

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

15K058

School Name:

PS 58 THE CARROLL SCHOOL

Principal:

KATHERINE DELLO STRITTO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 15K058
School Type: Community School Grades Served: Pre-K-5
School Address: 330 Smith St
Phone Number: 718-330-9322 Fax: 718-596-2969
School Contact Person: Katherine Dello Stritto Email Address: Kdellostritto2@schools.nyc.gov
Principal: Katherine Dello Stritto
UFT Chapter Leader: Dan Lupkin
Parents' Association President: Robert Hansen & Mike Leahy
SLT Chairperson: Claire Benner & Mary-Margret Little
Student Representative(s): n/a

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston St. Brooklyn, NY 11201
Superintendent's Email Address: askop@schools.nyc.gov
Phone Number: 718-935-4317 Fax: 718-935-4356

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 612 Network Leader: Cynthia Felix

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Katherine Dello Stritto	*Principal or Designee	
Dan Lupkin	*UFT Chapter Leader or Designee	
Rob Hansen	*PA/PTA President or Designated Co-President	
Lisa Pipitone	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Claire Benner	Member/ teacher/co-chair	
Mary-Margret Little	Member/ parent/ co-chair	
Michele Lazer	Member/ teacher	
Angela Heras	Member/ teacher	
Lizze Valle	Member/ teacher	
Kendall Hamid	Member/parent	
Sandrine Humbert	Member/ parent	
Ann Darer	Member/ parent	
Marine Putnam	Member/ parent	
Grace Row	Member/ parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 58 is a warm and welcoming school that works diligently to meet the needs of all of its students. The staff has created a mission and a vision together that strives to promote student learning in the most positive way. It is our mission to work collaboratively in viewing our students through a holistic lens in order to meet their individual needs in a variety of ways. It is our vision to create a community of knowledgeable, independent and engaged learners. This vision helps us frame all aspects of our instruction for our students. We believe our students will be most successful when they are given the tools to think critically and explore new topics that are both challenging and exciting to them. As a school we know that students learn best when they feel they are part of a community where they feel safe. The social and emotional development of our students must be nurtured as well as their academic development. These three key components are required to create knowledgeable students who are inspired to learn.

The PS 58 community relies on collaboration with its many stakeholders. The students depend on a strong knowledgeable staff. A teaching staff that is continually learning from each other helps us push our students to the next level. The students depend on a strong home-school connection that is predicated on a shared vision. We accomplish this by opening our doors regularly to families. We value family input and ideas. Parents are students' first teachers. Our teachers take that foundation and collaborate with families to raise children's knowledge base.

Collaboration at PS 58 stretches to all subject areas. We put an emphasis on stretching our students' minds in the area of the arts. This helps students of all ability levels to shine. This also helps teach students critical skills, compassion and perseverance. By infusing our instruction with projects and the arts we inspire learners. We look at both visual arts and performing arts as pillars of a strong education.

Student needs can be met at PS 58 in a variety of programs. Our special education programs address the needs of many different types of learners. Our classrooms are made up general education classes with integrated co-teaching and dual language programing. We offer students a self-contained setting for more support as well as special education teacher support services. PS 58 has a strong support staff comprised of service providers, school assessments team, and paraprofessionals who all collaborate to meet the needs of all types of learners. We pride ourselves on addressing the needs of different types of learners as soon as they are identified. There are systems in place to respond to needs as they present themselves.

By looking at a variety of data sources, we have learned that students will benefit from an increased focus on vocabulary, content areas and small-group instruction. By concentrating our efforts on vocabulary and content area instruction, we will challenge our students to think more critically through their acquisition and use of academic vocabulary. Small group instruction builds student-teacher rapport and provides opportunities to target individual academic needs thus laying the foundation for a supportive and differentiated environment for learning.

During our School Leadership Team meetings, we brainstorm ways that teachers and families will collaborate together to help our students develop as 21st century learners. Many parents and teachers strongly identified a need for increased technology instruction. For the 2104-2015 school year, we brought on a technology teacher who works in close collaboration with teachers in grades 3, 4 and 5 to provide this instruction through a team-teaching model. Together, teachers in these grades plan with the technology teacher to innovate and hone their practice. We aim to keep families informed and provide them with useful information that can better the lives of our students. We provide school-based workshops on topics of interest for parents such as how to support your child's learning at home, what to expect on each grade, how to talk to your child about their school day and Fountas and Pinnell reading levels. We also adjust our planned workshops to respond to the changing needs in our community.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a school we know we can be successful giving our students the tools they need to meet their highest potential. The challenge lies in pinpointing appropriate vocabulary and content expectations for individual students. We can form these individual goals by analyzing data points on standardized assessments, formative and summative assessments, classroom observations, student interviews, and student work samples.

Strengths:

- aligned curriculum according to vertical coherence with the Common Core Learning Standards
- teacher led discussions that help students ask higher-order questions
- workshop model emphasizes high expectations in all classrooms
- students are engaged in lessons that require higher order thinking skills and asking questions of themselves and others

Needs:

- increased consistency with vocabulary instruction
- increased vocabulary work across all subject areas
- student led discussions to lift the level of classroom conversation
- increased emphasis on the ability in accountable talk across all content areas

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students will use a higher level of vocabulary in all content areas. This will be measured by looking at data points on standardized assessments, formative and summative assessments, classroom observations, student interviews, and student work samples.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

<p>Research based programs/PD/systems or structures:</p> <ul style="list-style-type: none"> the teachers will engage with staff developers from Teachers College to increase the vocabulary instruction in the classroom across the content areas Vertical Literacy teams will work to develop appropriate vocabulary standards for each grade 	Students, teachers, school leaders	September 2014 ending in June 2015	School leadership, classroom teachers,
<p>Strategies to support students with disabilities/ELL/other high needs:</p> <ul style="list-style-type: none"> Through work with our Vertical Teams, in particular our Vertical Special Education Team, we will look for ways to improve vocabulary instruction for students with disabilities. Teachers will partake in classroom inter-visitation to observe best practices. Teachers will present students who are struggling to the Child Study Team to investigate which additional resources and support would work best to ensure students with disabilities are meeting their individualized vocabulary goals ESL teacher will collaborate with classroom teachers to support ELLs to meet their individualized vocabulary goals. 	English Language Learners, Students with Disabilities, general population of students	September 2014 ending in June 2015	School leadership, classroom teachers, specialty teachers, interventionists,
<p>Parent involvement:</p> <ul style="list-style-type: none"> Parents will be invited to partake in classroom activities a one-time per month (minimum) to strengthen the home school connection. Parents are invited to become Learning Leaders and receive training on how to support classroom instruction. Parents will be invited to workshops on understanding how the curriculum makes connections across content areas while improving student vocabulary. 	parents	September 2014 ending in June 2015	School leadership, parent coordinator,
<p>Trust:</p> <ul style="list-style-type: none"> Teacher led professional development sessions centered around vocabulary instruction. This includes PD sessions from teachers who have attended: 80 minute project workshops with TCRWP, Network based sessions relating to vocabulary instruction, and citywide PD sessions. Teacher driven professional conversations within book clubs centered around vocabulary driven instruction. 	Staff members	September 2014 ending in June 2015	School leadership, teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers College Reading and Writing Project Staff Developer
- Teachers College Reading and Writing Project Conference Days
- Network and city-wide PD sessions
- Trade books from NYC Core Curriculum
- Additional trade books to supplement content area instruction
- Professional learning books

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, 2015 students' vocabulary will have grown in all content areas. This will be measured by looking at data points on standardized assessments, formative and summative assessments, classroom observations, student interviews, and student work samples.

Part 6b. Complete in **February 2015.**

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|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Small group instruction and inquiry work is vital to the success of all students. Incorporating this work has become a greater focus of school staff due to larger class sizes, the loss of extended day, and the demands of the Common Core Learning Standards.

Strengths:

- Inquiry, formative and summative assessments are embedded within TCRWP
- Teacher team meetings are used to analyze student data to form small group instruction
- Vertical teams are used to analyze student data to form goals for small group instruction

Needs:

- Scheduled periods added or embedded into school day to meet with small groups
- Additional teacher planning time to continually adjust small group sizes, students and focus
- Continued focus on inquiry work throughout units across each grade

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase planning and implementation of small group instruction supported by professional development and inquiry work. This will establish a community where students feel safe, supported and challenged. This will be measured by student progress on formal and informal assessments as well as teacher observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research based programs/PD/systems or structures: <ul style="list-style-type: none"> • The teachers will engage with staff developers from Teachers College to increase small group and inquiry instruction in the classroom across the content areas • Vertical teams will work to develop appropriate small group and inquiry expectations 	Staff members, students	September 2014 ending in June 2015	School Leadership, staff members including teachers, service providers, para professionals

<ul style="list-style-type: none"> Guidance Counselor and Social Worker will lead separate PD sessions to educate teachers and parents on developmentally appropriate progression. Teacher led study groups using an inquiry model 			
<p>Strategies to support students with disabilities/ELL/other high needs:</p> <ul style="list-style-type: none"> Through work with our Vertical Teams, in particular our Vertical Special Education Team, we will look for ways to improve small group instruction for students with disabilities. Teachers will partake in classroom inter-visitation to observe best practices. Teachers will present students who are struggling to the Child Study Team to investigate which additional resources and support for small groups to ensure students with disabilities are meeting their goals ESL teacher will collaborate with classroom teachers to support ELLs with their small group work. The dual language vertical team meets to discuss the needs of ELLs within the program. Guidance Counselor and Social Worker will collaborate with classroom teachers to support students with high-needs achieve their developmental goals Related service providers offer feedback to teachers regarding strategies and best practices when working with diverse learners 	English Language Learners, Students with Disabilities, general population of students	September 2014 ending in June 2015	School Leadership, staff members including teachers, service providers, para professionals
<p>Parent involvement:</p> <ul style="list-style-type: none"> Parents will be invited to partake in small group classroom activities to strengthen the home school connection. Parents are invited to become Learning Leaders and receive training on how to support classroom instruction in small groups and by analyzing inquiry data. Parents will be invited to workshops on understanding how the curriculum utilizes small group instruction. 	Parents and families	September 2014 ending in June 2015	School Leadership, staff members including parent coordinator, service providers and para professionals
<p>Trust:</p> <ul style="list-style-type: none"> Teacher led professional development sessions centered around small group instruction and inquiry-based lessons. This includes PD sessions from teachers who have attended: 80 minute project workshops with TCRWP, Network based sessions relating to small group instruction, citywide PD sessions, and PDs offered through the Office of Intervention Teacher driven professional conversations within book clubs centered around small group instruction. 	Staff members, students	September 2014 ending in June 2015	School Leadership, staff members including parent coordinator, service providers and para professionals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers College Reading and Writing Project Staff Developer
- Teachers College Reading and Writing Project Conference Days
- Network and city-wide PD sessions
- Books to support TCRWP curriculum
- Books to supplement and enrich TCRWP
- Social and emotional read alouds
- Professional learning books

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Tax levy funds
- PTA funds will be used to support this work

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, 2015 data derived from student progress on assessments and teacher observations will be in use to create small group instruction and inquiry work.

Part 6b. Complete in **February 2015.**

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|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teacher collaboration is critical to the success of students in our building. We are continually looking for ways to increase collaboration that will allow for sharing of best practices and fostering both ownership and progress toward our school goals. In particular, teachers will collaborate about ways to incorporate technology across content areas.

Strengths:

- Well planned vertical teams
- Protocols for sharing information on teams
- Protocols for team expectations
- Protocols for looking at student work
- Opportunities to collaborate in vertical teams, horizontal teams and study groups which offer multiple perspectives and the opportunity to share more
- Technology teacher who co-teaches with teachers in grades 3-5

Needs:

- More focused collaboration in areas of instruction where we need to see more progress
- Improve technology integration into all content areas
- An increased emphasis on building students’ ability to effectively use technology for multiple purposes

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 teachers in grades 3-5 and the technology teacher will collaborate so that all students will complete one culminating project integrating technology.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Research based programs/PD/systems or structures: <ul style="list-style-type: none"> • Technology teacher researches various technology-based 	Staff members,	September 2014	School Leadership Technology

projects <ul style="list-style-type: none"> Collaborate with grade-level team to develop appropriate technology-based projects 	students	ending in June 2015	Coordinator, classroom teachers
Strategies to support students with disabilities/ELL/other high needs: <ul style="list-style-type: none"> Through work with our Vertical Teams, in particular our Vertical Special Education Team, we will look for strategies to support students with disabilities use technology successfully. Teachers will partake in classroom inter-visitation to observe best practices. Teachers will present students who are struggling to the Child Study Team to investigate which additional resources and support would work best to ensure students with disabilities are meeting their individualized technology goals ESL teacher will collaborate with classroom teachers to support ELLs to meet their individualized technology goals. 	English Language Learners, Students with Disabilities, general population of students	September 2014 ending in June 2015	School Leadership, Technology Coordinator, classroom teachers, service providers, ESL teachers
Parent involvement: <ul style="list-style-type: none"> Parents will be invited to partake in technology activities both at home and at school Parents are invited to become Learning Leaders and receive training on how to support classroom instruction. Technology provides the opportunity for parents to have a window into classroom activities daily by using technology at home 	Parents and families	September 2014 ending in June 2015	School Leadership, Parent Coordinator, Technology Coordinator,
Trust: <ul style="list-style-type: none"> Teacher led professional development sessions centered around technology. This includes, but is not limited to, PD sessions from teachers who have attended: 80 minute project workshops with TCRWP and citywide PD sessions. 	Staff members, families	September 2014 ending in June 2015	School Leadership, staff members,

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Laptops or Chromebooks for student use
- Network and city-wide PD sessions
- Staff planning time

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Tax levy funds
- PTA funds will be used to support this work

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, 2015 teachers in grades 3-5 and the technology teacher will have a curriculum map which outlines one culminating project integrating technology.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In order to build upon existing structures and continue to meet the needs of our community it is imperative that our school utilize distributive leadership strategies to achieve success. Staff members learn best from each other and from actively engaging in inquiry work together. We need to increase opportunities for teachers to collaborate and learn together while looking at student work to make informed decisions regarding instruction.

Strengths:

- Horizontal and vertical teams meet multiple times per week to plan and reflect on instruction.
- Clear protocols for meetings with systems in place to communicate agendas and provide follow-up.
- Google documents set up to offer transparency and help with accountability.

Needs:

- More interim goal setting.
- Additional opportunities for vertical teams to share work and goals with the entire staff.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the staff will increase their participation in staff-led professional development by either participating in presenting and facilitating sessions during professional development time or learning and applying new concepts to daily instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Research based programs/PD/systems or structures: <ul style="list-style-type: none"> • Staff surveys will be conducted to determine what areas/topics staff members would like to see in professional 	Staff members, students	September 2014 ending in	School Leadership, staff members

<p>development.</p> <ul style="list-style-type: none"> • Staff surveys will be conducted to determine what areas/ topics staff members would like present on. • Staff think tank will look at feedback relating to staff surveys. • Creation of a leadership cabinet that will help prioritize areas of concern for the community. • School leaders will attend professional development centered on distributive leadership. • Flexible schedules will be arranged to help develop teacher leaders. • Flexible schedules will be arranged to allow teacher leaders to mentor newer teachers. 		June 2015	
<p>Strategies to support students with disabilities/ELL/other high needs:</p> <ul style="list-style-type: none"> • Through work with our Vertical Teams, in particular our Vertical Special Education Team, we will look for strategies to support students with disabilities use technology successfully. • Teachers will partake in classroom inter-visitation to observe best practices. • Teachers will present students who are struggling to the Child Study Team to investigate which additional resources and support would work best to ensure students with disabilities are meeting their individualized goals. • ESL teacher will collaborate with classroom teachers to support ELLs to meet their individualized goals. 	English Language Learners, Students with Disabilities, general population of students	September 2014 ending in June 2015	School leadership, ESL teachers, Special teachers, Intervention specialists
<p>Parent involvement:</p> <ul style="list-style-type: none"> • Feedback from parent surveys will be used to plan parent engagement activities. • Parents will be invited to promote school activities and lead new parent events which foster new family relationships with the school. • Parents will be invited to partake in small group classroom activities to strengthen the home school connection. • Parents will be invited to workshops on understanding the structures in the school such as Response to Intervention and Special Education Services. 	Families and parents	September 2014 ending in June 2015	School leadership, parent coordinator, guidance counselor, social worker and other staff members
<p>Trust:</p> <ul style="list-style-type: none"> • Offering ample time for staff members, families and students to express questions, concerns and ideas through an open door policy. • Having team leaders represent horizontal and verticals teams allows for optimal communication of ideas and concerns. • Prioritizing building relationships with community stakeholders. This can be done by having parent/teacher meet and greets, participating in workshops, being available post meetings and workshops for questions and/or informal conversations. • Allowing teachers and staff members to take the lead on presentations as the experts on working with students. This helps families understand our confidence in the teachers' abilities to meet the students' needs. 	All stakeholders including students, staff members and families	September 2014 ending in June 2015	School leadership

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Planning time with different school-based teams.
- Professional development to support teacher leaders.
- Professional development in all curricular areas to allow for a menu of options for teacher to present.
- Funding for planning time for teachers prior to leading sessions for the staff.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, all teachers will have incorporated a concept or strategy, presented in a peer led professional development session into their classroom instruction based on their students’ needs.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A strong tie between home and school is critical to the success of our school. Based on data such as the learning environment survey, parent conferences, and teacher-team meetings, we would like to continue to strengthen this connection.

Strengths:

- Parent involvement on regular basis in variety of activities
- Parent-staff communication systems are in place
- Staff liaisons on Parent Teacher Association unite parent and teacher goals

Needs:

- Growth of parent body warrants continued parent workshops to educate parents on the standards and curriculum
- Supporting parents on understanding the expectations for each grade level and subject area
- Continue to provide and encourage families to take an active role in their child’s education and the school environment
- Educating parents about the school system, school structures, and the school-based decision making process to help empower parents and to create supportive and active parent leaders

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 we will increase our parent workshop opportunities by three, targeted to promote and support student success.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

<p>Research based programs/PD/systems or structures:</p> <ul style="list-style-type: none"> • Common planning time for staff to prepare for parent meetings • Curricula training through professional development so that teachers are able to educate parents on curriculum. • Staff members will work with a group of parents in conjunction with the School Leadership Team to determine where there is a need for parent education • School Guidance Counselor will be available to meet with families and provide workshops relating to emotional support of students at school and at home • Parent Coordinator will support dissemination of information via e-blasts and fliers in backpack mail to advertise workshops • Parent Coordinator will be involved in planning and implementation of workshops 	Parents, families and community members	September 2014 ending in June 2015	School Leadership, Parent Coordinator, Guidance Counselor, classroom teachers
<p>Strategies to support students with disabilities/ELL/other high needs:</p> <ul style="list-style-type: none"> • Target parent populations of students with disabilities and ELLs in order to provide them with specific parent workshops and resources to meet their children’s individual needs • Related service providers report through Child Study team and work to provide feedback to families on to support their children at home 	English Language Learners, Students with Disabilities, general population of students	September 2014 ending in June 2015	School Leadership, special education teachers, ESL teachers, related service providers
<p>Parent involvement:</p> <ul style="list-style-type: none"> • Information will be collected to see where parents are struggling with students at home and what students are struggling with most in the classroom. • Staff members will offer handouts/presentation documents via the school website to share with and educate all families 		September 2014 ending in June 2015	School Leadership, Parent Coordinator, Guidance Counselor, Social Worker and teachers
<p>Trust:</p> <ul style="list-style-type: none"> • Parent surveys will be given in order to ascertain parents’ needs and to ensure success of workshops • Contact information of the workshop leaders will be made available for anyone able or unable to attend parent sessions so that follow-up conversations can take place • Parent-to-parent breakfast meetings to open the lines of communication between parents about school goals and practices 	Families and parents	September 2014 ending in June 2015	School Leadership, Parent Coordinator, Guidance Counselor, Social Worker and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Parent Coordinator funds will be needed to support this work
- Translation services for meetings and reference handouts
- Staff planning time

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> • Tax levy funds • PTA funds will be used to support this work 									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, 2015 we will increase our targeted parent workshop opportunities by two to promote and support student success.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Standardized test scores, formative and summative assessments in the subject area	Wilson, interactive writing, Words Their Way Phonics, Foundations	Small group, one-to-one	During the school day
Mathematics	Standardized test scores, formative and summative assessments in the subject	Skills based instruction and strategies, Math Inquiry team lessons and strategy groups	Small group, one-to-one	During the school day
Science	Formative and summative assessments in the subject area	Skills based instruction and strategies, nonfiction reading comprehension strategies	Small group, one-to-one	During the school day
Social Studies	Formative and summative assessments in the subject area	Skills based instruction and strategies, Social Studies team lessons and strategy group, nonfiction reading comprehension strategies	Small group, one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher surveys, parent requests, teacher and parent observations	Reality based counseling, interactive read alouds, peer mediation	Small group, one-to-one	During the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$146,528	X	9, 10, 14, 18, 21
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$16,770	X	9, 12, 15, 18, 21
Tax Levy (FSF)	Local	\$4,238,155		8, 9, 10, 11, 12, 14, 17, 18, 20, 21

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[School name], 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 with 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS 58 The Carroll School</u>	DBN: <u>15K058</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

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:

The objective of this program is to use digital storytelling to develop students' English language skills. The program will provide our students support in the following areas: vocabulary, narrative skills, and expression, intonation, and pronunciation, as well as instruction in narrative writing.

In addition to the benefits that more traditional narrative forms bring, digital storytelling has the additional benefit of incorporating technology. Using laptop computers installed with the software Movie Maker, students will be able to incorporate video, photographs, drawings, voiceovers, and music to their narratives. In addition to building their computer skills, the opportunity to incorporate technology is a hugely motivating factor in getting students engaged in the narrative process. Students will be encouraged to focus their films on their own backgrounds and experiences. In addition, while the language of instruction for the program will be English, students are encouraged to also include their home languages in the creation of their films.

For newcomer students who are still becoming comfortable speaking in English during the regular school day, this project provides them with a space to practice speaking in a safe environment as they rehearse and record the voiceovers for their films.

This program will target students in grades 3-5. After school, teachers will work with students in small groups, taking into special consideration: long-term ELLs, newcomers, and former ELLs (those who have passed the NYSESLAT in 2013 or 2014). ESL teachers will coteach with content area teachers.

The program will take place from 3:10-4:30 on the following dates: January: 13, 20, 27; February: 3, 10, 24, March: 3, 10, 17, 24, 31, and April 14, 21, and 28 (movie premiere with parents). In addition to these dates, we will plan one trip to the Museum of the Moving Image. The trip is tentatively scheduled for Saturday, March 21st from 10 am – 3 pm.

For this program, we will use laptop computers already available in the school.

Part C: Professional Development

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:

In order to maximize the effectiveness of our program, we will create a study group to investigate the use of digital storytelling as a tool for English language development. As part of the study group, a TESOL professor at Hunter College will provide 1.5 hours of professional development after school on December 5 from 3:15-4:45 on the topic of ELLs and digital storytelling. The workshop will be geared to the teachers in the program, but open to all teachers in the school at no additional cost. In addition to the workshop, we will hold peer-led study group sessions after school on January 8 and January 22 for the duration of one hour. The group will read a number of articles in teaching journals, books, and online resources about digital storytelling and the narrative process in the ESL classroom. The group will discuss the articles and share ideas for applying what we have learned into our own program.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parents will be invited to a "red carpet" premiere of their childrens' films, to take place on April 28th from 3:10 to 4:30. The premiere serves a dual purpose. The first is to give students an authentic opportunity to create a digital story for a wider audience. The second is to ensure that our parents are engaged in their students' learning. Above all, the premiere will be a chance for parents, students, and teachers to come together to celebrate the hard work that students have put into creating their films over the past four months.

In addition to the film premiere, parents will be invited to visit the Museum of the Moving Image along with their children on Saturday, March 21st (date to be confirmed). At the museum, students will explore the narrative process as seen across diverse media.

Parents will be notified about the film premiere and trip to the Museum of the Moving Image via letters sent home with students. All letters will be translated into the preferred language parents indicated for communication with the school.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 58
School Name The Carroll School		

B. Language Allocation Policy Team Composition [i](#) 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 Giselle McGee	Assistant Principal Katie Dello Strito
Coach Annique Leman	Coach
ESL Teacher Sara Dalziel	Guidance Counselor Lori Glazer
Teacher/Subject Area Marie Bouteillon / Dual Lang.	Parent Julia Ralles
Teacher/Subject Area Greer Patterson / Dual Lang.	Parent Coordinator Joan Bredthauer
Related Service Provider Sari Fensterheim	Other
Network Leader(Only if working with the LAP team) Cynthia Felix	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	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	7	Number of certified NLA/foreign language teachers	1	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	0	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)	902	Total number of ELLs	55	ELLs as share of total student population (%)	6.10%
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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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): French

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	2	2	2	2	2								12
Freestanding ESL														
self-contained	1													1
Push-In	0	1	1	2	1	1								6
Total	3	3	3	4	3	3	0	19						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	49	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	26			1		0				27
ESL	23		4	5		1				28

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	49	0	4	6	0	1	0	0	0	55
Number of ELLs who have an alternate placement paraprofessional: _____										

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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	
	ELL	EP	ELL	EP																
French	3	45	5	49	11	47	12	45	4	43	3	45							38	274
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	3	45	5	49	11	47	12	45	4	43	3	45	0	0	0	0	0	0	38	274

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 149

Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 9

Asian: 12

Hispanic/Latino: 15

Native American:

White (Non-Hispanic/Latino): 248

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	1	2	1	2	4	1								11
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic		2	1		1									4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian				1										1
Other	1	2	1	1	1									6
TOTAL	2	7	3	4	6	1	0	23						

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)		2	2	2	1	3								10
Intermediate(I)		6		4	3									13
Advanced (A)		4	12	8	5	1								30
Total	0	12	14	14	9	4	0	53						

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B					1								

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	5	6		12
4	1				1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			6		4	1	2		13
4			1	1					2
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4						1	1		2
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

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

In the Dual Language program teachers use Canadian running records (GB+) in French, also leveled according to F & P. Teachers have developed letter/sound assessments; sight word assessments, exemplars, narrative writing rubrics; letter/sound assessments; spelling inventories; and concepts of print. Teachers use narrative rubrics to analyze student writing K-5. Spelling and grammar are weighted in grades 2-5.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We analyzed data from 2009 onwards. We noticed that overall, students improved on the NYS ELA and Math tests. More specifically, students made significant gains in Math including two ELLs scoring at a level 4 in 2013. Most students who performed at a 3 or 4 on the state tests participated in our after-school test prep from January to May. This is a program we will offer this year again, and we will include students who scored at a proficient level on the NYSESLAT in the past two years. Our former third grade ELLs, now fourth graders, continue to show the need for additional support in both ELA and Math.

The overall trend is many students score proficient by third grade on both sections of the NYSESLAT. Most students perform better in the Listening and Speaking sections than the Reading and Writing sections.

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 NYSESLAT Combined Modality report shows that almost all students scored at an equivalent or higher level across reading/writing and listening/speaking between 2012 and 2013 NYSESLATs. The RNMR shows that students score much higher across grades in listening/speaking than in reading/writing.

This data will be used to drive our instruction in the following ways:

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) Student Results: In both French Dual Language and Freestanding ESL programs, as students reach the higher grades, more reach advanced levels of proficiency in English. The pattern seems to be that students acquire oral language skills prior to mastering reading and writing.

b) The Dual language vertical inquiry team analyzes student data to identify trends and target instruction based on specific needs. Overall, students exhibit similar difficulties in French and English, which is why teachers collaborate to reinforce positive transfer between languages.

c) Periodic assessments such as running records, anecdotal notes, writing on demand indicate that students meet or exceed grade level standards at each assessment period. First year newcomers in the upper grades tend to perform below grade level in English. Once again, French is used to reinforce cultural and linguistic identity, as well as academic vocabulary and language structures for Francophone ELLs.

5. 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](#).)

The RtI model aims at prevention and early intervention, which fits in with PS 58's overall instructional approach and goals. There are three AIS teachers and one Reading Recovery teacher who work closely together to make sure that if an ELL is shown to need extra supports, there is a team of teachers available to help. In Tier 1, ELLs participate in a rigorous and evidence based curriculum, where

the ESL teachers pushes in with the classroom teacher. If the students are showing signs of needing extra support, they are given extra attention ("Tier 2") through invitations to Extended Day, increased small group work, experience targeted to specific students, and additional activities to core instruction. Should ELLs continue to need supports above Tier 2, Intensive Intervention is introduced, where students are pulled in small groups or 1:1 for intensive and individualized instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?
In the Dual Language program, students follow a sequential biliteracy approach where students learn to read independently in their L1 first, and L2 next. In addition, several components of the balanced literacy program are taught in both languages to support language development in both languages: word study, read aloud, shared reading, shared writing, and interactive writing. Teachers plan with their grade team at least 2 times a week to ensure that lessons are not repeated, to plan across content areas, and to monitor progress in both languages.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 - a. English Proficient students are assessed in the target language through leveled running records, baseline assessments, narrative writing, exemplar work, and project based themed work.
 - b. Students vary in language proficiency in the target language. By the time students reach 4th and 5th grades, they should be reading on grade level in their target language.
 - c. EPs in the Dual Language program tend to score at the same level or higher on State and City assessments than general education students at PS 58.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs based on the number of years students receive ESL services. Most students score at a proficient level on the NYSESLAT within three years of attending PS 58.

Another successful trend is the growth of our French dual language program, which grew from one Kindergarten class in 2007 to 12 classes and 310 students K-5.

Another great success is the interest of MS 51 in expanding our program into their school in 2013-2014.

We also see parent choice and their desire to keep their children schooled at PS 58 as an indicator of our success.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)

The first step in identifying English Language Learners begins at enrollment, when parents fill out the Home Language Identification Survey (HLIS). If a parent indicates that a language other than English is spoken at home, an informal oral interview is given to the student by Sara Dalziel, our LAB-R Coordinator and licensed ESL teacher. Parents are then given the appropriate HLIS to fill out in their native language. The HLIS is then given to Ms. Dalziel. Upon reviewing the HLIS, eligible students are then given the Language Assessment Battery (LAB-R) within ten days of enrollment. The LAB-R is the formal initial assessment used to determine whether a student is eligible to receive ESL services. For the students who are Spanish speaking ELLs, a Spanish LAB-R is also administered to the ELLs. We evaluate the progress of our ELLs annually through the New York State English as a Second Language Achievement Test (NYSESLAT), as well as through periodic assessments. In the fall, when NYSESLAT scores are available, Ms. Dalziel sends home entitlement letters in the students' home language. Periodic reports from ATS are printed out to determine which students are eligible for NYSESLAT testing. The NYSESLAT modality report is also used to evaluate the progress of the ELLs across all modalities, and to ensure that all four modalities (listening, speaking, reading, and writing) are administered on the NYSESLAT.
2. 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.

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

3. 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 [\[see tool kit\]](#).)

Ms. Dalziel ensures that all forms are given to parents, following mandated timelines. If a form is not returned, Ms. Dalziel follows up with calls and notes sent home to the family, and a native speaker would also reach out to the family. The materials are then kept in a secure location by the ESL teacher.

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

5. 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.

Sara Dalziel and Annique Leman will attend the NYSESLAT information session held by the OELL. Together, they create a team of certified teachers to administer the test under the prescribed time restraints. PS 58 assigns someone other than the student's teacher to administer and simultaneously score the Speaking subtest. For the Writing subtest, a committee of teachers including but not limited to Sara Dalziel, Annique Leman, Katie Dello Strito, Joyce Martin, and Ann-Marie Mitchell. No teacher who is a student's ESL or ELA scores the constructed response questions in that student's Writing subtest booklet. All materials are kept in a secure location throughout the testing process.

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 Parent Survey and Program Selection forms, the trend in program choices that parents have requested is as follows:

- Families in the neighborhood who speak French choose the French Dual Language program 100% of the time.

- Families who speak other languages choose to have their child placed in the Freestanding ESL program 100% of the time.

PS 58 created the French Dual Language program after receiving numerous requests from parents and establishing that there was a need in this neighborhood area for such a program, thus building alignment between parent choice and program offerings.

Given the growing demand for the French dual language program, Ms. Bouteillon also worked with PS 133, a neighboring school, to create a French dual language program that opened in September 2011.

Part 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])?

At PS 58, the organizational models are as followed:

Dual Language: 50% English & 50% French

ESL Program Push In: 100% English

- French Dual Language Program in Grades K-5:

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

The Dual Language program uses two models to support sequential biliteracy: self-contained classes in K-1 and side-by-side classes in 2-5. Within the self-contained configuration, there is one teacher who provides instruction in both languages at separate times. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (i.e. color codes for language, flower pin indicating language of instruction). The teacher plans what concepts and activities s/he will conduct in each of the languages. Within the side-by-side class configuration, there are two teachers who provide instruction; one in French and one in English. They follow an alternate day pattern. One day of instruction is in English and one day is in French. Each classroom contains instructional materials in the appropriate language and the teachers plan what concepts and activities they will conduct in each of the languages.

- English as a Second Language Pull out/Push in Grades K-5: For English Language Learners who are not in the Dual Language program, English as a Second Language (ESL) is offered. English Language Learners are in self-contained, ICT and monolingual classes in grades K-5, and are grouped according to their proficiency levels, following Part 154 mandates. Ms. Dalziel pushes into classes. The current ESL program uses a Push in model to meet student mandates. In order to meet all student mandates in Kindergarten, Aneta Vlavianos is a certified ESL teacher, and ELLs are placed in her class. Ms. Dalziel pushes into grades 1 through 5.

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)?

PS 58 has two ESL teachers and twelve teachers in the French dual language program. In the French dual language program,

teachers are certified as Bilingual or ESL, or are currently working towards their Bilingual Extension through an accredited NYC program.

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

The French Dual Language Program

The French Dual Language follows a sequential biliteracy approach: students learn to read independently in their L1 first and their L2 next. In addition, several components of the balanced literacy program are taught in both languages to support language development in English and French: word study, read aloud, shared reading, shared writing and interactive writing. Students receive 180 minutes of instruction in French and 360 minutes of instruction in ESL and English Language Arts per week as per CR Part 154. K-5 teachers also integrate literacy units with Social Studies, Science and Math units to further student vocabulary and syntax in the second language. Teachers K-5 plan with their grade partner at least 4 times a week to ensure that lessons are not repeated, to plan across content areas and to communicate about student progress in both languages.

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

In K-1, one bilingual teacher teaches in French and English at separate times of the day. Teachers College Reading and Writing units of study are taught in an alternating month pattern in French and English: one month, students receive instruction in English for Reading, in French for Writing, and the following month the language of instruction will alternate. During independent reading and writing, bilingual teachers meet with small groups and individual students, and confer with them in their mother tongue. In grades 2-5, one teacher teaches in French and another teacher teaches in English. Students follow an alternate day schedule: one day in English, one day in French. Students begin reading in the other language and continue to read and write independently in their L1. Students who need further support in French or English literacy are invited to participate in extended day groups. First graders, who are new to our program and have low literacy skills also receive additional support four times a week in their native language.

English as a Second Language Push in

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

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

Instructional Minutes ESL, ELA and NLA

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

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

3. 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.

- French Dual Language Program

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

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

-1 dual Language classrooms include instructional resources in French and English. Classroom libraries include books and other printed materials appropriate for both groups of students; those learning English as a second language and those who are second language learners of French. Classroom libraries contain authentic literature, (written by authors in French) and content area materials in both languages.

In grades 2-5, dual language language classrooms include instructional resources in the instructional language of the teacher. Students also have access to dictionaries and online resources to assist with language development. Classroom libraries include books and other printed materials. Teachers also have access to a guided reading closet and authentic literature to help students acquire language.

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

- English as a Second Language Pull out/Push in

The ESL program at PS 58 follows the Part 154 mandates providing 360 minutes of ESL for Beginners and Intermediate students and 180 of ESL and 180 minutes of ELA for Advanced students, students in the Dual language French program also receive at least 180 minutes of Native Language Arts. Students who have reached proficiency receive intervention services and participate in the 37 1/2 minutes Extended Day program.

To support instruction, all classrooms will have:

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

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

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in all four modalities through a variety of assessments, including but not limited to: the NYSESLAT, LAB-R, Reading Level assessments, Writing On-Demands, Fluency assessments through TCRWP, and voice recording.

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).

a. Our plan for Students with Interrupted Formal Education (SIFE) includes identifying these students as soon as possible when admitted. We then make individualized education plans according to their needs. We do not currently have any SIFE students, and have no history of SIFE students.

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

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

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

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

e. Former ELLs are closely monitored by both their classroom and ESL teacher. Former ELLs are kept in the same class as the current ELLs, are given extra supports as needed.

For any long term ELL student who needs extension of services, we offer them academic intervention based on their specific needs. AIS is available for both upper and lower grades, and in content areas. SIFE students also participate in the 37 1/2 minutes Extended Day program.

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?

The ESL teacher collaborates closely with the classroom teachers to support academic content areas with specific ESL methodology during the school day. In both the Freestanding ESL Program and the Dual Language Program, teachers work with small groups as well as individually with ELL students to support and accelerate their English language development. During the literacy block, ESL and bilingual teachers support ELL-SWDs with tailored word work, guided reading, realia, and oral language development. During content area instruction, the ESL teacher also uses a variety of strategies to ensure students understand content. This involves previewing vocabulary, differentiating texts according to students' proficiency levels, working in small groups, and providing additional picture support. Where possible, native language literature is incorporated and encouraged. These instructional strategies allow ELL students greater access to grade level materials, which will in turn accelerate their English language development. The grade level materials used include but are not limited to grade level texts and content vocabulary. Work is differentiated to meet students' needs but remains grade level appropriate. The ESL and Dual Language teachers collaborate closely with Special Education teachers, the School Based Support Team (SBST), and the SETTS teacher to give students extra support. In addition, the ESL program has regular meetings with the SBST to closely monitor the ELL students who have Individual Education Plans (IEP). This collaboration allows us to focus on our students' specific academic needs, to monitor their progress, and adjust instruction as needed. Furthermore, dual language teachers examine students' strengths in reading and writing across languages to identify positive transfer of skills and lack thereof. The school ensures that all students receive all services mandated on their IEPs through close collaboration with the SBST. All teachers of students with disabilities are given copies of the IEPs and attend annual meetings to update them.

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?

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

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

Class/Content Area	Language(s) of Instruction

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

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

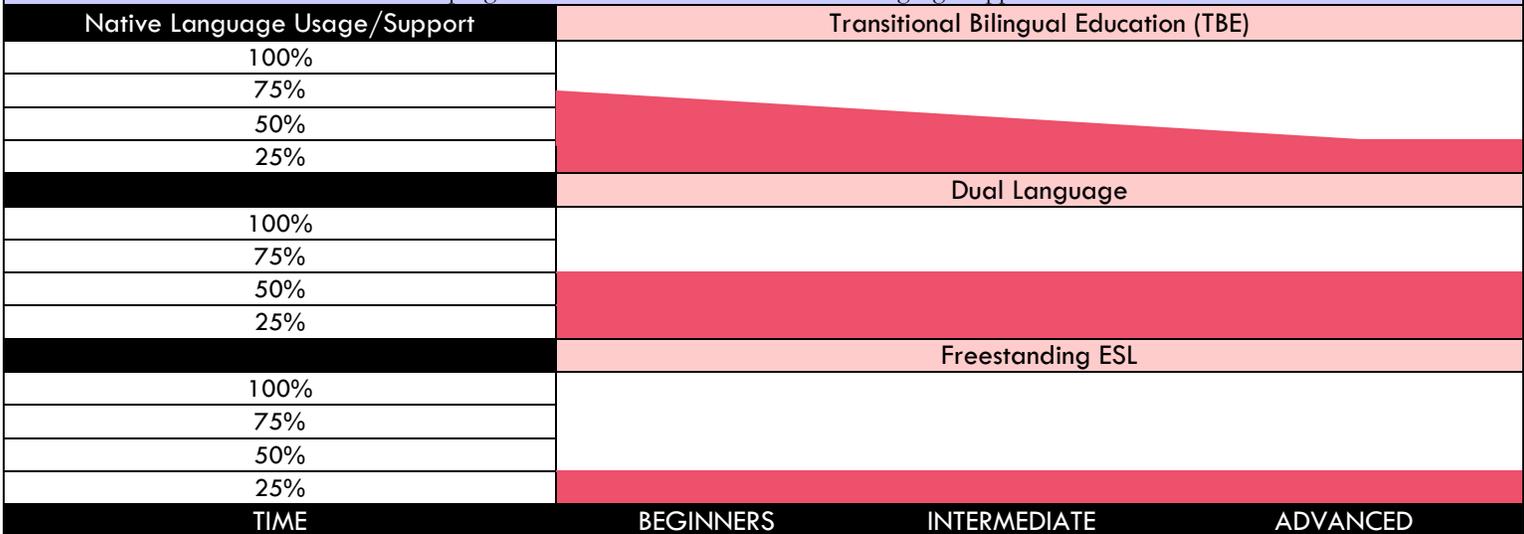
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
- Our targeted intervention program for ELLs include AIS intervention where needed in English Language Arts, Math, Science and Social Studies. We have three AIS teachers and one Reading Recovery teacher who all work with students who need extra support services. These students are identified at the beginning of the year, and then more students are added to the intervention rosters throughout the course of the year.
- In addition, ELLs are invited to extended day for small group instruction. Last year we created a Title III test preparation program for ELLs that met after school once a week to teach test prep skills and strategies. The subgroup targeted is current and proficient English Language Learners in grades 3 through 5.
- ELLs in the Dual Language program who need additional support in Native Language Arts, English Language Arts or Math are invited to extended day for small group instruction in the area of need. Students are invited in 6-10 week cycles to let them cycle through different content areas. Dual language teachers meet once a month to re-organize extended day groups based on student needs. Additionally, students in the Dual Language program may also receive additional help one-on-one or in small groups. Students requiring SETTS in their native language (French) are serviced by Caroline Baize, a bilingual special education teacher.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has been effective in providing early intervention services for students at risk of falling behind in content and language development. By providing targeted and consistent interventions, students are shown to make progress towards meeting language and content goals each year.
11. What new programs or improvements will be considered for the upcoming school year?
- This school year we have three AIS teachers, which is a change from one AIS teacher last year. There is also a Reading Recovery teacher who works with First Graders. These teachers will be working with ELLs identified as at risk, providing additional supports as needed.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are afforded equal access to all school programs. Many teachers at PS 58 run after school programs in enrichment, the arts, music, and so forth. There is also a Kid's Orbit program after school every day. In January, there is a free after school program offered to all ESL students in grades 3-5, where ELA and Math test preparation and language enrichment are the focus. This program meets once every week and is run by the ESL teacher and two certified bilingual teachers from the Dual Language Program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Families of ELLs have access to Spanish books in the ESL room and the school library. Parents also have access to over 1200 French books in the school library. Francophone parent volunteers help French-speaking families check out books twice a week to increase access to these resources. The Dual Language classrooms are equipped with equal amounts of French and English resources to reinforce the equal important of both languages. Materials include: authentic literature written by Francophone authors, Francophone authors from France, Africa, and Canada; phonics games in French, French guided reading materials; leveled books in French, and big books in French for shared reading.
- Many classrooms throughout the school are also equipped with SMART Boards and Document Readers to enhance visual aspects of learning for ELLs. Ms. Dalziel has instructed each teacher who works with ELLs on how to use Google translate for on-the-spot translations as well as notes home. She is also updating a "Newcomer Kit" for each teacher to have in his/her classroom to provide guidance and support when a student arrives from another country.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Dual Language teachers support native language development by teaching literacy in the native language first. Native language

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

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

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

The French Dual Language program continues to grow, and now includes grades K-5. Students are taught according to their age and grade level. All ESL students receive required services and resources corresponding to their age, grade level and proficiency level.

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.

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

18. What language electives are offered to ELLs?

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

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)?

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

- b. Integrated EPs and ELLs:

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

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

- c. Language Separation:

Students receive 50% of their instruction in French and 50% of their instruction in English from the classroom teacher. In

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

d. Dual Language Models:

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

e. Sequential Biliteracy:

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

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. Our school is committed to providing ongoing professional development for all teachers. The 7.5 hours of required ESL training (per Jose P.) will be provided with various professional development opportunities for all teachers, secretaries and administration. Ms. Dalziel will hold professional development workshops for staff on ESL methodologies and best practices. Teachers will have many opportunities to acquire their Jose P. hours through these monthly workshops at our school, and also through workshops in our network and our CLSO, through the UFT, and through calendar days at Teachers College.

All teachers, as well as all paraprofessionals, psychologists, occupational/physical therapists, speech therapists, and parent coordinator are encouraged to attend these professional development meetings.

2. Lori Glazer, our guidance counselor, provides workshops for parents and students to help them transition to middle school. Lori Hiller, our school social worker, also conducts workshops. Our parent coordinator, Joan Bredthauer, gives workshops for parents and assists them to find the best match for their child, as do the 5th grade teachers. We also have visits from returning graduates to talk to students about their experiences at their new schools. Translation services are provided as needed.

3. Per Jose P., we will be offering professional development workshops this year on best practices and ESL methodologies, scaffolding for ELLs, guided reading, guided writing, shared writing, and how to jumpstart newcomers using Words Their Way for English Language Learners. Ms. Dalziel will also attend calendar days at Teachers College and turnkey the workshop to our staff. She will also conduct workshops on language objectives for ELLs, setting up a classroom for ELLs, integrating literacy with content-area instruction, teaching academic language throughout the curriculum, and differentiating instruction. Ms. Dalziel also attends planning meetings with the teachers that she pushes in with to help them plan their instruction, and lunch time meetings to discuss the learning needs of the ESL population. Minutes are taken during grade meetings, vertical team meetings, and planning meetings. An attendance sheet is taken for the Professional Development meetings that teachers attend as well. This ensures that records are maintained.

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. Parental involvement

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

2. Partnerships

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

3. Evaluating Parental Needs

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

4. Activities

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

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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.

Paste response to question here:

Part VI: LAP Assurances

School Name: The Carroll School

School DBN: 15K058

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katie Dello Strito	Principal		1/1/01
Annique Leman	Assistant Principal		1/1/01
Joan Bredthaeur	Parent Coordinator		1/1/01
Sara Dalziel	ESL Teacher		1/1/01
Julia Ralles	Parent		1/1/01
Marie Bouteillon	Teacher/Subject Area		1/1/01
Greer Patterson	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lori Glazer	Guidance Counselor		1/1/01
Olga Glenn	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **15K058**

School Name: **Carroll School**

Cluster: **06**

Network: **612**

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.

Families are given the HLIS upon registration at the school. Families specify in what language they would like information from the school sent home on the HLIS and also on their registration Blue Cards. This information is then loaded onto ATS, and teachers are notified of parent choice.

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.

The families who have identified as needing information sent home in a language other than English are our Spanish and French speaking families. These findings are reported to teachers at the beginning of the year. The parent coordinator also keeps a record of these needs.

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.

In the French Dual Language program, bilingual teachers are able to translate and interpret for families as needed. In the Freestanding ESL Program, we have Arabic and Spanish speaking staff who are available during conferences and when communications are needed so that all families have access to the school community. Families of Spanish speaking ELLs have access to Spanish books in the ESL room and the school library. Parents also have access to over 1200 French books in the school library. Francophone parent volunteers help French-speaking families check out books twice a week to increase access to these resources. The Dual Language classrooms are equipped with equal amounts of French and English resources to reinforce the equal important of both languages. Materials include: authentic literature written by Francophone authors, Francophone authors from France, Africa, and Canada; phonics games in French, French guided reading materials; leveled books in French, and big books in French for shared reading. For other written translations services, the ESL teacher and classroom teacher has used the DOE interpretation and translation unit for certain documents.

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.

French speaking families are given all school communication in both French and English. For Spanish and Arabic speaking families, PS 58 is fortunate to have Arabic and Spanish speaking staff members who are able to translate for students and families as needed. Classroom teachers with ELLs in their class are notified by the ESL teacher about students who need these interpretation services at the beginning of the year. The ESL teacher is able to provide resources to classroom teachers to make sure that all parents are provided with appropriate and timely information in the language that they understand. For our other language groups, families speak English fluently enough not to require additional translation/interpretation services.

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>.

Families that require language assistant services are given a copy of the Bill of Parent Rights and Responsibilities in the language they have specified needing. Translated signs are displayed at the primary entrance to the school and in the hallways during Parent Teacher conferences for parents to see. The school Safety Team makes sure that all parents are able to reach the school administrative offices by ensuring there is full time bilingual staff available to help. Parents are made aware of the DOE Department website with information in each of the covered languages on how to access translation/interpretation services.