



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P. S. 58R SS COLUMBIA SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R058

PRINCIPAL: MICHAEL LAMORTE **EMAIL:** MLAMORT@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Michael LaMorte	*Principal or Designee	
Anita Himmelblau	*UFT Chapter Leader or Designee	
Linda Sirico	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Margaret Mahoney	Member/AP	
Dina Galanti	Member/Teacher	
Lauren Fallon	Member/Teacher	
Michelle Molina	Member/Parent & SLT Chair	
Amanda Primont	Member/Parent	
Kellyanne Gallo	Member/Parent	
Susana Delgado	Member/Parent	

** 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

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

By June 2013, increase student achievement in Literacy by 3%, as determined by the New York State English Language Arts assessment and a 2% increase in the number of students meeting their TC Benchmarks.

Comprehensive needs assessment

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

All Students

An analysis of the data for all grades shows a 1% increase in the number of students achieving at Levels 3 and 4 between 2011 and 2012. A review of scores for students in all grades in 2012 shows a 2% decrease in the number of students scoring at Level 1, no change in the number of students scoring at Level 2, no change the number of students scoring at Level 3, and a 1% increase in the number of students scoring at Level 4. Although there was a significant decrease in the number of students scoring at level 1 there was an increase in the number of students scoring at levels 3/4. . An analysis of TC benchmark data for all grades shows that by June 2012, 59% of students achieved levels 3/4 demonstrating on-grade level performance as compared to June 2011 with 53% of students achieving levels 3/4. This represents a 6% increase in the number of students performing on grade level. In addition, an analysis of students performing on level 1 reveals that by June 2012, 21% performed on level 1 as compared to June 2011 with 23% performing on level 1. This represents a 2% decrease in the number of students performing on level 1.

Special Education

An analysis of the data for all grades shows a 1% increase in the number of students achieving at Levels 3 and 4 between 2011 and 2012. A review of scores for students with disabilities 2012 shows that the number of students scoring at Level 1 remained the same, a 2% decrease in the number of students scoring at Level 2, a 5% increase in the number of students scoring at Level 3 and 3% decrease in the number of students scoring at Level 4. Our 2012 results show an increase in the number of students with special needs performing at levels 3&4. In addition, there is a significant gap of 58.% in performance between our general education students and our students with special needs. 80.% of our general education students perform at or above proficiency compared to 29.% of our students with special needs.

ELL

An analysis of the data for all grades shows a significant increase in the number of students that are at the 75th growth percentile or higher than in ELA from 29% in 2011 to 56% in 2012.

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The Principal has purchased the Journeys Reading program for Grades 1 and 2 in addition to last year's purchase for Grades 3, 4 & 5. This is a comprehensive reading program written with Irene Fountas and it is based on balanced literacy and the CCSS. The program features organized essential questions, themes, vocabulary, spelling and grammar

and guided reading to be taught within fiction and nonfiction texts each week. Differentiation and assessment is imbedded into the program each week as well. Professional Development, introducing the Grade 1 & 2 teachers to the program, was held in June of 2012. Technology support is being provided by Houghton and Mifflin during the fall. This support allows for student access to all literacy materials at home, teacher resources online utilizing Think Central and reading assessments through weekly and units tests, as well as benchmarking opportunities. The Principal and teachers of Grades 1 through 5 are planning the management of this program and assessment decisions during grade level meeting. These grades will continue to use school based units of study in writing and support this work with the grammar presented in Journeys.

- Grade K will continue literacy instruction in reading and writing through units of study designed by teachers and modeled after TC units of study. School wide units, Foundations, and Mondo guided reading are also included in their literacy instruction. Grade level team meetings with the Principal are focused on these practices and student work.
- Our 12 to 1 Special Education classes use Triumphs Reading Program for their reading and writing. They plan their writing pieces to reflect the work of their grade level and infuse the CCSS. The reading focuses on fiction and nonfiction grade level strategies but text is written two years below grade level to meet the differentiated needs of the students. These teachers have a common prep each week and meet with the IEP teacher and Principal to discuss instruction and planning.
- On Thursday Extended Day sessions, teachers examine student work in literacy using protocols and adjust instruction when necessary. Grade level teams will become more familiar with how to look at student work and determine needs that arise and align with the CCSS. This work will be done in 8 week intervals and will include performance tasks.
- During our data work, each class is divided into a top, middle and bottom group for instruction. Their progress is monitored during our data inquiry work and instruction is changed as per data results. ARIS communities have been created to report this grade level work The Data Team meets twice a month with the goal of tracking and monitoring student progress and performance.
- An RTI (Response To Intervention) Program to assist students who are struggling with grade level texts. Small group instruction is provided 3x per week to students on each grade level that focuses on skills and strategies to assist the students in attaining grade level skills. These students also receive the additional support of Extended Day 2x per week to ensure they are receiving small group instruction at a minimum of 5 times per week.
- 100% of teachers will be involved in professional development that includes the examination of student work and the implications for instruction in literacy.
- Our Instructional Team, in tandem with 100% of classroom teachers, will complete yearly curriculum maps using the CCSS. The Team ensures that cross grade articulation occurs so that instruction in literacy is contiguous.
- 100% of all grade level teams will complete units of study based on the CCSS and their yearly curriculum maps.
- One period on Wednesday and Thursday has been dedicated to professional development and additional grade level team meetings. These periods are separate from the common prep periods most grades have every day in order to meet to plan and coordinate instruction on that particular grade level.
- A Literacy Instructional Team meets monthly to evaluate instruction, curriculum maps and units of study. Team members report to their grade level partners and continue the work on the grade level.
- Our Network Achievement Coach is working on writing effective units of study and data to inform instruction with our Instructional Team on a bimonthly basis.
- Election Day will be dedicated to literacy planning and professional development using the CCSS. Teachers of all grade levels will develop 2 units of study in reading and writing that will culminate in 2 non fiction writing performance tasks. A common rubric will be used for each grade level. These tasks and others will instill rigor into the

literacy curriculum and prepare students for assessments through fidelity to the Common Core standards.

- The school Literacy Curriculum Map is constantly displayed in Room 310 that is dedicated as a Teacher Center. The room is the meeting place for all professional development and evidence of work is displayed in the room at all times to facilitate sessions. Literacy materials are housed in this room to support planning and instruction.
- Grade level teams are rotated to meet with the Principal to discuss literacy instruction and planning during the Wednesday and Thursday PD periods. The Principal and Assistant Principals also attend common preps on a regular basis.
- Grades 4 and 5 instruction in literacy is done through a departmentalized program to insure reading and writing time on task as well as teacher accountability and dedication to these subjects.
- Differentiated tasks foster high order thinking and achievement in literacy for students on Level 3 and Level 4. Each unit is differentiated to meet the needs of these students.
- AIS in literacy is provided in small group instruction during Extended Day on Tuesday and Wednesday of each week for 50 minute periods. Students are grouped according to a needs assessment in reading and writing.

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - In the winter and spring of 2013, parents of every grade level will be invited to teacher presentations on the Common Core Standards in Literacy and the new performance tasks required for each student in the school. Parents will also be instructed in the rubrics and new assessment requirements in New York State assessment. Each grade level will present their workshops separately so as to give parents opportunity to attend for all children in their families.
 - Our Parent Coordinator will continue to hold monthly workshops for Parents to continue to build school and parent community involvement in student learning and achievement. Also the PC highlights the use of parental use of ARIS.
- Every grade level hosts a Parent Curriculum activity breakfast that focuses on students and parents learning side by side. Literacy activities are shared to foster parental knowledge of content and student achievement.

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy funding utilized for this goal includes distributions for the purchasing of Journeys, technology support through Houghton and Mifflin, the Triumphs reading program, and Teaching personnel to support AIS/RTI programming. Title IIA funding utilized for this goal includes Teaching personnel to support the ESL program during the school day and an afterschool academic and enrichment program for ESL students.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, improve student achievement in Mathematics by 3% as determined by the New York State Mathematics assessment and 80% of all students will meet their math benchmarks as determined by their Everyday Math unit tests.

Comprehensive needs assessment

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

Comprehensive needs assessment

All Students

An analysis of the data for all grades shows a 4% increase in the number of students achieving at Levels 3 and 4 between 2011 and 2012. A review of scores for students in all grades in 2012 shows a 2% increase in the number of students scoring at Level 1, a 5% decrease in the number of students scoring at Level 2, a 3% decrease in the number of students scoring at Level 3, and a 7% increase in the number of students scoring at Level 4. Although there was an increase in the number of students scoring at performance level 1, there was also a significant increase in the percentage of students scoring at performance level 4.

Special Education

An analysis of the data for all grades shows a 20% increase in the number of students achieving at Levels 3&4 between 2011 and 2012. A review of scores for students with disabilities 2011 shows a 19% decrease in the number of students scoring at Level 1, a 1% decrease in the number of students scoring at Level 2, a 9% increase in the number of students scoring at Level 3 and 11% increase in the number of students scoring at Level 4. This represents a significant decrease in the number of students performing on Level 1 and a significant increase in the number of students performing on grade level 3/4.

ELL

An analysis of Math data shows a decrease in the number of students that are at the 75% growth percentile or higher with 32% in 2011 to 28% in 2012.

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The Assistant Principal in tandem with Everyday Math representatives have given the teachers guidelines to use to incorporate the CCSS in math instruction while using the Everyday Math program.
- 100% of teachers will be involved in professional development that includes the examination of student work and the implications for instruction in mathematics.

- A Math Instructional Team headed by our Assistant Principal, in charge of Math, will be created and plan and pace our math instruction and instruct 100% of classroom teachers to provide equity in math instruction.
- Two periods a week have been set aside in the school schedule for the sole purpose of professional development of grade level team meetings. They are second period on Wednesday and Thursday. These periods are separate from the common prep periods most grades have every day in order to meet to plan and coordinate instruction on that particular grade level.
- The Math Instructional Team meets each month to evaluate instruction and math units. Team members will report to their grade level partners and continue the work on the grade level. There is also cross grade articulation that ensures that instruction does not overlap and student needs are met.
- The Assistant Principal assigns Exemplars problems to each grade level to be accomplished each month. Exemplars are differentiated performance tasks in math. The administration will collect these completed tasks for review and also use them in the examination of student work during Thursday Extended Days.
- Differentiated tasks foster high order thinking and achievement in math for students on Level 3 and Level 4. Each unit is differentiated to meet the needs of these students.
- The Math Instructional Team will create new math rubrics that reflect the rigor of the CCSS and better communicate math progress to parents.
- Our Network Achievement Coach is working on writing effective units of study and data to inform instruction with our Instructional Team on a bimonthly basis.
- Election Day will be dedicated to math planning and professional development using the CCSS. Teachers of all grade levels will develop 2 units of study in mathematics that will culminate in 2 math performance tasks. A common rubric will be used for each grade level. This task and others will instill rigor into the math curriculum and prepare students for assessments through fidelity to the math Common Core standards.
- The new report card format that was created to reflect the skills and strategies taught in the units, so that parents can have a better understanding of math instruction and student progress, will continue to be used.
- On Thursday Extended Day sessions, teachers will examine student work in math using protocols and adjust instruction when necessary. Grade level teams will become more familiar with how to look at student work and determine needs that arise and align with the CCSS. This work will be done in 8 week intervals. This work will include performance tasks that will be examined.
- During our data work, each class is divided into a top, middle and bottom group for instruction. Their progress is monitored during our data inquiry work and instruction is changed as per data results. ARIS communities have been formed to monitor this work.
- The Assistant Principal and a lead Math Teacher will attend Math Solutions professional development and present techniques to the staff to enhance math instruction throughout the school year.
- AIS in math is provided in small group instruction during Extended Day on Tuesday and Wednesday of each week for 50 minute periods. Students are grouped according to a needs assessment in reading and writing.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- In the Winter and Spring of 2013, parents of every grade level will be invited to teacher presentations on the Common Core Standards in Math and the new performance tasks required for each student in the school. Parents will also be instructed in the rubrics and new assessment requirements in New York State assessment. Each grade level will present their workshops separately so as to give parents opportunity to attend for all children in their families.
- Our Parent Coordinator will continue to hold monthly workshops for Parents to continue to build parental involvement in student learning and achievement. Also the PC highlights the use of parental use of ARIS. Workshops for Parents on the NYS Math test will be held in early Spring.
- Every grade level hosts a Parent Curriculum activity breakfast that focuses on students and parents learning side by side. Math activities are shared to foster parental knowledge of content and student achievement.

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy funding utilized for goal include distributions for the support of salaries for Assistant Principal to support the Math Instructional Team

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To foster teacher effectiveness by developing an understanding of instructional excellence. 100% of the teaching staff will be involved in professional development in the Charlotte Danielson Framework as a structure for reflection and feedback.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- In an effort to meet NYC DOE instructional expectations, our school will focus on competencies 1B – Designing Coherent Instruction, 3B – Using Questioning and Discussion Techniques and 3D – Using Assessment in Instruction.

Instructional strategies/activities

- The Principal and 2 Assistant Principals will meet with each grade during common preps to review the Danielson rubrics in a collaborative setting to discuss the details of the competency and what is expected to be seen in the classroom.
- The Principal and Assistant Principals will conduct walk throughs in all classes and hold reflection meetings with individual teachers to discuss the rubric and what was observed, **following each walk through for each competency.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy Funds utilized for goal include distributions for the salaries of the 2 Assistant Principals and the Principals.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase parent communication through a greater understanding of the Common Core Standards and student learning. 100% of feedback forms given after each workshop will evaluate parent understanding and need for more clarification if necessary.

Comprehensive needs assessment

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

While information about CCSS is posted on the school's eChalk website, parents need updated information, as some are not aware of the CCSS impacts on instruction and learning.

Instructional strategies/activities

- Revise the report card to reflect the mandates and language of the CCSS on every grade level was completed at grade level meetings during common prep periods prior to the end of the first marking period.
- Continue to send home monthly "Happenings" newsletters to parents by grade that reflect the ongoing activities and learning expectations by grade level.
- Teachers update their individual eChalk pages monthly to keep parents informed. Teachers post CCSS information and various links to learning websites on their eChalk pages to assist parents in helping their children with reading and math skills.
- Present grade specific parent workshops on the CCSS academic rigor, the New York State assessments, and strategies to assist students at home. Teacher led workshops will begin in January 2013. Two teachers from each grade will lead the workshops.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

See above.

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy funds utilized for goal include distributions for the purchasing of E-Chalk, per session salaries of Teachers, Parent Coordinator and Guidance Counselor.

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

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

By June 2013, 100% of students in all grades will complete an enrichment project in the arts through 10 week residencies as demonstrated by student performances and/or artifacts.

Comprehensive needs assessment

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

All students are mandated to receive Arts instruction in a variety of disciplines, including visual arts, dance, drama and music.

Instructional strategies/activities

- Students in Grades K, 1, and 2 will participate in 10 week enrichment courses in the spring of 2013. These courses are selected by student choice. They include cooking, scrapbooking, chess, yoga, cheerleading, bookmaking, etc.
- Students in Grades 2 & 3 will participate in a 10 week program involving Shakespeare drama. This will culminate in a Shakespearean performance after the 10 week program.
- Students in Grade 4 will participate in a 10 week program in Clown arts. They will put on a variety circus performance using magic, juggling, dance, and comedy.
- Students in Grade 5 will write an original music composition under the direction of a resident artist. This composition will be in Latin percussion and culminate in a concert.
- Students in Grades 4 and 5 will participate in a ballroom dancing 10 week class that results in a citywide competition under the direction of the American Ballroom Theater.
- Students in Grades 1 through 5 will perform as our school chorus performing original songs created under the direction of a resident artist. The songs will reflect the varying ages and capabilities of the students.
- 40% of classes in grades Kindergarten through 3 participate in foreign language classes for 8 months of the year under the direction of Susan Wagner High School foreign language department.
- Through the PTA there will be an After-School band/string program for all interested Grade 3 and 4 students.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Parents are invited to each of the final assemblies for all of the artist residencies. In addition, mid-way through each of the drama sessions parents are invited to participate in the lesson with their child.
- In May, the school presents an Evening of the Arts to celebrate all of the various art activities throughout the school year. Parents are invited and encouraged to attend.

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy funding utilized for this goal includes a collaboration with Marquis Studios which is a sanctioned arts vendor for the CASA Grant for the song writing. We also work with Marquis Studios through a Staten Island Foundation grant for the Latin Percussion and Clown residencies. In addition, we collaborate with the American Ballroom Theater for 10 week sessions in ballroom dancing, and Town Hall for 10 week Drama sessions for Grades 2 & 3.
Susan Wagner High School Foreign Language program

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	Journeys Decodable Readers, Write in Readers, Grab and Go Activities, TC Assessments, Journeys Benchmarks, Words Their Way	Small group instruction. No group is larger than a 10:1 student/teacher ratio	Extended Day for 50 minutes 2x/week RTI for 50 minutes for 50 minutes 3x/week during school.
Mathematics	Everyday Math Activities, Math Steps	Small group instruction. No group is larger than a 10:1 student/teacher ration	Extended Day for 50 minutes 2x/week RTI for 50 minutes for 50 minutes 3x/week during school.
Science	Vocabulary Development, Research Skills, Utilizing the Scientific method	Small group instruction. No group is larger than a 10:1 student/teacher ration	Extended Day for 50 minutes 2x/week
Social Studies	Technology for Research	Small group instruction. No group is larger than a 10:1 student/teacher ration	Extended Day for 50 minutes 2x/week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling/teaching social skills	Small group instruction. No group is larger than 3.	1x/week for 30 minutes during school.

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.

- 100% of teachers will be involved in yearlong professional development that includes the examination of student work and the implications for both ELA and Mathematics instruction.
- Our Instructional Team, in tandem with 100% of classroom teachers, will complete yearly curriculum maps using the CCSS.
- On Thursday Extended Day sessions, teachers will examine student work in literacy using protocols and adjust instruction when necessary. Grade level teams will become more familiar with how to look at student work and determine needs that arise and align with the CCSS. This work will be done in 8 week intervals and will include performance tasks.
- Election Day will be dedicated to literacy and math planning and professional development using the CCSS that will result in units of study and the completion of a specific literacy and math tasks as mandated by the Chancellor.
- Our Instructional Team in tandem with our Assistant Principal, who is in charge of Math, will plan and pace our math instruction and instruct 100% of classroom teachers to provide equity in math instruction. The Instructional Team meets twice a month to evaluate instruction and math units. The members report to their grade level partners and continue the work on the grade level. Different members of the Instructional Team meet when math is the topic on the agenda.
- The Instructional Team meets twice a month to evaluate instruction, and math units. They, in turn, report to their grade level partners and continue the work on the grade level. Different members of the Instructional Team meet when math is the topic on the agenda.
- The Instructional Team and the Assistant Principal will create new math rubrics that reflect the rigor of the CCSS and better communicate math progress to parents.
- Teachers in Grades K and 1 write 10 week enrichment cluster programs for students in those grades. Our Assistant Principal mentors these teachers and creates a program using the Renziulli methods.
- Teachers in Grades 2, 3, 4 and 5 become teaching partners in the 10 week artist residencies sponsored by the Staten Island Foundation grant.
- Two teachers coordinate and moderate our Ballroom Dancing program under the direction of the dancers from the American Ballroom Theater.
- Our two full time Visual Arts teachers participate in outside school professional development in the arts including sessions given in museums across New York City.

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	779	Total Number of ELLs	71	ELLs as share of total student population (%)	9.11%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program

Yes

No

If yes, indicate language(s):

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

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

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

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	52	0	9	19	0	12	0	0	0	71
Total	52	0	9	19	0	12	0	0	0	71

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	4	4	2	2	2	0	0	0	0	0	0	0	20
Chinese	4	5	0	2	1	1	0	0	0	0	0	0	0	13
Russian	1	7	0	4	1	0	0	0	0	0	0	0	0	13
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	1	0	0	0	1	0	0	0	0	0	0	0	3
Arabic	4	0	1	0	0	1	0	0	0	0	0	0	0	6
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	2	2	0	1	0	0	0	0	0	0	0	0	0	5
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	3	0	0	1	1	0	0	0	0	0	0	0	0	5
Albanian	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Other	1	1	2	0	0	0	0	0	0	0	0	0	0	4
TOTAL	22	20	8	11	5	5	0	71						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1. At P.S.58 the ESL program follows the Pull-Out and Push-In models. Students are grouped according to proficiency and grade level. For example, in Kindergarten there are two groups that are heterogeneous, they contain all proficiency levels (Beginner, Intermediate, and Advanced) that meet four times a week and an additional homogenous Kindergarten group that consists of Beginners who meet an extra four times per week. Kindergarten and First Grade all follow this Pull-Out model. The upper grades also follow the Pull-Out models that are grouped according to grade and proficiency levels. Fifth grade advanced students receive ESL services via a Push-In model this year. Their ESL teacher pushes into the Science or Social Studies content area classrooms and works with the students in a small group. In addition to this Pull-Out model, there is one Push-In period a day that goes above the ESL mandates. The ESL teacher pushes in to a Fourth Grade classroom and co-teaches with a General Education teacher in the Science and Social Studies content areas.
2. The ELLs are provided ESL services by two ESL teachers. These teachers each devote their schedule to providing these services. All Beginner and Intermediate students are serviced 360 minutes per week. All Advanced students are serviced 180 minutes per week. CR Part 154 mandates Beginner and Intermediate students to receive 360 minutes of ELL services per week, and all Advanced students to receive 180 minutes of ELL services per week. P.S.58 is therefore meeting these mandates. The Advanced students are also receiving 180 minutes of ELA instruction weekly from their general classroom teachers.
3. Our ESL program is based upon our literacy program. Our ESL teachers use the workshop model in their classrooms with their groups. They have Rigby materials, a leveled library, and sets of guided readers and novels for our students to use. Teachers and students utilize a plethora of fiction and non-fiction books that are available in our literacy lending library. Instruction focuses on schema and the development of metacognitive strategies as our children make text to self and text to world connections. Comprehensible input is provided by the ESL teacher during small group instruction. The ESL teachers also provide important test preparation for the NYSESLAT and the ELA with Santillana and Attanasio created materials. All materials are appropriately selected according to the level of instruction. Classroom teachers also provide students with bilingual dictionaries to aid them in their classwork.

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

7. All of our ELL students with disabilities are placed within the least restrictive environments as are all students with disabilities at P.S. 58. Students are evaluated by PPT teams regularly to determine which services are needed, and which placement is best for the child. ELL students with disabilities are placed in all types of classes: general education mainstream classrooms, ICT classes, and self-contained special education classes. These students are also eligible for all services necessary. These services may include ESL, SETTTS, Speech, Occupational Therapy, Physical Therapy, Counseling, Adaptive Physical Education, and Hearing. All of our ELL students with disabilities are also a part of our Extended Day program where they work in small groups on various skills that the students struggle with.

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:

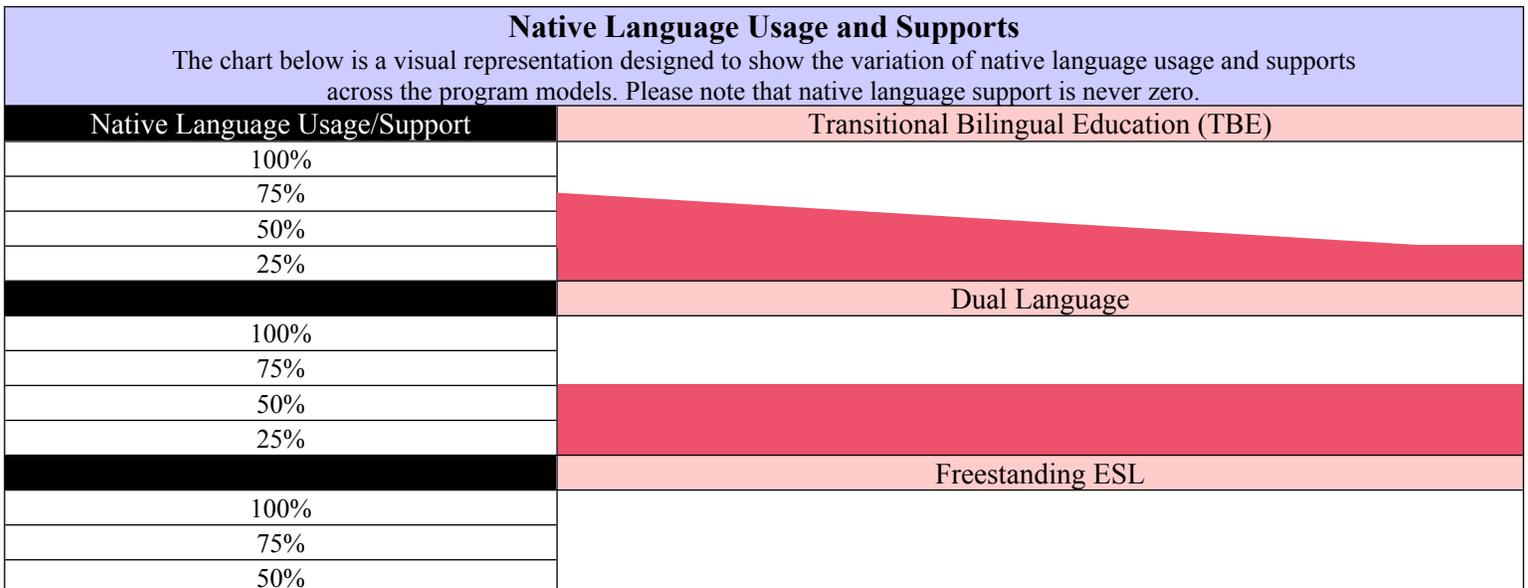
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		

Social Studies:	0
Math:	0
Science:	0

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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

including ELLs, are chorus, band, tap and ballet. These programs have a culminating event every Spring, The Night of the Arts, in which their hard work and success are showcased. The third grade will participate in a special Shakespeare/Drama program that ends with a culminating performance. The fourth grade will participate in a thematic program that will integrate math, science and literature into play with the use of clowns and puppetry. Fifth grade will be involved in Latin percussion class this year. The Second Grade will be participating in a Music and Movement program that will focus on poetry. In these activities, many ELLs partake and enjoy.

13. The ESL program includes many instructional materials. The materials include The New York City Edition Science textbook (Harcourt School publisher), Rigby On Our Way to English, Hampton-Brown Into English, Primary Source for social studies, Buckle Down Social Studies, Social Studies New York City (Houghton Mifflin Harcourt), Journeys Reading Program, as well as Santillana and Attanasio NYSESLAT test preparation books. These materials are used regularly to support ELLs. We also employ technology within the ESL and general classrooms. Elmo projectors and Smart Boards are used to enhance the learning experience and engage all learners. Programs such as Earobics which addresses the challenges of reading through technology by delivering highly differentiated instruction that improves a broad range of literacy skills from phonological awareness to comprehension. Within the library program, children are exposed to sites such as PebbleGo, BookFlix, OneMoreStory, and the Tumble Book Library that allow them to interact with language.

14. Native language support is delivered in the ESL program model in a number of ways. Last year P.S.58 was fortunate to purchase a bilingual library from Attanasio to make available to all our ELL's. This library includes books in Arabic, Albanian, Russian, Polish, Urdu, Chinese, Korean, and Spanish. These books are intended for the ESL children to share with their families. The school library also has bilingual books available for the children to share at home. Bilingual dictionaries in Spanish, Polish, Russian, and Korean have also become a part of our ESL library as well as classroom libraries. Another method is pairing students with another child who speaks their native language during "Turn and Talk" time and collaborative work. ESL teachers, classroom teachers, the Parent Coordinator and Administrators all make use of the bilingual staff and the DOE Translation Unit regularly when communicating with and contacting ELL parents.

15. ELL support and resources at PS 58 are aligned with ELLs age and grade levels. The curriculum is adhered to and not diluted within the ESL program. Reading, writing and content area lessons are scaffolded and infused with ESL strategies in order to make content comprehensible. Teachers receive ongoing professional development on ELL strategies, and integrate graphic organizers, word play, deconstructing and reconstructing sentences, and clarifying into all learning.

16. To assist our newcomer ELL students prior to the first day of school the ESL teachers distribute a number of materials to assist the children and their families during the summer months. They give each child a journal to write in, a summer skills workbook, booklists of suggested reading, and lists of events in the area. Journals and workbooks are encouraged to be brought back to school in September to share with their peers. These materials will be used in the ESL classrooms at the beginning of the year as a part of our "Getting to Know You" activities. If the ELLs return these workbooks and journals they are invited to an ice cream party in September as a reward for their hard work.

17. P.S.58 does not have language electives in such a way as intermediate school may. However, we do maintain a language program in collaboration with Tottenville Highschool students. These students come to P.S.58 weekly to lead lessons that teach our students basic Spanish, Italian and French.

C. Schools with Dual Language Programs

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

Not Applicable.

D. Professional Development and Support for School Staff

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

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

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

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

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

E. Parental Involvement

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

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	1	0	0	0	0	0	0	0	0	0	0	0	6
Intermediate(I)	7	3	3	0	0	1	0	0	0	0	0	0	0	14
Advanced (A)	7	4	6	5	3	1	0	0	0	0	0	0	0	26
Total	19	8	9	5	3	2	0	0	0	0	0	0	0	46

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	5	0	4	0	0	0	10
4	0	0	3	0	3	0	0	0	6
5	1	0	0	0	1	0	0	0	2
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0

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

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

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading)	0	0	0	0	0	0	0	0	

Native Language Tests								
Test)	# 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
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

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

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

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

3. As our data points to the fact that our ESL students struggle most in Reading and Writing as per the NYSESLAT, we believe our instruction must focus on these skills throughout the year. Professional Development such as the "Academic Literacy for ELLs," and "Scaffolding Writing for ELLs" will be attended and turn-keyed to provide all teachers with access to ELL strategy use. We will be using more non-fiction materials to develop academic language. We will continue to use graphic organizers, visual aids and charts to aid in

reading comprehension and the writing process. These materials and strategies will be utilized by ESL and classroom teachers alike. As per teacher observations of trends in students' needs who have only taken the LAB-R, instruction in the Kindergarten ESL classroom is geared exactly towards these student needs. All students, Advanced, Intermediate and Beginner, receive instruction that focuses on the Reading modality. This include letters, sounds, and basic reading skills. The ESL teacher will also be using a new reading program, Journeys, within the ESL classroom. This program has a special ESL component that will better meet the needs of the ELL students. In addition, the Beginner students also attend a separate ESL class that is geared towards success in Listening and Speaking. During this time, students participate in activities that promote these important skills that are needed to achieve proficiency in these modalities.

4.

a.) After examining the students' results, we found that 24% of the ESL students in grades 3, 4 and 5 are scoring Level 3 on the ELA. In Math, 47% of our ELLs are scoring a Level 3. On the NYS Science exam, 66% scored a Level 3. The NYS math exams are available in Chinese, Spanish, Russian, Korean and Haitian Creole. All of our students who speak one of those languages are provided both and English and Native language test. This year, none of our students used the native language version of the test. This leads us to believe that many of our children have stronger reading comprehension skills in English than in their native languages. This fact is subject to change yearly depending on our student population. It is likely that a newcomer would benefit from a native language test.

b.) ELL Periodic Assessment results are reviewed periodically by the ESL teachers and school administration, and is shared with the general education teachers. The results provide data that indicate the students' strengths and weaknesses in each of the four modalities: Listening, Speaking, Reading and Writing. This data helps the teachers lto drive instruction. It enables the teachers to learn about the students' individual needs so that they can differentiate instruction for each child.

c.) After reviewing result of the ELL Periodic Assessments, the school is learning that many students have strong listening and speaking skills and tend to be deficient in reading and writing. Understanding this trend helps ESL and mainstream teachers to drive instruction. A great emphasis is put on honing reading and writing skills within both the general education classrooms and ESL classrooms. Numerous exposures to the same content and skills is likely to lead to better comprehension and retention.

5. We currently do not have a Dual Language Program at PS 58.

6. Every year we evaluate the success of our ELL programs. In order to do this, we evaluate all of the New York State tests. These tests include the NYSESLAT, ELA, Math, and Science exams. In the lower grades, we also analyze student report card grades, Teachers' College assessments, EPAL and Scantron. We analyze the trends and patterns of our ESL students' performance. This analysis helps P.S.58 to examine how the ESL students are succeeding in school. It helps us to determine whether programs that are in place should be continued, altered, or discontinued. This data analysis also helps us to drive our instruction and programming.

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.

Part VI: LAP Assurances

School Name: S.S. Columbia School

School DBN: 31R058

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

School Name: S.S. Columbia School

School DBN: 31R058

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
RoseAnn Mezzacappa	Principal		10/17/11
Robert Edelman	Assistant Principal		10/17/11
Sherri Donders	Parent Coordinator		10/17/11
Mary DelVecchio	ESL Teacher		10/17/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Alyssa Chaplin	Other <u>ESL Teacher</u>		10/17/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 604

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 58, SS Columbia School	DBN: 31R058
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Title III funds provide for an after school program that is open to all ELLs in grades Kindergarten through Grade Five. Presently, 30 of our ELLs attend this program. Enrollment is continuous and ongoing, therefore, our numbers may increase. Our two, fully certified ESL teachers work for 1.5 hours every Monday and Friday after school for 55 sessions with the ELLs. The program runs from 2:36PM to 4:00PM each session.

On Mondays, students are grouped according to their ESL proficiency levels. All students work in groups on literacy strategies that reinforce their classroom instruction from the Journeys Reading Program. Journeys also provides additional support strategies for ELLs that will be incorporated into the program's lessons. Mini-lessons are conducted in order to re-teach and review difficult concepts. Literacy lessons will also stress grade level sight words, phonics and comprehension.

All students will take part in read aloud time. At this time, an engaging read aloud is selected and read to the students. Author studies will also be used during this read aloud time. This is done in order to increase the students' exposure to literature as well as to increase opportunities for honing their speaking skills. Turn and talk is an integral part of this read aloud time as it promotes oral communication as well as the development of their reading skills such as predictions, inferencing, retelling, etc.

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

The Friday Title III After School program for lower grades focuses on content area and theme based learning. Content areas such mathematics, literacy, social studies and science are all a part of this program. The ESL teacher takes a multi-sensory approach to learning and incorporates various activities to promote all types of learning. The four ESL modalities: Listening, Speaking, Reading and Writing, are also a main component of this after school program. The rationale for designing the Friday program in this manner was to make learning fun and engaging. We believe that exposing the students to the

Part B: Direct Instruction Supplemental Program Information

content areas in a variety of ways will allow for stronger connections to the content therefore, increasing comprehension and awareness.

Involvement with the community is an integral part of the Friday program. Free and low cost community programs and resources will be included in PS 58's plan. Some of these resources that we intend to include are: The New York Public Library, the Girl and Boy Scouts of America, the New York Police Department, the Fire Department of New York, the New York Department of Sanitation, the New York Department of Sustainability, the Department of Park Rangers, local theater companies, and the New York Aquarium. These organizations and the program they offer will provide hands-on learning on topics such as Community Helpers, Careers, Recycling, Animals, Nature, etc. Parents are invited to the Friday programs so as to build family literacy.

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

Our Title III program was designed after reviewing the needs of the ESL population. The ESL team looked at the ESL population and evaluated their needs based on test scores as well as parent input.

Last year, after the Title III program was complete, the ESL teachers spoke with many ELL parents in order to capture their needs and wants. After reviewing their input, we were able to develop our Title III plan around the parent feedback. The parents indicated an overwhelming desire for homework help and test preparation. It also showed that parents and children alike thoroughly enjoyed and sought to continue the Friday content area enrichment activities. Hence, in the 2012-2013 school year, the Title III program will continue homework help, and content area enrichment, and will also add more test sophistication.

Part C: Professional Development

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

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

Begin description here:

Throughout the year our teachers who are responsible for delivering instruction and services to limited English proficient students attend numerous workshops that cover a variety of topics. The ESL staff is included in all content area professional development so as to coordinate activities with the classroom teachers and provide continuity of instruction. The ESL teachers are included in the Common Core Standards workshops that have been taking place and will continue to take place at PS 58. These workshops are conducted by PS 58 administration, as well as particular staff members. Training on the implementation of the NYSESLAT and its significance is a yearly priority. In addition, when professional

Part C: Professional Development

development arises in our network, the ESL teachers always attend. This year, the teachers will attend CFN 604 PD that is a series of workshops presented by Alison Provencher, Regional Bilingual Special Education Specialist. The topics include instructional strategies for ELLs with special needs, Literacy, Vocabulary and Writing, meeting the needs of SIFE, LT ELLs, and SWD. Also covered will be how to use teacher effectiveness competencies with teachers of ESL.

As per Alison Provencher's Workshops, the two certified ESL teachers will be conducting and participating in a Professional Study Group based on the theories and strategies presented in the book, "Bringing Words to Life" by Isabel Beck. The teachers will be meeting for 12 sessions, each session lasting one hour. During these sessions, they will be reading, reviewing and discussing the material, research and information presented in this book. They will also be strategizing ways in which to implement this research and information into the ESL and Title III programs. The study group will meet on the following dates from 4:00 to 5:00PM:

Monday, January 14, 2013; Monday, January 28, 2013; Monday, February 11, 2013; Monday, February 25, 2013; Monday, March 11, 2013; Monday, March 18, 2013; Monday, April 8, 2013; Monday, April 22, 2013; Monday, May 6, 2013; Monday, May 20, 2013; Monday, June 3, 2013; Monday, June 10, 2013.

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

All of these professional development activities will fulfill the 7.5 hours for general education teachers, and 10 hours for special education teachers, that are required ELL training for all staff. A list of the ELL training our staff has received is maintained in the general office and in the ESL binder. These sessions will take place during lunch hours which are 11:10AM to 12:00 and 12:05PM to 12:50PM. Presenters will be the two certified ESL teachers on staff. The dates for the sessions are January 16, February 13, March 13, and May 15, 2013.

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

Part D: Parental Engagement Activities

Begin description here:

Parent involvement, including parents of ELLs, is a priority at PS 58. Throughout the year, there are various activities, events, workshops, meetings, and celebrations that occur. This year, every grade will host a parent/student breakfast. Parent Engagement workshops take place monthly. They include topics such as Testing Strategies, The Successful Child, Preparing for Parent-Teacher Conferences, Understanding Your Child's Report Card, Science Project Preparation, How to Use the Library, and more. Learning Lunches with parents will also take place and incorporated topics such as Academic Success, Staying Healthy, Diet and Nutrition, Planning for the Future using 529 Plans, State Test Preparations, Speech and Language Intervention, and Becoming Familiar with the IEP. Our Parent Coordinator hosts many events that involve and engage parents. Some of these events include Parent to Parent- Using the Local Services, Parents as Reading Partners, a Cultural Luncheon, and EPIC (Every Person Influences Children). Schoolwide events that also include our ELLs are Evening of the Arts, awards ceremonies, author celebrations, class plays and shows, the March of Dimes Walk, the PS 58 Carnival, and Bedtime Story Night. There are also workshops at PS 58 that are just for the ELL parents. Some of these workshops are Meet and Greet the ESL teachers, Program Choices for ELLs, and How to Prepare Your Child for the NYSESLAT. All of these parent engagement activities include all of our ELL parents and are all at no cost to the Title III program.

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

The Title III After School Program teachers will be inviting parents to participate regularly in our enrichment activities. In addition to being invited when there are guest speakers, and in-house trips, which hope to include community workers (NYPD, FDNY, DSNY, etc.), the New York Aquarium, the Urban Park Rangers, a local theatre group and more. We will also be asking parents to play an integral part of various themes and content area units that we will be covering. When teaching units such as Holidays Around the World and Careers, the ELL parents will be encouraged to share their personal expertise on the subjects. We hope to have a large number of parents who are eager to collaborate with our Title III program as we believe when parents and schools work together more success occurs.

Parents are typically notified of these activities through written letters. Many of these letters are sent to the translation unit so that our ELL parents can understand them. In addition, when need be, parents are called with the translation unit if further clarification is needed.

Teachers are planning to present the following:
January 25, 2013 at 2:25PM: Sight word strategies at home.

Part D: Parental Engagement Activities

February 8, 2013 at 2:45PM: Preparing your child for the NYSESLAT.
 March 8, 2013 at 2:45PM: Getting your child ready for the ELA.
 April 12, 2013 at 2:45PM: How to play math games at home.
 May 3, 2013 at 2:45PM: Reading at home with your child
 June 7, 2013 at 2:45PM: How to continue learning at home during the summer.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$9,485.91	The Title III After School Program will employ 2 ESL certified teachers from November 5, 2012 to June 21, 2013 every Monday and Friday, for 3 hours work time. An additional 12 hours will be allotted for each ESL teacher to partipate in Study Group Sessions. Mon./Fri. Sessions - 1.5 hours x 2 teachers x 55 sessions x 50.19 totals \$8281.35. Study Group - 1 hour x 2 teachers x 12 sessions x 50.19 totals totals \$1204.56.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$200.00 \$120.00 \$300.00 FREE PROGRAM \$230.00	New York Aquarium Program Urban Park Rangers Program Non contractual services for Literacy presentation - Puppet Theatre Program Fancy Nancy Musical in-house & Theatre Program Non contractual services for Literacy presentation - storyteller
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. 	\$100.00 \$50.00	10 copies of Ladders to Success 2 Copies of "Bringing Words to Life," for Study Group

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">Additional curricula, instructional materials.Must be clearly listed.	\$216.00 \$216.00 \$163.69	ESL Scholastic Lending Library, Upper Grades ESL Scholastic Lending Library, Lower Grades Fancy Nancy Book Collection
Educational Software (Object Code 199)		
Travel		
Other	\$89.95 \$28.45	Reading A-Z Subscription Writing A-Z Subscription
TOTAL	\$11,200.00	