hold parent workshops in the winter to engage parents in the math instruction going on in the classroom. The parents will work with teachers to investigate what the math instruction looks like in the classroom and be able to ask questions regarding their students work.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☒Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Funds will be allocated for professional development for teachers in instruction for Math these will not be limited Metamorphosis Math conference days, Learning Communities, coaching groups and grade planning days, and in-house professional development with staff developers.
- Funds will be allocated to our network support team to help in implementation of the performance assessments.

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

- Increase the amount of targeted responsibility among grade and school team members to promote more collaboration that will in turn promote student progress. By June 2013 50% of the teaching staff will have taken on an increased leadership role on one of their teams.
- **Goal will be measured by: staff surveys, monthly reports from staff regarding teacher created materials, monthly reports on student reading levels, student progress reports, data collected from performance assessments**

Comprehensive needs assessment

- Our school has grown drastically over the course of the last five years. With a growing staff and growing responsibilities it is imperative that teachers and all staff members need to share the work burden. As a school that works very hard to implement the best possible instruction in an effort to promote student success we need to delegate shared responsibility. As our staff has grown and has a great deal of talents to share we are working hard to share expertise and build capacity across our entire staff. We also strive to create educational leaders who improve our school and community.

Instructional strategies/activities

- We will mentor our new teachers through mentor teachers and instructional coaching. We will have a team of three teachers work with new teachers and have monthly meetings for new teachers to discuss ideas, concerns and successes.
- We will clearly define the role of grade/team leader in an effort to establish clear expectations and support them in disseminating information and delegating responsibilities.
- We will continue to grow communication along grade lines by refining our bi-weekly meeting times to include looking at student work, clear agenda setting and follow-up communication.
- We will continue to grow our Vertical Teams and set clear goals for the year. The teams will set goals for the fall semester, review their progress, report to the staff and then set goals for the spring semester.
- With the creation of the vertical dual language team we will be asking for constant feedback and steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.
- Weekly communication will be established between school leaders and grade/team members. The communication will include agenda items for meetings, questions, concerns, suggestions and the breakdown of responsibility on the team.
- All Vertical Team members will meet this year bi-weekly starting in the fall. The vertical teams each have an area of focus and will present proposals to the staff in the beginning of February to improve work in each subject area.
- Lunch and Learn meetings will be set up this year to establish more communication and in house professional development opportunities. Teachers will host individually or as a group a lunch-time session in an area of expertise based on need inside the school building. All staff members are asked to attend a minimum of 3 lunch & learn meetings.

Strategies to increase parental involvement

- The School Leadership Team will be instrumental in reaching out to parents who would like to be involved and help at parent workshops.
- Through the In-Class programming arm of the PTA teachers will work with parents and outside organization to bring in more activities to enhance the students' experience at PS 58.
- Parents will be invited to share knowledge and expertise at team leader meetings and the teacher liaison to the PTA and parent Dual Language committees will report monthly to the school staff looking for areas in need of improvement.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☒Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2013 there will be a 50% increase in targeted parent workshop opportunities that promote and support student success.
- **Goal will be measured by: parent survey results, parent feedback forms collected from workshops, teacher survey results and teacher feedback collected from workshops**

Comprehensive needs assessment

- As our school has grown we have a large group of parents we hope to better educate to grow our base of parents who are actively involved. Many of our active parents have older children and it is our goal to work with the parents of our younger students to grow more parent leaders and mobilize our parents to support our entire school community. This will promote education of the parent population and empower active parent leaders.

Instructional strategies/activities

- Teachers will work with groups of parents to determine where there is a need for parent education. This information will be attained from where parents are struggling with students at home and what students are struggling with the most in the classroom.
- Targeting specific parent groups to work on or with the School Leadership Team. In particular having a parent represent the English Language Learner population and the students with IEPs population.
- Teacher groups will meet to plan the parent workshops in advance. The team of teachers will survey parents to determine areas where parent questions arise.
- The teachers will be able to offer handouts/PowerPoint information to the school website to help educate all parents even if they cannot come to the workshop
-

Strategies to increase parental involvement

- The School Leadership Team will be instrumental in reaching out to parents who would like to be involved and help at parent workshops.
- The School Leadership Team in collaboration with the school building leaders will host parent information sessions on new curriculum, the Common Core Learning Standards, supporting students in testing grades and what to expect in the next year meetings.
- Offering the Learning Leaders program to parents as a way to become involved in the school. This program will allow parents to become more familiar with curriculum and teaching strategies

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☒Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- The School Leadership Team will work with staff members to plan workshops based on parent need/interest
- Funds will be allocated for per diem to have teachers host parent meetings on specific topics throughout the course of the year.
- The PTA will support programs for parent education in their budget

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Engage staff members that look closely at students with IEP's to understand gaps between current student performance and improved instruction. 85% of IEP students will increase their reading levels and based on individual portfolio work increase their math understanding.
- **Goal will be measured by: student progress reports, student progress on IEPs, monthly collection of reading levels, aligned rubrics used to grade work portfolios for students**

Comprehensive needs assessment

- As a school with a population of students with IEPs in many different settings it is important that we have clear goals for improvement. Our students with IEPs face challenges that reach throughout their education. Looking at standardized test scores, work samples, behavior logs and other anecdotes it is evident that our students who have IEPs need the most support and should be a critical goal for improving our student success at PS 58. Some of these students come to school with many challenges and it is imperative that we work as a team to support their needs.

Instructional strategies/activities

- Staff members who worked with Special Education support from our network will turn key this information to other team members
- Staff members involved in a Universal Design for Learning study group last year will present to the staff in the fall and then will work with other teachers to help them understand how to use UDL in the classroom to ensure more effective teaching.
- Vertical Special Education team meetings will occur bi-weekly and will discuss issues across all grades with students in Self-Contained classes, ICT classes and in SETSS programs. This team will also have service provider representation and will allow for more communication between service providers and teachers.
- The School Implementation Team will meet as needed to determine the best placement of new students. This team will reconvene after the child has been in the placement for some time and determine how things are going. This will include possibilities for more support in school.
- Teachers will work with Network support Special Education liaison to support the students with IEPs. Through visits by the liaison the teachers who work with students who need support such as our students with IEPs will have additional planning time to work on structuring lessons. As grade teams meet to plan the performance assessments teachers who work with English Language Learners will work with their professional learning communities to share best practices to support English Language Learners. The school's English as a Second Language teacher will be working with the grade leaders and vertical Writing Team to support these students.

Strategies to increase parental involvement

- The school based support team will work with teachers on parent outreach when working with students with IEPs
- We have implemented new parent positions on the School Leadership team that focus on issues relating to parents of students with IEPs as well as parents of our English Language Learners.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☒Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Funds will be devoted to professional development for teachers working with students with IEPs especially teachers who are new to this work
- Teachers will work with staff coaches to integrate standards based instruction with IEPs and att
- Per session funds will be used when they become available for the Vertical Special Education team to do planning and as a team.
- Funds will be allocated for teachers to attend professional development on writing, implementing and supporting students IEPs
- Funds will be allocated for staff to attend professional development on behavior management and Universal Design for Learning opportunities

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Extended day reading and writing groups, Reading Recovery, pull out AIS for targeted grades, test prep for English Language Learners	Small group not to exceed 10 during extended day hours, small group pull out during the day and in the classroom, small group for English Language Learners	Extended day, during school hours, after school
Mathematics	Extended day Math groups on each grade, test prep for English Language Learners	Small group not to exceed 10 students during extended day hours, small group for English Language Learners	Extended day, after school
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk speech, at-risk counseling	Provided in small group or one-to-one with speech therapist, school counselor and school social worker	Extended day and during the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

For current teachers we will offer in house professional development in English Language Arts, Mathematics, Science, Social Studies and all specialty areas. We will also offer in house professional development on classroom and behavior management. For current teachers we will offer leadership opportunities such as: mentoring, team leadership positions, opportunities to run workshops for parents and staff as well as opportunities to attend workshop days outside of school.
We will have professional development from Teachers College staff developers who will work with a core of three grades. Their work will center on planning instruction and using evidence from observing lessons taught and student work to plan professional goals for all teachers. The upper grade and lower grade staff developers from Teachers College will work with groups of teachers that span across grades and will allow more opportunities to share best practices.
We will have professional development from Metamorphosis Math. Our staff developers will work with one grade at a time to help develop the teachers as stronger mathematicians in turn being better Math instructors. We will send one teacher on each grade to Metamorphosis Math learning communities. The information that they learn at these communities will then be shared at team meetings and at staff meetings across the year.
To recruit high quality teachers we will continue to host student teachers from Teachers College and New York University to build up a pool of teachers that we are able to hire when openings arise. We also have a group of teachers who serve on the hiring committee who would interview and observe lessons taught of the prospective teachers.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

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

C. Teacher Qualifications ⓘ

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

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

D. School Demographics

Total number of students in school	867	Total Number of ELLs	64	ELLs as share of total student population (%)	7.38%

Part II: ELL Identification Process

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

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

1. Initial Identification of ELLs:

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

2. Parent Choice:

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

3. Forms:

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

4. Criteria and Procedures:

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

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

6. Program Models Aligned with Parent Requests:

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

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language	35	0	0	1	0	0	0	0	0	36
ESL	25	0	3	3	0	2	0	0	0	28
Total	60	0	3	4	0	2	0	0	0	64
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Albanian	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Other	5	1	0	0	1	0	0	0	0	0	0	0	0	7
TOTAL	**9**	**6**	**6**	**3**	**3**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**28**

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

- French Dual Language Program in Grades K-4:
The Dual Language program at PS 58 is a developmental, language enrichment, biliterate/bilingual educational program that integrates students who are native English speakers and native French speakers for all or most of their content area instruction. ELLs & EP students are integrated for all or most academic area instruction. Therefore, the students of each language group serve as language models for each other. In addition, all students are developing their second language skills while learning content knowledge in both languages.

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

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

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

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

2. Staff Organization:

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

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

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

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

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

A. Programming and Scheduling Information

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

- English as a Second Language Pull out/Push in

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

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

Instructional Minutes ESL, ELA and NLA
In the French dual language program, ESL is taught thematically using New York City social studies and science curricula to expose students to academic language in the content areas. Teachers also use choice time to teach social language skills necessary for those grades. Students are grouped according to language and interest levels to increase practice time and maximize the acquisition of language. Teachers also use shared reading, phonics and shared writing to teach ESL. Beginning and intermediate ELLs receive 360 minutes of explicit ESL instruction a week. They also receive at least 300 minutes of native language arts per week. Advanced ELLs receive at least 180 minutes of explicit ESL instruction a week, 180 minutes of ELA and 225 minutes of French language arts.

In the ESL push-in/pull-out program, beginning and intermediate students receive at least 360 minutes of ESL instruction per week with Ms. Dalziel. Advanced students receive 180 minutes of ESL instruction per week and at least 180 minutes of ELA.

3. Content Area Instruction:

- French Dual Language Program
To ensure that all students meet or exceed the standards, there must be both short and long term planning for content area instruction. It is particularly essential for Dual Language teachers to carefully plan, since they must also integrate language objectives into those content lessons. All content area instruction, whether in one language or the other, becomes an opportunity for language development. Teachers plan for content-obligatory language objectives (language skills that are fundamental to the content area) in addition to content-compatible language objectives (other related language skills compatible with the content being taught). Content-obligatory and content-compatible language objectives include the following kinds of language skills: (1) Functions (requesting/giving information, comparing/contrasting, describing, retelling, and summarizing), (2) Vocabulary (according to the topic/theme), and (3) Grammar (question formation, adjective agreement, and comparatives).

In the Dual Language program, Social Studies is mostly taught in French through the reading and writing workshop, read alouds, shared readings, shared poems and word study. Support is provided in English thanks to word walls, read alouds, shared readings and the reading and writing workshops for vocabulary development. Social Studies is also the vehicle to introduce Francophone cultures to the dual language classes. Similarly, bilingual teachers integrate Science with literacy components to foster language acquisition and development in the L2. Math is mostly taught in English with support in French through math games and math vocabulary work for academic language development. Math and Social Studies are also taught in small group instruction through heterogeneous language groupings to encouring language exchange. Our school uses aspects of TERC to help ELLs experience math in real life applications. Science, Art, Drama and Gym are taught in English by cluster teachers. Music is taught in French and English by a bilingual Music teacher.

K-1 dual Language classrooms include instructional resources in French and English. Classroom libraries include books and other printed

materials appropriate for both groups of students; those learning English as a second language and those who are second language learners of French. Classroom libraries contain authentic literature, (written by authors in French) and content area materials in both languages.

In grades 2-4, dual language language classrooms include instructional resources in the instructional language of the teacher. Students also have access to dictionaries and online resources to assist with language development. Classroom libraries include books and other printed materials. Teachers also have access to a guided reading closet and authentic literature to help students acquire language.

At PS 58, students receive science instruction from our science cluster teachers at least once a week. In addition, classroom teachers design ELA and NLA units of study that integrate social studies and science. This has proven to reinforce students' academic vocabulary and structures in the target language. One recent example is how fourth grade is writing a narrative piece with two narrators: one Native American and one European explorer. Students use academic language to add details to their stories. They are writing one narrative in both languages. By spending at least 5 periods a week on this project, students acquire and master the academic vocabulary of that unit. Language in the content areas is made accessible thanks to interactive word walls created by and for students; a large selection of nonfiction books in both languages; and small group work.

- English as a Second Language Pull out/Push in

The ESL program at PS 58 follows the Part 154 mandates providing 360 minutes of ESL for Beginners and Intermediate students and 180 of ESL and 180 minutes of ELA for Advanced students, students in the Dual language French program also receive at least 180 minutes of Native Language Arts. Students who have reached proficiency receive intervention services and participate in the 37 ½ minutes Extended Day program.

To support instruction, all classrooms will have:

- Print rich materials
- Word Wall with pictures
- Multilingual and multicultural libraries
- Listening Centers
- Strategy charts related to current unit of study in Reading, Writing and Math
- Charts modeling correct language usage
- Flow of the Day times with pictures
- Realia – visual aides/real objects to help students access prior knowledge and learn vocabulary

The ESL program utilizes a wide variety of instructional materials. Fiction and non-fiction books are used as part of regular and Balanced Literacy programs. Collaborative meetings with regular classroom teachers provide additional support to ELL students on the Teachers College writing workshop and reading workshop models and benchmark books. Also incorporated in the program are photography, bilingual dictionaries, picture dictionaries and computer software.

4. Evaluation in the Native Language:

Newly admitted students who are identified according to the Home Language Identification Survey as Spanish speakers and test for ESL services are also administered the Spanish LAB-R test in order to determine language dominance. Students who have arrived within 1 year of the New York State Math and Science test take the tests in their native language. Because the New York State tests are not translated into French, a certified bilingual teacher orally translates the test for the students. All other languages are administered if the test is available in the native language. These students do not take the ELA state test within their first year of arrival.

In the Dual Language Program, we also assess students in reading in French thanks to a Canadian-translated version of the Rigby PM Ultra Benchmark Kit (GB+ Trousse d'évaluation). Students are assessed at least four times a year (Sept/Nov/Mar/June) to assess growth. We also developed a spelling inventory in French, a list of high frequency words in French, a letter/sound recognition assessment and the writing rubrics to assess students in their native tongue.

5. Differentiation for ELL subgroups:

A. Programming and Scheduling Information

All Beginning and Intermediate students receive the mandated 360 minutes of ESL instruction a week. Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction in their classrooms. Additional support for ELLs that are newly arrived, long term ELLs or students with interrupted education will be provided through:

- Intervention (During School for grades K-5)
- Extended Day Program (Before school grades 1-5)

a. SIFE
Our plan for Students with Interrupted Formal Education (SIFE) includes identifying these students as soon as possible when admitted. We then make individual learning plans according to their needs. For any long term ELL student who needs extension of services, we offer them academic intervention based on their specific needs. AIS is available for both upper and lower grades, and in content areas. SIFE students also participate in the 37 ½ minutes Extended Day program.

b. Newcomers
Newcomers who score as beginning or intermediate on the LAB-R/NYSESLAT receive mandated 360 minutes of ESL instruction a week. They are taught in small groups for maximum opportunities to work on listening, speaking, reading and writing. They are given instruction in both basic interpersonal communication skills (BICS) and content area instruction, as well as taught using collaborative interactive projects involving music, drama, and the arts. We have a newcomers group that receives additional instructional support before school as part of the extended day program. PS 58 also recognizes the importance of native language support in developing English proficiency. We offer native language support for newcomers and have been increasing our library of bilingual and native language books. These are available for students to take home and read with their parents in their native language, which strengthens the home school connection. NCLB requires ELA testing for ELLs after one year. To help these students meet or exceed state standards, we focus on nonfiction reading and writing skills to support academic language development. We also invite all newcomers to our ELA/Math Test Prep to help them practice reading and writing strategies for the tests.

c. 4-6 y. ELLs
Data analysis revealed that our ELLs receiving services for more than 3 years need additional support in writing. In order to bolster this specific skill, PS 58 has developed a transition plan to support students in reaching the proficiency level in writing. The ESL teacher collaborates closely with the classroom teachers to support writing with specific ESL methodology during the school day. In both the Free Standing ESL Program and the Dual Language Program, teachers work with small groups as well as individually with LEP students who have not met the performance standard in writing. Long-term ELLs are strongly encouraged to attend extended day programs.

Accountable talk fosters greater writing responses to literature. We will foster accountable talk by including these students in the reading buddy and peer tutoring programs. In addition, the ESL and dual language teachers will confer in small groups or individually with ELLs. ESL and bilingual teachers will also tailor word work and writing strategies to increase the use of advanced language structures and academic vocabulary. Finally, close communication with classroom and service providers will also help to target and focus on students' specific academic goals and needs. Furthermore, dual language teachers examine students' strengths in reading and writing across languages to identify positive transfer of skills and lack thereof.

d. Long-term ELLs
Based on our current data, the students who are at risk of becoming long-term ELLs are students with disabilities. In order to answer their particular needs, the ESL and Dual Language teachers collaborate closely with Special Education teachers, School Based Support Team (SBST), and the SETTS teacher to analyse student work and behaviors, give students extra support for NYS tests. In addition, the ESL teacher has regular meetings with the SBST to closely monitor ELLs who have Individual Education Plans (IEP). This collaboration allows us to focus on our students' specific academic needs, to monitor their progress, and adjust instruction as needed.

6. Instructional Strategies and Grade-Level Materials for Teachers of ELL-SWDs
The ESL teacher collaborates closely with the classroom teachers to support academic content areas with specific ESL methodology during the school day. In both the Freestanding ESL Program and the Dual Language Program, teachers work with small groups as well as individually with ELL students to support and accelerate their English language development.

A. Programming and Scheduling Information

During the literacy block, ESL and bilingual teachers support ELL-SWDs with tailored word work, guided reading, realia, and oral language development. During content area instruction, the ESL teacher also uses a variety of strategies to ensure students understand content. This involves previewing vocabulary, differentiating texts according to students' proficiency levels, working in small groups, and providing additional picture support. Where possible, native language literature is incorporated and encouraged. These instructional strategies allow ELL students greater access to grade level materials, which will in turn accelerate their English language development. The grade level materials used include but are not limited to grade level texts and content vocabulary. Work is differentiated to meet students' needs but remains grade level appropriate.

The ESL and Dual Language teachers collaborate closely with Special Education teachers, the School Based Support Team (SBST), and the SETTS teacher to give students extra support. In addition, the ESL program has regular meetings with the SBST to closely monitor the ELL students who have Individual Education Plans (IEP). This collaboration allows us to focus on our students' specific academic needs, to monitor their progress, and adjust instruction as needed. Furthermore, dual language teachers examine students' strengths in reading and writing across languages to identify positive transfer of skills and lack thereof.

The school ensures that all students receive all services mandated on their IEPs through close collaboration with the SBST. All teachers of students with disabilities are given copies of the IEPs and attend annual meetings to update them.

7. Curricular, instructional and scheduling flexibility for ELL-SWDs

P.S. 58 allows for a great amount of curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. 4th and 5th grade Intermediate level students with disabilities are pulled out with advanced 3rd grade students. This allows integration between SWDs and students in regular classes. By closely collaborating with Special Education and regular teachers, the ESL teacher is able to support and enrich class work with specific ESL strategies in this small group setting. Kindergarten, First, and Second grade SWDs are also integrated into a heterogeneous group during push in and pull out sessions. This flexibility in scheduling allows for both homogenous and heterogeneous grouping based on students' specific needs.

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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

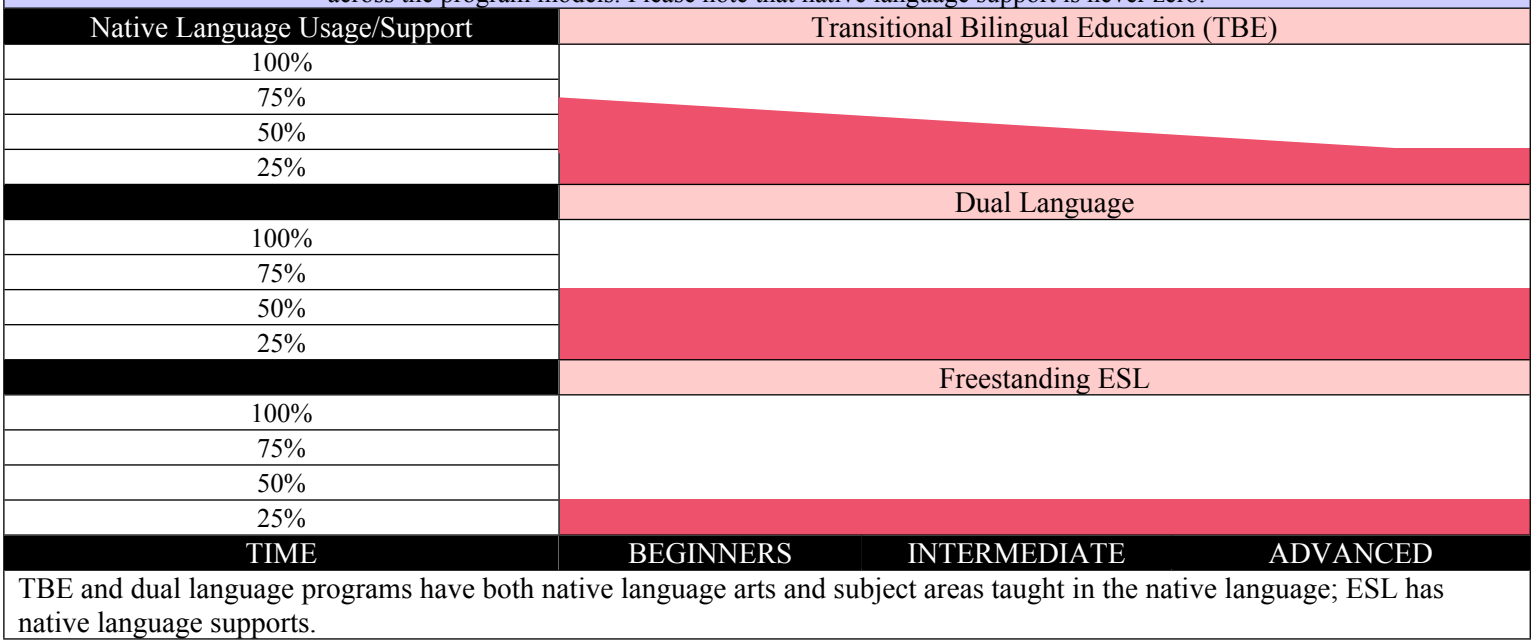
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	French			
Social Studies:	French/English			
Math:	French/English			
Science:	French/English			
Music	French/English			
Movement	French/English			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. Targeted Intervention Programs:

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

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

9. Transitional Support:

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

10. New Programs & Improvements:

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

11. Discontinued Services and Programs: n/a

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

13. Instructional Materials:
Families of ELLs have access to Spanish books in the ESL classroom and the school library. Parents also have access to 1200 French books in the school library. Francophone parent volunteers help French-speaking families check out books twice a week from 8:00am to 8:40am to increase access to these resources. The Dual Language classrooms are also equipped with equal amounts of French and English resources to reinforce the equal importance of both languages. Materials include: authentic literature written by Francophone authors; literature from Francophone authors from France, Africa and Canada; phonics games in French; French guided reading materials; leveled books in French; and big books in French for shared reading.

Many classrooms throughout the school are also equipped with Smart Boards and Document Readers to enhance visual aspects of learning for ELLs. Ms. Dalziel has instructed each teacher who works with ELLs on how to use Google translate for on-the-spot translations as well as notes home. She is also updating a "Newcomer Kit" for each teacher to have in his/her classroom to provide guidance and support when a student arrives from another country.

Last year our Technology teacher Bee Ladd created and designed Project Lab, with strategies and modifications to promote learning adapted from the New York City Blueprint for Teaching and Learning in the Visual Arts. Ms. Ladd uses these strategies and modifications to promote learning for ELLs and struggling learners.

14. Native Language Support:

Dual Language teachers support native language development by teaching literacy in the native language first. Native language support is provided through all components of the balanced literacy model. The Dual Language program hires teachers who are native speakers or fluent speakers of French to reinforce ELLs mastery of their first language. All French-dominant students, starting in Kindergarten, take books home in the native language to read independently. In addition, students struggling with vocabulary development are encouraged to take home a few books for their parents to read aloud in their native language. The Dual Language program also incorporates aspects of the French national curriculum to challenge advanced French-dominant students in their native tongue, especially in phonics, spelling, grammar and vocabulary.

Our ESL teacher supports native language development by sending books home in Spanish (our dominant language other than French), providing phonics flash cards and games in Spanish to take home, and giving the Scholastic magazine “Que Tal?” to Spanish speakers to take home and read with their families. Children can also watch instructional videos and language learning support in French, German and Spanish through Scholastic on www.maryglasgowplus.com.

15. Matching Services to ELLs:
The French Dual Language program continues to grow, and now includes grades K-4. It will expand to grade 5 next year. Students are taught according to their age and grade level. All ESL students receive required services and resources corresponding to their age, grade level and proficiency level.

16. Activities for Newly Enrolled ELLs:
Joan Bredthauer, parent coordinator, and Marie Bouteillon, bilingual instructional coach, work with families to help them connect to the French-speaking community before school starts. They also organized personal tours for students and parents. Any student arriving before school starts would be introduced to Ms. Bredthauer and have the opportunity for a tour. They would be given names of parents or teachers who speak their home language. They would also be introduced to their teacher and have the opportunity to see their classroom and speak with Ms. Dalziel, our ESL teacher and LAB-R coordinator. This year, Ms. Dalziel is updating a "Newcomer Kit" for teachers to have in their classroom to provide extra support to newly arrived ELLs.

17. Language Electives:
All students, including ELLs, are invited to participate in after school French and Spanish classes run through our PTA and EFNY.

C. Schools with Dual Language Programs

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

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

2. Integrated EPs and ELLS:

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

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

3. Language Separation:

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

4. Dual Language Models:

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

5. Sequential Biliteracy:

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

D. Professional Development and Support for School Staff

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

1. Our school is committed to providing ongoing professional development for all teachers. The 7.5 hours of required ESL training (per Jose P.) will be provided with various professional development opportunities for all teachers, secretaries and administration. Ms. Dalziel will hold monthly professional development workshops for staff on ESL methodologies and best practices. Teachers will have many opportunities to acquire their Jose P. hours through these monthly workshops at our school, and also through workshops in our network and our CLSO, through the UFT, and through calendar days at Teachers College.
All teachers, as well as all paraprofessionals, psychologists, occupational/physical therapists, speech therapists, and parent coordinator are encouraged to attend these professional development meetings.
2. Lori Glazer, our guidance counselor, provides workshops for parents and students to help them transition to middle school. Lori Hiller, our school social worker, also conducts workshops. Our parent coordinator, Joan Bredthauer, gives workshops for parents and assists them to find the best match for their child, as do the 5th grade teachers. We also have visits from returning graduates to talk to students about their experiences at their new schools. Translation services are provided as needed.
3. Per Jose P., we will be offering professional development workshops this year on best practices and ESL methodologies, scaffolding for ELLs, guided reading, guided writing, shared writing, and how to jumpstart newcomers using Words Their Way for English Language Learners. Ms. Dalziel will also attend calendar days at Teachers College and turnkey the workshop to our staff. She will also conduct workshops on language objectives for ELLs, setting up a classroom for ELLs, integrating literacy with content-area instruction., teaching academic language throughout the curriculum, and differentiating instruction. Ms. Dalziel also attends planning meetings with the teachers that she pushes in with to help them plan their instruction, and lunch time meetings to discuss the learning needs of the ESL population. Minutes are taken during grade meetings, vertical team meetings, and planning meetings. An attendance sheet is taken for the Professional Development meetings that teachers attend as well. This ensures that records are maintained.

E. Parental Involvement

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

1. Parental involvement

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

2. Partnerships

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

3. Evaluating Parental Needs

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

4. Activities

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

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)	2	3	1											!Und
Intermediate(I)	7	9	1	0	2	1								20
Advanced (A)	15	6	8	5	4									38
Total	!Und	!Und	10	5	6	1	0	0	0	0	0	0	0	22

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	1		1		5		2	2	11
4	0		3		0		0		3
5	1		1		0		0		2
6									0
7									0

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

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

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

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

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

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

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

1. Assessment Tools:

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

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

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

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

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

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

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

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

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

5: Both students were in the self-contained special education class and scored advanced on both sections.

3. NYSESLAT Modalities and Instructional Decisions:

The NYSESLAT Combined Modality report (RNMR) indicates that 3 ELLs scored lower on the combined Listening/Speaking sections of the 2011 NYSESLAT, while 39 students scored lower or at an equivalent level on the Reading/Writing sections of the 2011 NYSESLAT.

This data will be used to drive our instruction in the following ways: We will continue our Title III funded After School test prep class to give our ELLs extra support in the Reading and Writing areas. Ms. Dalziel will use this data in planning the instruction of her ESL classes, and will create small group work tasks to provide increased instruction in reading and writing. She also will be pushing-in during the Reading and Writing blocks of classes with ELLs to give them further support in these areas. Teachers have been informed of these goals and will scaffold their lessons to offer ELLs differentiated instruction and extra support during Reading and Writing Workshops. Our school as a community will address these goals with reading buddies, extended day units of study, and AIS when necessary. Ms. Dalziel and Ms. Bouteillon will continue to address these data findings in professional development workshops, inquiry teams, and assist teachers in ways to drive their instruction accordingly.

4. Data Analysis in the ESL Program:
a) Student Results: Through examining student test results (LAB-R and NYSESLAT), the patterns are as follows: In the lower grades, we see more beginner and intermediate students, as would be expected. In the upper grades, we see less students overall, and more student are reaching the advanced and proficient levels. This indicates that our program models are successful and in line with recommendations from NCLB.
b) Classroom teachers and the ESL teacher exchange anecdotals, running records, writing on demand samples as well as performance tasks to inform and tailor instruction to meet the individual needs of ELLs.
c) Formative and summative assessments indicate that students make greater progress in L&S over R&W.

4. Data Analyss in the Dual Language Programs:
a) Student Results: In the French Dual Language programs, like Freestanding ESL, as students reach the higher grades, more reach advanced levels of proficiency in English. The pattern seems to be to acquire oral language skills prior to mastering reading and writing.
b) The Dual language vertical inquiry team analyzes student data to identify trends and target instruction based on specific needs. Overall, students exhibit similar difficulties in French and English, which is why teachers collaborate to reinforce positive transfer between languages.
c) Periodic assessments such as running records, anecdotal notes, writing on demand indicate that students meet or exceed grade level standards at each assessment period. First year newcomers in the upper grades tend to perform below grade level in English. Once again, French is used to reinforce cultural and linguistic identity, as well as academic vocabulary and language structures for Francophone ELLs.

5. DLP
a) EP are assessed in French using Canadian translated running records (GB+ Trousse d'évaluation). Because French is the minority language and EP students begin to read and write in French in second grade, we have adapted Teachers' College Independent Reading Benchmarks to reflect their natural language acquisition. In addition, we have created a rubric in writing that reflects a language acquisition continuum based on the Common European Language Framework.
b) We expect EP students, at the end of their six years in the French dual language program, to be at a high intermediate or fully proficient level in French.
c) So far, only one grade took the NYS assessments. Overall, EPs in the French dual language program are performing at or above grade-level standards.

6. Success of Programs:

We evaluate the success of our programs based on the number of years students receive ESL services. Most students score at a proficient level on the NYSESLAT within three years of attending PS 58.
Another successful trend is the growth of our French dual language program, which grew from one Kindergarten class in 2007 to 10 classes and 250 students K-4.
Another great success is the interest of MS 51 in expanding our program into their school in 2013-2014.
We also see parent choice and their desire to keep their children schooled at PS 58 as an indicator of our success.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

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

School Name: The Carroll School		School DBN: 15K058	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Carroll School	DBN: 15K058
Cluster Leader: Margarita Nell	Network Leader: Cynthia Felix
This school is (check one): ☐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: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ELA and Math Test Prep for ESL Students.

Rationale:
PS 58 wants to continue to reduce the achievement gap between our English Language Learners and the general education population. 2012 NYSESLAT data indicates that our ESL students' lowest scores are in the areas of reading and writing. Data also shows that ESL students performed significantly lower on the state ELA and Math exams than the general population. With growing demands in Reading and Writing due to the new Common Core State Standards, it is imperative that we prepare our students for the new tests.

This year, we will continue our innovative Title III funded after school test preparation program for ELA and Math. After conferring with teachers on our Vertical Math team and certified ESL/Bilingual teachers, we will design specific lessons to address the language of Math for our ELLs.

Subgroups and grade levels of students to be served:
The targeted population will be the current ESL students in grades 3-5 and students who tested as Proficient on the 2012 NYSESLAT.We currently have 22 students who fall into this category in grades 3-5 who would benefit from ELA and Math test prep, according to NYSESLAT and ELA data. The language of instruction will be English. The test prep workshops will focus on NYS learning Standards for English as a Second Language, Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.

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

Schedule and duration:
The group of ESL students will meet once a week for two hours, starting in January. The duration of the after school program will be 16 weeks.
(16 sessions x 2 hours x 3 teachers).
Three teachers will coordinate and plan the instruction for the afterschool for 16 weeks for 2 hours.
(16 planning meetings x 2 hours x 3 teachers)

Language of instruction:
The language of instruction for the afterschool test preparation program will be English.

and types of certified teachers:
Coordinating this project will be Sara Dalziel (ESL certified), Annique Leman (Biligual certified) and Marie Bouteillon (Bilingual certified). We will also consult with the in school Math Vertical team and Literacy

Part B: Direct Instruction Supplemental Program Information

teams. These three teachers will work together to plan and implement ELA and Math lessons for ESL students, utilizing specific ESL methodology tailored to best meet the students' needs.

Types of materials:
As a means to increase the home-school connection, we will use Title III monies to purchase a test prep workbook for each participating student. Three teacher test prep guides will be purchased to help plan a sequence of lessons targeting the specific needs of our students.

Part C: Professional Development

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

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

Begin description here: PS 58 is commiitted to providing ongoing Professional Development for all teachers. Per Jose P. teachers need to obtain 7.5 hours of ESL training for general education teachers and 10 hours for Special Education teachers. ESL training will be provided with various professional development opportunities for all teachers, secretaries and administration. Our certified ESL and Bilingual teachers will hold professional development workshops for staff on ESL methodologies and best practices. These workshops will cover ESL best practices and methodologies, scaffolding for ELLs, guided reading, guided writing, shared writing, and how to jumpstart newcomers using Words Their Way for ELLs. The ESL teacher will provide a one hour workshop for 2nd, 3rd, 4th, and 5th grade teachers who have ELLs in their classes. There will be one workshop per grade. The ESL teacher will require one hour to plan each workshop.
Teachers to participate: Ms Dalziel, Mr. Blake Ramsey, Ms. Danae Olton-Weber, Ms. McCabe, Ms. Short, Ms Pennett, Mr. Lupkin, Ms. Gilles-Velez, Ms. Cummings, and Ms. Vanegas. ((4 hours planning time x 1) + (11 teacher workshops x 1 hour) = 17 hours).

Our ESL and Bilingual teachers will also attend calendar days at Teachers College and turnkey the workshops to our staff. They will also conduct workshops on creating language objectives for ELLs, setting up a classroom for ELLs,integrating literacy with content area instruction, teaching academic language through curriculum, and differentating instruction. Both ESL and Bilingual teachers will meet with teachers who have ELLs in their classes to help them plan instruction. These professional development programs for Title III Program teachers as well as other staff who work with ELLs will begin in October through the end of the school year.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: At PS 58 we believe that parent involvement and community building are essential for student success. The PTA is very active and involved in our school and holds many events, including an annual Multi Cultural Celenration. Our school offers many ways for parents to be involved - especially parents of our ELLs. Aside from the mandated activities, the ESL teacher attends parent-teacher conferences with the classroom teacher for all of the ELLs, and is also present at any other parent meetings during the year. The ESL teachers maintains contact with the parents of the ELLs through letters home, and scheduled meetings during the school day. We also provide homework support and tutoring for students when the parents do not speak the target language. Francophone parents within the DLP and parents of ELLs in regular classes are often invited into classrooms to share a part of their family/country's culture. PS 58 will also hold a parent-to-parent breakfast for Dual Language parents to exchange strategies on how to support their children at school. Scheduled in October/November, parents will meet in the cafeteria to engage in meaningful conversations about learning a second language. We will also continue last year's parental support, which proved extremely beneficial to our families and students' success. We will continue intensive parent communication with parents of ELLs. Ms Dalziel and the three certified bilingual/ESL teachers who will be working in the after school program will meet with parents before the start of, during, and at the end of the After School Test Prep program. They will dediate two extra hours throughout the course of the program to meet and confer with parents on student progress and ways to support classroom instruction at home. Handouts will be shared and translated into home languages as requested to ensure that parents can best assist their children in preparing for the state exams. We will provide food and beverages at these meetings to increase parent attendance. Ms. Ana Gonzalez, a bilingual Spanish/English paraprofressional, will attend meetings to assist with translation for our Spanish speaking parents. Ms. Gonzalez will also assist in translating handouts for parents. We anticipate that she will dedicate an additional 2 hours to the translation of these materials. Parents will be notified of these actitives through their classroom teachers, school correspondance, and emails from our Parent Coordinator.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11000		
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	16 sessionsx 2 hours x 3 teachers = $4032.00	Afterr school test prep teaching

fringe benefits) • Per session • Per diem	16 planning sessions x 2 hours x 3 teachers = $4032.00 1 hour x 17 teachers = $714.00 4 hours x 1 teacher = $168.00 4 hours x 3 teachers = $504.00 2 hours x 1 teacher = $84.00	After school test prep planning PD for clasroom teachers teaching PD for Clasroom teachers planning After school test prep parent meetings Translation help
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	13 workbooks at $18.00 for ELA and Math = $468.00 11 workbooks at $18.00 for ELA and Math = $396.00 11 workbooks at $18.00 for ELA and Math = $396.00 3 guides x $30.00 = $90.00	3rd Grade Test prep workbooks for students 4th Grade Test prep workbooks for students 5th Grade Test prep workbooks for students Test prep planning guides for teachers
Educational Software (Object Code 199)		
Travel		
Other	$116.00	Materials for afterschool program: pencils, paper, erasers.
TOTAL	**$11,000.00**	