



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 58 THE SPACE SHUTTLE SCHOOL

DBN (i.e. 01M001): 31R058

Principal: MICHAEL LAMORTE

Principal Email: MLAMORT@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: RICHARD GALLO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
Dina Galanti	Member/ UFT co-chair	
Staci Balice	Member/ Faculty	
Maggi Mahoney	Member/ Faculty/SLT Chair	
KellyAnne Gallo	Member/ Parent	
Amanda Primont	Member/ Parent	
Susana DelGado	Member/ Parent	
Michelle Molina	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, 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 26% decrease in the number of students achieving at Levels 3 and 4 between 2012 and 2013. The median adjusted growth percentile overall decreased by 3% while the median adjusted growth percentile for the Lowest Third increased by 3%. A review of scores for students in 3rd grade in 2013 shows an **22%** decrease in the number of students scoring at Level 3/4 and a 8% increase in the number of students scoring at Level 1. A review of scores for students in the 4th grade in 2013 shows an 30% decrease in the number of students scoring at Level 3/4 and a 17% increase in the number of students scoring at Level 1. A review of the scores for students in the 5th grade in 2013 shows an 26% decrease in the number of students scoring at Level 3/4 and a 7% increase in the number of students performing at Level 1.

Special Education

An analysis of the data for students in the 75th growth percentile, Self-Contained/ICT or SETSS increased by 7%. A review of scores for students in 3rd grade in 2013 shows an **8%** decrease in the number of students scoring at Level 3/4 and a 17% increase in the number of students scoring at Level 1. A review of scores for students in the 4th grade in 2013 shows an 11% decrease in the number of students scoring at Level 3/4 and a 13% increase in the number of students scoring at Level 1. A review of the scores for students in the 5th grade in 2013 shows an 37% decrease in the number of students scoring at Level 3/4 and a 34% increase in the number of students performing at Level 1.

ELL

An analysis of the data for all grades shows a decrease of 16% in the number of students that are at the 75th growth percentile or higher than in ELA from 56% in 2012 to 40% in 2013.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Principal has purchased the Common Core Ready Gen Reading program for all Grades. This is a comprehensive reading program by Pearson chosen by NYC DOE and it is based on balanced literacy and the CCSS. The program features organized essential questions, themes, vocabulary, spelling and grammar and scaffold reading to be taught within fiction and nonfiction texts each week. Differentiation and assessment is embedded into the program each week as well. Professional Development, introducing all teachers to the program, will be held in November of 2013. There will be reading assessments through weekly and unit tests, as well as benchmarking opportunities. The Principal and teachers of Grades K 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 Ready Gen
2. 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.

3. 12:1 Teachers, ESL Teachers and Speech Teachers will participate in 2 Wilson training sessions from the SETSS teacher to assist students who need decoding skills to read. These training sessions will be held in December 2013 and March 2014.
4. 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 from the Ready Gen program.
5. During our data work, each class is divided into a top, middle and bottom group for instruction. Their progress is monitored during our data inquiry work and instruction is changed as per data results. ARIS communities have been created to report this grade level work The Data Team meets twice a month with the goal of tracking and monitoring student progress an performance.
6. 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 during the Extended- portion of the school day.
7. 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.
8. 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.
9. 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
10. Election Day will be dedicated to literacy planning and professional development using the CCSS. Teachers of all grade levels will be trained by school-wide instructional leads in the new Ready Gen curriculum. This program will instill rigor into the literacy curriculum and prepare students for assessments through fidelity to the Common Core standards.
11. Grades 4 and 5 instruction in literacy is done through a departmentalized program to ensure reading and writing time on task as well as teacher accountability and dedication to these subjects.
12. 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.
13. AIS in literacy is provided in small group instruction during Extended Day on Monday, Tuesday and Wednesday of each week for 37 minute periods. Students are grouped according to a needs assessment in reading and writing.
14. Host a meeting for parents to provide information on the new curriculum for Ready Gen, presented by teachers, enabling parents to understand the new curriculum including expectations for their children.
15. 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 Wednesday sessions, literacy support through culture is fostered to assist student learning. Parents are invited to the Wednesday sessions in order to build literacy in the home that would ultimately improve student achievement. In collaboration with the JCC, parents receive instruction in improving English skills.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Teaching staff
2. 12:1 Teachers
3. 12:1, SETSS, ESL & Speech Teachers
4. Teaching staff
5. Data Specialist, Data Team
6. Data Team, Classroom Teachers
7. Literacy Instructional Team, Classroom teachers
8. Literacy Instructional Team
9. Literacy Instructional Team, Network Achievement Coach
10. 2 School-wide instructional Leads
11. Grade 4 & 5 Teachers

12. Classroom Teachers
13. Classroom Teachers
14. 1 teacher from each grade K-5, Principal, Assistant Principals
15. 2 ESL Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Weekly and end of unit assessments
2. Weekly and end of unit assessments
3. Exit slips to the SETSS teacher to be reviewed for further instruction and assistance.
4. Through looking at student work, instruction and grouping of students will be changed accordingly.
5. Progress monitored during monthly Data team meetings
6. Classroom teachers will monitor and adjust instruction as needed
7. Maps will be assessed and adjusted as necessary based on student work
8. Grade level common planning meetings with minutes submitted
9. Exit slips reviewed by the Achievement Coach and Assistant Principal for further instruction and assistance as needed.
10. Exit slips reviewed by the School-wide instructional leads and Assistant Principal for further instruction and assistance as needed.
11. Weekly and end of unit assessments
12. Weekly and end of unit assessments
13. Weekly and end of unit assessments
14. Exit slips at the end of parent meeting, with follow up as needed
15. NYSESLAT and exit slips from parents and students participating in Title III program

D. Timeline for implementation and completion including start and end dates

1. Ongoing, November 2013 through June 2014
2. Ongoing, September 2013 through June 2014
3. December 2013 & March 2014
4. Ongoing, September 2013 through June 2014
5. Ongoing, September 2013 through June 2014
6. Ongoing, September 2013 through June 2014
7. Ongoing, September 2013 through June 2014
8. Monthly, September 2013 through June 2014
9. Bimonthly, beginning December 2014 through May 2014
10. November 5, 2013
11. Ongoing, September 2013 through June 2014
12. Ongoing, September 2013 through June 2014
13. Ongoing, September 2013 through June 2014
14. January of 2014
15. Ongoing, September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Purchase Ready Gen through Common Core
2. Purchase consumable materials for Triumphs program
3. Purchase Wilson materials for 12:1 classes
4. No Cost
5. Per Session for 6 teachers and Data Specialist for 2 hours/month
6. No Cost
7. No Cost
8. No Cost
9. 16 per diem substitute coverage days/month December-May

10. No Cost
11. No Cost
12. No Cost
13. No Cost
14. No Cost
15. Per Session for 2 ESL Teachers 4 hours/week for 26 weeks

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).

1. N/a
2. N/a
3. N/a
4. N/a
5. N/a
6. N/a
7. N/a
8. N/a
9. N/a
10. N/a
11. N/a
12. N/a
13. N/a
14. Parents will participate in a meeting explaining the new curriculum and expectations for Ready Gen
15. Parents are encouraged to participate in the Wednesday session with their child.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2014, 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 GO 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.

All Students

An analysis of the data for all grades shows a 43% decrease in the number of students achieving at Levels 3 and 4 between 2012 and 2013. The median adjusted growth percentiles overall decreased by 8% while the median adjusted growth percentile for the Lowest Third increased by 10%. A review of scores for students in 3rd grade in 2013 shows a **37%** decrease in the number of students scoring at Level 3/4 and a 14% increase in the number of students scoring at Level 1. A review of scores for

students in the 4th grade in 2013 shows a 42% decrease in the number of students scoring at Level $\frac{3}{4}$ and a 30% increase in the number of students scoring at Level 1. A review of the scores for students in the 5th grade in 2013 shows a 47% decrease in the number of students scoring at Level $\frac{3}{4}$ and a 31% increase in the number of students performing at Level 1.

Special Education

An analysis of the data for students in the 75th growth percentile, Self-Contained/ICT or SETSS increased by 8%. A review of scores for students in 3rd grade in 2013 shows a **34%** decrease in the number of students scoring at Level $\frac{3}{4}$ and a 17% increase in the number of students scoring at Level 1. A review of scores for students in the 4th grade in 2013 shows a 16% decrease in the number of students scoring at Level $\frac{3}{4}$ and a 41% increase in the number of students scoring at Level 1. A review of the scores for students in the 5th grade in 2013 shows a 42% decrease in the number of students scoring at Level $\frac{3}{4}$ and a 65% increase in the number of students performing at Level 1.

ELL

An analysis of the data for all grades shows a decrease of 5% in the number of students that are at the 75th growth percentile or higher than in ELA from 28% in 2012 to 23% in 2013.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. The Assistant Principal in tandem with Go Math representatives have given the teachers guidelines to use to incorporate the CCSS in math instruction while using the Go Math program.
2. 100% of teachers will be involved in professional development that includes the execution of the Go Math Program, examination of student work and the implications for instruction in mathematics.
3. The Math Instructional Team, headed by our Assistant Principal, in charge of Math, meets each month to evaluate instruction and turnkey information gathered from workshops attended by team members. 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 meet student needs.
4. Differentiated tasks within the Go Math program foster higher order thinking and achievement in math for students on all levels. Each lesson is differentiated to meet the needs of these students.
5. Our Network Achievement Coach is working on helping the math instructional team create curriculum maps to inform instruction.
6. A professional development day in the fall and in the spring will be dedicated to planning with the Go Math program and its alignment with the CCSS.
7. 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.
8. 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 per data results.
9. The Assistant Principal and a lead Math Teachers will attend Math Solutions professional development and present techniques to the staff to enhance math instruction throughout the school year.
10. The assistant principal and members of the math instructional team will attend workshops provided by Houghton Mifflin Harcourt Company, turn keying information back to the entire team.
11. AIS in math is provided in small group instruction during Extended Day on Monday, Tuesday and Wednesday of each week for 37 minute periods.

12. Weekly Common preps will allow teachers on the Math Instructional Team to turn key information and allow teachers to plan as a grade.
13. Host a meeting for parents to provide information on the new curriculum for Go Math, presented by teachers, enabling parents to understand the new curriculum including expectations for their children.

2. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principal in charge of Mathematics instruction, Go Math representatives, Classroom teachers
2. Classroom teachers
3. Assistant Principal, Teachers on the Math Instructional Team
4. Classroom teachers
5. Network Achievement coach, Math teachers on the Math Instructional Team
6. Classroom Teachers
7. Classroom Teachers
8. Data Team
9. Assistant Principal, Assigned members of the Math Instructional Team
10. Assistant Principal, Assigned members of the Math Instructional Team
11. Classroom Teachers
12. Classroom Teachers
13. 1 teacher from each grade K-5, Principal, Assistant Principals

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrative class visits during math lessons
2. Administrative class visits during math lessons and grades on the Go Math Chapter and other Assessments
3. Administrative class visits during math lessons
4. Administrative class visits during math lessons and grades on the Go Math Chapter and other Assessments
5. Administrative class visits during math lessons
6. Administrative class visits during math lessons
7. Grades on the Go Math Chapter and other Assessments
8. Grades on the Go Math Chapter and other Assessments
9. Administrative class visits during math lessons
10. Administrative class visits during math lessons
11. Grades on the Go Math Chapter and other Assessments
12. Administrative class visits during math lessons
13. Exit Slips at the end of the meeting with follow up as necessary

4. Timeline for implementation and completion including start and end dates

1. August 2013
2. Weekly Common preps and Thursday Extended Day Data Sessions from September 2013 to June 2014.
3. Monthly Math Instructional Team meetings from December 2013 to June 2014.
4. Daily during Go Math lessons.
5. Monthly Math Instructional Team meetings from December 2013 to June 2014.
6. November 27, 2013 and a day to be determined in the spring.
7. November 2013, January 2014, March 2014 and May 2014
8. November, 2013-June 2014
9. Every 2 months as scheduled by the Network.
10. Sessions scheduled by Houghton Mifflin Harcourt Company.
11. Weekly during the 2013-2014 school year.
12. Weekly during the 2013-2014 school year.
13. January 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No Cost

2. No Cost
3. No Cost
4. Cost of the Go Math Program
5. Cost of membership in the Network and substitute teachers to free up members of the Math Instructional Team
6. No Cost
7. No Cost
8. No Cost
9. 2 per diem substitute coverage days 6 times
10. 2 per diem substitute coverage days 4 times
11. No Cost
12. No Cost
13. No Cost

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).

1. N/A
2. N/A
3. N/A
4. N/A
5. N/A
6. The report card format, created to reflect the skills and standards taught on each grade level, will continue to be used. Parents will have a better understanding of math content and student progress. Parent workshops in Math content are in the planning stage
7. N/A
8. N/A
9. N/A
10. N/A
11. N/A
12. N/A
13. Parents will participate in a meeting explaining the new curriculum and expectations for Go Math

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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. By June of 2014, 100% of the teaching staff will be involved in professional development in the Charlotte Danielson Framework Domain 1 with a focus on 1E planning and preparation which will result in an understanding of the new curriculum programs to improve instruction and a greater percentage of effective teacher ratings in the Advance observation system which will reflect a greater understanding of best practices and instructional excellence.

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 the 22 Danielson components to work with teaching staff to improve instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. 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.
2. School-wide instructional leads and Assistant Principals will attend City-wide training in the new curriculum and turn-key learning to the grade level instructional team.
3. A professional development day will be set through a school-wide SBO to enable all teachers to plan and map curriculum for the year for Ready Gen and Go Math in grade level teams. In addition, all Educational Assistants (paraprofessionals) will be trained in the Danielson framework on this day.
4. All grades will be provided with a common prep at least once per week for planning purposes.
5. Periodic meetings with Talent coach to aid in calibration of observations with the rubrics for the Principal and Assistant Principals.
6. The Principal and Assistant Principals will conduct six 15 minute observations in all classes and hold reflection meetings with individual teachers to discuss the rubric and what was observed, following each observation for all competencies.
7. The Principal and Assistant Principals will complete observation forms in the DOE's Advance system.

2. Key personnel and other resources used to implement each strategy/activity

3. Teaching Staff, Educational Assistants (Paraprofessionals), Principal, 2 Assistant Principals
4. 3 instructional leads, 2 Assistant Principals
5. Teaching Staff
6. Assistant Principal – Prep Schedule
7. Principal, Assistant Principals, Talent Coach
8. Principal, Assistant Principals
9. Principal, Assistant Principals

10. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher generated lesson plan exemplars to be used and shared by the teaching staff
2. Turnkey instruction will occur during common preps throughout the year and on Nov. 5th Professional development day.
3. November 27, 2013 will be set as a professional development day to enable teachers to plan and map curriculum. Curriculum maps and plans will be collected.
4. Minutes of all common planning meetings will be submitted.
5. Minutes from meetings with Talent coach
6. Teachers will have at least 3 effective lessons of the 6 observations
7. Individual teacher written reports on the Advance system

11. Timeline for implementation and completion including start and end dates

1. Monthly common prep periods from Sept. 2013-June 2014
2. August 2013, October 2013, December 2013 and January 2014
3. November 27, 2013
4. Prep Schedule on going Sept. 2013- June 2014
5. On going, beginning in Sept. 2013 through June 2014
6. Between October 2013 and April 2014
7. Between October 2013 and April 2014

12. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Copying of Danielson rubrics for the entire staff
2. Provide 3 per diem substitute coverage days for 3 teachers
3. No cost
4. No cost
5. No cost
6. Tax Levy funds for salaries
7. Tax Levy funds for salaries

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).

1. N/a
2. N/a
3. Parent meeting will be held to gain parental agreement to hold a professional development day through an SBO.
4. N/a
5. N/a
6. N/a
7. N/a

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #4

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Revise the report card to reflect the mandates and language of the CCSS as well as new curriculum on every grade level will be completed at grade level meetings during common prep periods
2. Continue to send home monthly "Happenings" newsletters to parents by grade that reflect the ongoing activities and learning expectations by grade level.
3. 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.
4. Present K-2 & 3-5 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 these grade levels will lead the workshops.
5. A Parent Handbook will be printed and distributed to all parents during the first month of school delineating all school policies and providing key personnel phone numbers to all parents.
6. Meet with parents of all level 1 and low 2 students as reflected on the 2013 NYS Math and ELA exams to delineate strategies for improvement in crucial skills that need more home to school connection vis a vis preparation for the upcoming 2014 state tests. There will be 2 meetings one in January and February of 2014.

2. Key personnel and other resources used to implement each strategy/activity

1. All teachers in grades K – 5
2. Grade leader on all grades K-5
3. All teachers in grades K-5

4. 4 Instructional leads from K-5, Principal and Assistant Principals
5. Parent Coordinator, Principal, Assistant Principals
6. Principal, Assistant Principals, Data Specialist, Data Team
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Minutes and updated report cards for all grades Monthly letters sent home and feedback provided by parents Monitoring the monthly updates on eChalk Feedback forms from parents at the end of each workshop Returned signed notices on the last page of the handbook. Attendance sign in sheets at parent meetings.
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> October 2013 Monthly from September 2013 – June 2014 Monthly from September 2013 – June 2014 January 2014 September 2013 January and February 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Copying of report cards on card stock for all students Copying of newsletters for all parents Teachers updating their pages the 2nd Thursday of each month September 2013-June 2014 Per session pay for 4 teachers, 3 administrators for 4 hours, copying of flyers inviting parents to workshop Printing of the Parent Handbook Purchase materials for parents to use with their children at home to prepare for State exams

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).
<ol style="list-style-type: none"> N/a A parent comment section is included on each happenings for any questions or concerns the parents may have N/a Flyers encouraging participation in the workshop Parents return signed notices on the last page of handbook Letters home and/or phone calls inviting parents to meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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 2014, 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Students in Grades K, 1, and 2 will participate in 10 week enrichment courses in the spring of 2014. These courses are selected by student choice. They include cooking, scrapbooking, chess, yoga, cheerleading, bookmaking, etc.
2. Students in Grades 2 & 3 will participate in a 10 week program involving drama. This will culminate in a performance after the 12 week program.
3. 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.
4. Students in Grade 5 will write an original music composition under the direction of a resident artist. This composition will be in percussion and culminate in a concert.
5. Students in Grades 2 through 5 will perform as our school chorus performing songs under the direction of a choral music teacher. The songs will reflect the varying ages and capabilities of the students.
6. 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.
7. Through the PTA there will be an After-School band/string program for all interested Grade 4 and 5 students.

2. Key personnel and other resources used to implement each strategy/activity

1. K-2 Teachers
2. Grade 2 & 3 Teachers and resident Artist
3. Grade 4 Teachers and resident Artist
4. Grade 5 Teachers and resident Artist
5. Choral Music Teacher
6. Assistant Principal, Classroom Teachers, Susan Wagner High School foreign language department
7. PTA and 2 Band Teachers

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Culminating event/activity at the end of the enrichment cluster.
2. Culminating event/activity at the end of the artist residency.
3. Culminating event/activity at the end of the artist residency.
4. Culminating event/activity at the end of the artist residency.
5. Culminating event/activity at the Evening of the Arts celebration.
6. Ongoing interactions between the foreign language student instructor and the classroom teacher.
7. Culminating event/activity at the end of the artist residency.

4. Timeline for implementation and completion including start and end dates

1. Spring of 2014 beginning in March
2. Grade 3- September - December 2013, Grade 2 – February – May 2014
3. January – March 2014
4. January – March 2014
5. January – May 2014
6. Ongoing, October 2013 – March 2014
7. January – March 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Materials for enrichment clusters (food, scrapbooking materials, etc.)
2. CBO - Town Hall
3. CBO - Two, Too, Far
4. CBO - Town Hall

- 5. Per Session for 3 hours/week for 16 weeks for 1 teacher
- 6. No cost
- 7. Per Session for 5 hours/week for 16 weeks for 2 teachers

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).

- 1. Prepare brochures for parents informing them of the enrichment clusters offered
- 2. Invitation to culminating event.
- 3. Invitation to culminating event.
- 4. Invitation to culminating event.
- 5. Invitation to culminating event.
- 6. N/a
- 7. Invitation to culminating event.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Ready Gen, Journeys Decodable Readers, Write in Readers, Grab and Go Activities, Words Their Way	Differentiated small group instruction for all students on all levels.	Extended Day for 50 minutes 3xweek RTI for 50 minutes for 50 minutes 3x/week during school.
Mathematics	Go Math Activities, Math Steps	Differentiated small group instruction for all students on all levels.	Extended Day for 50 minutes 3xweek RTI for 50 minutes for 50 minutes 3x/week during school.
Science	Vocabulary Development, Research Skills, Utilizing the Scientific method	Differentiated small group instruction for all students on all levels.	Extended Day for 50 minutes 3xweek
Social Studies	Technology for Research	Differentiated small group instruction for all students on all levels.	Extended Day for 50 minutes 3x/week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Remove obstacles to learning, improve socialization, foster positive self image, resolve conflict.	Available to all students in Grades K to 5 that are at risk of being referred for counseling.	Individual and small group during the school day.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
School Wide Program (SWP)	Targeted Assistance (TA) Schools	X	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 31	Borough Staten Island	School Number 058
School Name Space Shuttle Columbia School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Michael LaMorte	Assistant Principal Robert Edelman, Maggi Mahoney
Coach N/A	Coach N/A
ESL Teacher Alyssa Chaplin, Mary DelVecchio	Guidance Counselor Nancy Ludwig
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Sherri Donders
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	798	Total number of ELLs	62	ELLs as share of total student population (%)	7.77%
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Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
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														
Pull-out	4	2	1	3	2	1	0	0	0	0	0	0	0	13
Push-In	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Total	4	2	1	3	2	2	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	16
SIFE	1	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	37	0	6	24	1	10	1	0	1	62
Total	37	0	6	24	1	10	1	0	1	62

Number of ELLs who have an alternate placement paraprofessional: 8

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
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	2	2	4	4	1	0	0	0	0	0	0	0	17
Chinese	2	1	1	1	0	1	0	0	0	0	0	0	0	6
Russian	7	1	0	3	0	4	0	0	0	0	0	0	0	15
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	1	0	1	0	1	0	0	0	0	0	0	0	3
Arabic	0	4	1	1	1	0	0	0	0	0	0	0	0	7
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	6	0	0	0	0	1	0	0	0	0	0	0	0	7
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	1	0	1	0	0	0	0	0	0	0	0	0	2
TOTAL	21	12	4	12	5	8	0	62						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	11	1	0	1	1	1	0	0	0	0	0	0	0	15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	3	0	2	2	1	0	0	0	0	0	0	0	8
Advanced (A)	10	8	4	9	2	5	0	0	0	0	0	0	0	38
Total	21	12	4	12	5	7	0	0	0	0	0	0	0	61

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2	0	0	4
4	3	3	0	0	6
5	1	1	0	0	2
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	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	2	0	2	0	0	0	0	0	4
4	5	0	2	0	0	0	0	0	7
5	1	0	2	0	0	0	0	0	3
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	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	1	0	1	0	6	0	0	0	8
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	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
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	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At PS 58 the assessment tools used to assess the early literacy skills of our ELLs are the Teachers College Assessment Pro, and MOSL NYC Performance Assessment ELA. The Teachers College Assessment Pro assesses the students' reading level and comprehension in all grades. 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, the ReadyGen program, graphic organizers, visual aids, and attending and turn-keying professional development workshops such as "Effective Strategies in Literacy Instruction for ELLs." The MOSL NYC Performance Assessments are also used to gauge the literacy skills of students. They will be used to monitor student growth. The results of this assessment are not yet available.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In the 2012-2013 school year 31.7% 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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The RNMR report, which provides the breakdown of NYSESLAT modalities, is not available as of this date.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a.) After examining the students' results, we found that all of the ESL students in grades 4 and 5 scored at a Level 1 or 2 on the ELA and Math exams. 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 an English and Native language test. This year, one of our students used the native language version of the test. This student was a newcomer, who entered the country just weeks before taking the Math exam. 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.

On the NYS Science exam, 1 child received a Level 1; 1 child received a Level 2; 6 children received a Level 3. This exam was given only in English. These test scores are significantly higher than that of the NYS Math and ELA exams, however, we do not believe it to be indicative of anything in particular, as it was only those exams that were redesigned to reflect the common core.

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 to 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

At PS 58, we incorporate high quality evidence-based instruction for all ELLs. Our instruction is based on the results of the NYSESLAT, LAB-R, the ELL Periodic Assessment, as well as periodic classroom assessments that are given throughout the year. These assessments provide evidence of the students' abilities across the four ESL modalities: Listening, Speaking, Reading and Writing. For approximately 5 to 10% of our ELLs, typically our Intermediate ELL students, Tier 2 intervention is necessary. At this level the students have demonstrated a need for more targeted and intensive academic support. This extra support occurs in the classroom, but also in separate settings with instruction focused on specific learning targets. The instruction here is tailored to meet ELLs' language needs and is incorporated into research-based intervention strategies. For some students, approximately 1 to 5 % of our ELLs, typically our Beginner ELL population, extra attention, activities and experiences are required and specific students are targeted to receive this extra instruction in addition to their core instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?

A child who is learning a second language typically takes 2-3 years to acquire basic interpersonal language, and 5-7 years to acquire academic language. Considering these proven facts, teachers at PS 58 group students accordingly in their small group instructions. Children who are still acquiring basic interpersonal language are typically grouped together to work on these skills, and those who are ready to develop their academic language are often grouped together to work on these skills. This grouping is done within the general education classrooms, as well as the ESL classrooms. This grouping is flexible-- the groups can be changed as needed as per assessments, teacher observations, etc. in order to constantly meet the changing needs of the individual students.

7. 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?

We do not currently have a dual language program at PS 58.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Every year we evaluate the success of our ELL programs. As per the 2011-2012 report, PS 58 met their AYP in all areas. According to this, we had an inadequate number of LEP students to generate an AYP for their particular cohort. Therefore, we determined the success of our ELL programs by examining all of the New York State test results. These tests include the NYSESLAT, ELA, Math, and Science exams. In the lower grades, we also analyze student report card grades, Teachers' College assessments, and MOSL NYC Performance Assessments. 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. We particularly scrutinize the NYSESLAT results, as this test assesses ELL growth in the four modalities of English language learning. This year, 31.7% of our ELLs passed the NYSESLAT. 76.7% of our ESL students moved one or more levels on the NYSESLAT exam; 8.3% moved from Beginner to Advanced, 8.3% moved from Beginner to Intermediate, 11.7% moved from Intermediate to Advanced, 1.7% moved from Beginner to Proficient, 5% moved from Intermediate to Proficient, and 25% moved from Advanced to Proficient. These results indicate that our ELLs are progressing in their language acquisition skills, and that our current programs for ELLs are successful.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 and students 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 helps to determine the eligibility for English language support services and LAB-R testing. At this time Marysol Diaz, Maritza Concepcion, and Tatiana Flores, paraprofessionals, are able to assist parents in Spanish translation. In addition, Amy Hoi, paraprofessional assists in Chinese translation, Krystina Tandek, paraprofessional, assists in Russian translation, and Nahla Elzahaby, paraprofessional, 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 and Spanish 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 when needed, other trained pedagogues assist in administration. We try to utilize additional teachers that also service these children to administer the NYSESLAT when needed. 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. 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.

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 18, 2013. An additional orientation was held on September 19, 2013. All parents are invited if their child was given the LAB-R. We explain the screening process and tell them why their child 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. 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.

A binder with all ELLs Program Selection Forms is maintained by the ESL teachers and continuously updated and reviewed. In the event that there are 15 children who speak the same language, across the same grade band, the ESL teachers will contact the parents who indicated a desire for a TBE or Dual Language program. The ESL teachers will utilize the bilingual staff, and the Written and Oral Interpretation Unit's services in order to contact and communicate with the parents about this new option in their native language.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

Every year the following Department of Education form letters from the EPIC toolkit are distributed in the available languages by the two ESL teachers, Mary DeVecchio and Alyssa Chaplin. 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. 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.

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. These surveys are also used to update the ELPC screen with the required information within the first 20 days. 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered primarily by the trained and certified ESL teachers, Alyssa Chaplin and Mary DeVecchio. All ELL students are administered this exam. The teachers create a schedule that allows them to test the students in small groups in each modality. Each modality is tested on a separate day. No child takes two modalities on the same day, unless there are extreme circumstances, such as long term absences during the testing window. Each teacher tests the children she services in the Listening, Reading and Writing modalities. The Speaking modality is tested by the ESL teacher who does not service that child, as per NYC guidelines. If additional proctors are necessary, speech and SETTS teachers are trained in NYSESLAT administration and utilized. All test modifications on student IEPs are adhered to as well. Attendance is taken by the proctors and any child who is absent on a day of administration takes the test on another day within the testing window. If any child is absent for a few consecutive days, the ESL teachers call the home of the student in order to discuss the importance of taking all parts of the NYSESLAT, and the parent has always made an effort to get their child to school to take the exam. Due to the great lengths the ESL teachers take in preparing their schedule, and communicating with parents, we have always had 100% participation on all four parts of the NYSESLAT.

6. 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.) 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. 

After reviewing the Program Selection forms for the last three years the responses indicate a trend in choosing the Freestanding ESL program. In 2011/2012 the parent choice letters were reviewed and showed that out of 71 parents, all of them chose ESL. In 2012/2013, the parent choice letters were reviewed and showed that 56 parents chose the ESL program, 1 parent chose the Transitional Bilingual Program, and 5 parents did not respond after numerous attempts to contact and schedule meetings. In 2013/2014, all parents 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.

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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. At P.S.58 the ESL program follows the Pull-Out and Push-In models. Primarily all ESL students are serviced via the Pull-Out model. One ESL teacher services one grade via the Push-In model.
 - b. Students are grouped according to proficiency and grade level. For example, in Kindergarten there are three 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. All Fifth grade students receive ESL services via a Push-In model this year. The Beginner and Intermediate students in Fifth Grade receive 4 periods of Pull-Out services as well. Their ESL teacher pushes into the Writing content area classroom and works with the students in a small group.

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)?

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. 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 foster language development and meet the demands of the Common Core Learning Standards.

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. The Journeys reading program is also used within the ESL classrooms. The ESL component reteaches and scaffolds the lessons that are being simultaneously taught in the classroom. 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.

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. All of the above methods of instruction are designed to enrich language development.

As the year progresses, the ESL teachers will also be using the ReadyGen program.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Throughout the year, ELLs are engaged in various activities and learning experiences that are designed to meet the needs of the 4 ESL modalities: Listening, Speaking, Reading and Writing. These modalities are also very much in line with those of the Common Core Standards. Therefore, there are multiple opportunities to assess ELLs English acquisition. Some assessments are formal, and others are done via teacher observation, i.e. TPR assessments. All of these modalities are incorporated into the ESL classroom lessons and are assessed as each unit is completed.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 have one SIFE at our school. He was placed in the ESL group with his grade level peers. He is also in another Beginner group that has students who have a lower level of English language proficiency. He also receives a one 1:1 period, once a week, with an ESL teacher to focus on basic speaking skills. As part of our Extended Session, he works 1:1 with another ESL teacher on foundational literacy skills. As his literacy skills develop, he 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 country. In these cases, the child is given extra support by being invited to the Title III After School Program where small group test preparation takes place. Materials used particularly for the newcomers are Rigby On Our Way to English, and Hampton-Brown Into English. 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.

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. Classroom teachers also provide ELL support and differentiation within the workshop model with the use of graphic organizers and deconstructing and reconstructing sentences.

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 have one Long-Term ELLs at our school. He is in the ESL group with other students at his grade level, as he is considered Advanced. He is in a 12:1 classroom, and receives small group instruction that is differentiated to meet his needs. Additional support, such as ESL Enrichment, or the Title III After School Program will also be offered.

e.) Former ELLs are those who have been proficient as per the NYSESALT for 1 or 2 years. The parents of these students are informed that they have an option to have their child continue receiving ESL instruction with the Advanced students on their grade level.

here they will continue to receive additional support to help them transition successfully out of the ESL program. The ESL teacher, parents, and classroom teacher keep communication fluid in order to continually evaluate the students' needs, growth, and comfort level. ESL services are decreased gradually as needed. Additionally, former ELLs are invited to the after school Title III program in order to ensure successful transitional as well. Providing these opportunities afford the students continuous support in the English language.

Additionally, 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.

7. 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?

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 lesson.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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, SETTS, 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
Native Language Arts:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

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

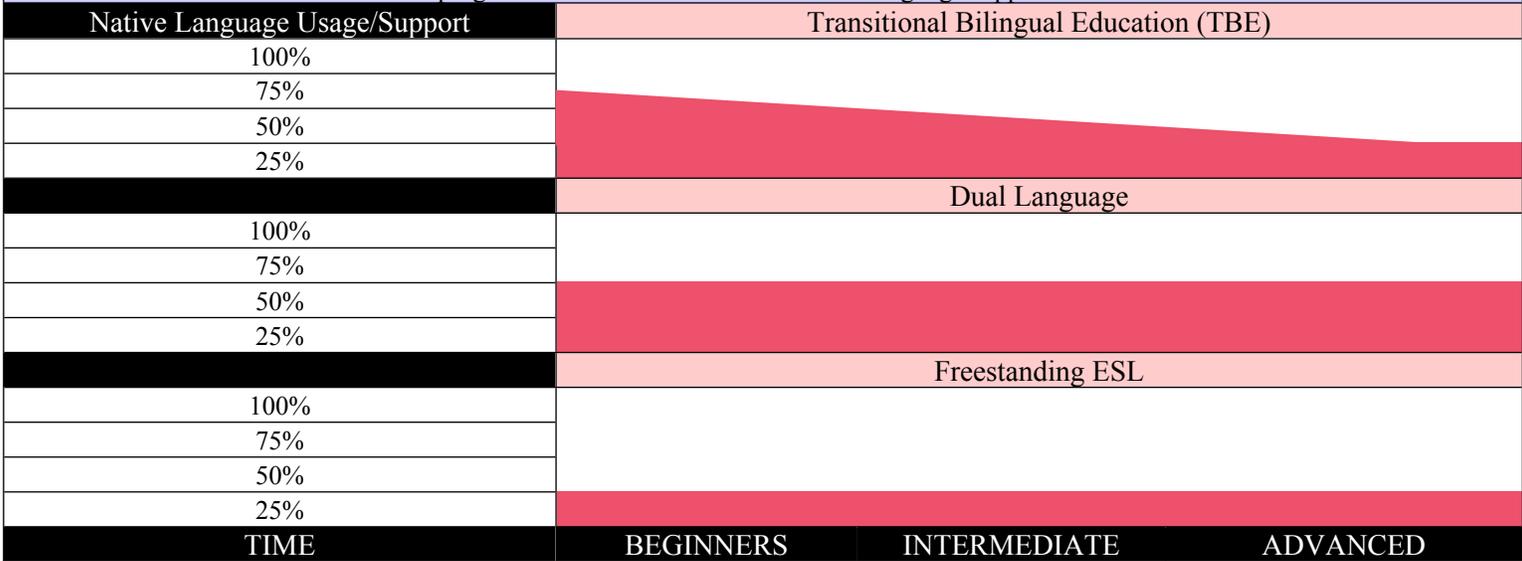
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

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, Extended session departmentalization, 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. The Extended session is now a part of every child's day. It is departmentalized so that students are grouped according to needs. Groups providing intervention in ELA and math and include programs such as Foundations, Wilson, Buckle Down Math, Journeys Write in Reader and Soar to Success. Intervention is provided by creating comprehensible input, scaffolding, the use of graphic organizers and vocabulary instruction and word play. A particular focus during the Extended Session, are all ELLs in grades 4 and 5. This includes Newcomers, and ELLs who have been here between 4-6 years. After reviewing the scores on the ELA and Math of the ELLs in these subgroups, we found that all achieved 1's and 2's. Therefore, the ESL teachers focus on test sophistication in both ELA and Math with these students.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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, and this year, the new MOSL NYC Performance Assessments. 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.

11. What new programs or improvements will be considered for the upcoming school year?

This year, there are no new programs for any of our students, including ELLs. We will continue all of the programs that are already in place for ELLs: the Extended Session periods, the transitional ESL option, and the Title III After School program.

12. What programs/services for ELLs will be discontinued and why?

No programs will be discontinued this year. All programs for ELLs will be kept in place.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. The third, fourth and fifth grade students also have the opportunity to participate in a Song-Writing/Chorus program. The third grade will participate in a drama program that involves fairy tales around the globe. It 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 that ends in a culminating performance. Fifth grade will be involved in Latin percussion class this year. It also involves a culminating performance. The Second Grade will be participating in a drama program this year that ends with a final show. Kindergarten and First Grade students participate in Enrichment clusters which allows students to choose a class that interests them such as Jewelry Making, Yoga, Cheerleading, etc. In these activities, many ELLs partake and enjoy.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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. 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. I pads are also a new addition to the ESL classroom. They are used by the students in various ways including research, and listening to books. Also, the entire school, including the ESL classrooms, will be using the ReadyGen literacy program as of November 18, 2013.

Native language materials are also a part of education at PS 58. Bilingual dictionaries are used to assist Newcomer ELLs with their Speaking, Listening, Reading and Writing skills. A bilingual library is maintained in the ESL classrooms for all ELLs to use. The library contains books published by Mantra Lingua in the following languages: Spanish, Russian, Chinese, Korean, Polish, Urdu, Arabic, and Albanian. BookFlix is a site that is used regularly at PS58, the Spanish component is an excellent literacy tool that teachers with Spanish speaking students employ.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered in the ESL program model in a number of ways. The ESL classrooms share a bilingual library from Attanasio that is 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. Many teachers also use the website, BookFlix, which has books in Spanish. 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 "Think-Pair-Share" 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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 ESL strategies, and integrate graphic organizers, word play, deconstructing and reconstructing sentences, and clarifying into all learning.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

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 Susan Wagner Highschool students. These students come to P.S.58 weekly to lead lessons that teach our students basic Spanish, Italian and French.

19. For schools with dual language programs:

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

We do not currently have a dual language program at PS 58.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. There are no future professional development activities that have been announced yet, however, we place high priority on attending all of the professional development that is made available. Below you will find the professional development that the ESL teachers have attended thus far.

Professional Development Topic	Date
Goals of the School Year	9/3/2013
3012C/IPC & Grading Policies	9/4/2013
ReadyGen/Go Math	10/3/2013
LAP Technical Assistance	10/29/2013
Launching ReadyGen	11/5/2013
MOSL Assessments & Data	11/7/2013
ReadyGen Curriculum	11/27/2013

2. Professional development to all teachers, including those teachers of ELLs, has been given to the staff of PS 58 on designated professional development days, and during Thursday Extended Day sessions. These professional development workshops were facilitated by administration and provided training about Common Core Learning Standards and how to proceed with their implementation.

3. 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 professional development typically takes place in May, near graduation. The ESL teachers, administration, and Parent Coordinator lead this PD. The goal is to help 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. Every year our fifth grade students go on these trips to IS 72, and IS 75. Teachers are also trained to pair ELLs with other ELLs who speak their native language so that they may participate in this session.

4. 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. A sign-in sheet is completed at every professional development and stored in the ESL binder, along with a list of all teachers and their ESL Profession Development hours. This binder is located in the ESL classroom.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. In previous years, these breakfasts included Daddy Donuts, Making Valentine's, Thanksgiving crafts and more. 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. Notices and invitations to the aforementioned events are sent to parents in their native language. The notices and invitations are sent to the DOE Translation Unit for Translation. P.S. 58 also posts these events on their eChalk website which enables parents to translate all information into their home language. In addition, the bilingual staff at P.S 58 is available to help facilitate all formal and informal activities as well when needed.

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 seventh 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. The information about this opportunity is sent home in all the available native languages. They are sent to the DOE Translation Unit for Translation. P.S. 58 also posts these opportunities on their eChalk website which enables parents to translate all information into their home language. In addition, the bilingual staff at P.S 58 is available to help facilitate all formal and informal activities as well when needed.

As mentioned above, P.S.58 also collaborates with Susan Wagner Highschool to provide our students with exposure to learning other languages. These 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. Parent are invited to submit suggestions and concerns to our Parent Coordinator in the monthly PTA Newsletter, as well as the Monthly Happenings Newsletters from each grade. Parents are invited to communicate their suggestions via email, phone call, or letter. These suggestions are regularly reviewed by the parent committee as well. They are used by the committee to plan future events. All of this information and parent outreach is also included on our P.S.58 eChalk website that allows parents to translate all information into their native language.

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. 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.

E. 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: <u>Space Shuttle Columbia School</u>		School DBN: <u>31R058</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael LaMorte	Principal		11/15/13
Margaret Mahoney	Assistant Principal		11/15/13
Sherri Donders	Parent Coordinator		11/15/13
Alyssa Chaplin	ESL Teacher		11/15/13
Linda Sirico	Parent		11/15/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Mary DelVecchio	Other <u>ESL Teacher</u>		11/15/13
Robert Edelman	Other <u>Assistant Principal</u>		11/15/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R058 School Name: Space Shuttle Columbia School, PS58

Cluster: 6 Network: 60474

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 school's written translation and 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 helps our school determine who may require translation. In addition, families also complete a survey upon registration that asks them which language they prefer communication, both oral and written. After collection of these surveys, this information is entered into ATS. The report is reviewed by our pupil accounting secretary, the Parent Coordinator, and ESL teachers in order to compile a list of parents who require either written and/or oral translation services. This information is shared with all school personnel and helps all those who interact with these families to know what translation needs are required and requested. In PS 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.

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.

After reviewing our Adult Preferred Language Report from ATS, the findings are as follows: 15 families prefer Arabic translation; 23 prefer Russian translation; 48 prefer Spanish translation; 19 prefer Chinese translation; 2 prefer Cantonese translation; 3 prefer Polish translation; 17 prefer Korean translation; 2 prefer Portuguese translation; 8 prefer Urdu translation; 1 prefers Albanian translation; 1 prefers Italian translation; 1 prefers Kanuri translation; and 1 prefers Turkish translation. This data is used in the office in order to make sure families receive communication, both written and oral, in the language they prefer. Teachers and other staff are also made aware of this data so they can communicate appropriately as well.

Part B: Strategies and Activities

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

PS 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, approximately 1 month prior to required dissemination, so that they can be distributed in all of the appropriate languages our families require. PS 58 takes these measures to ensure that all parents are provided with appropriate information in a language 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. We also often utilize the bilingual educational assistants or other bilingual school personnel to aide in necessary written translation.

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.

PS 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 prefers communication in a language other than English use 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. Education Assistants at PS 58 also play an integral role in oral translation and interpretation services. They are asked to assist teachers in communicating with parents who request communication in a language other than English both in person, and on the phone. Additionally, they are asked to help at Parent-Teacher Conference Days/Nights.

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 PS 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 provided by New York City. A notice in every language was also distributed to all students informing them of this service. 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.

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 participate 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	