

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** P.S. 58Q  
**DBN (i.e. 01M001):** 24Q058  
**Principal:** ADELINA TRIPOLI  
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**Superintendent:** MADELENE TAUB-CHAN  
**Network Leader:** NANCY DIAMAGGIO

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Adelina Valastro Tripoli	*Principal or Designee	
Theresa Addeo Diaz	*UFT Chapter Leader or Designee	
Allyson Conte	*PA/PTA President or Designated Co-President	
Marie Walters	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Virginia Meller	Member/ Parent	
Juana Rosario	Member/ Parent	
Susan Vivas	Member/ Parent	
Teresa Lambe	Member/ Parent	
Tom Sellers	Member/ Parent	
Lance Ruggeri, Vanessa Santoro, and Susan Choinski	Member/ Teachers	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, all students in grades K-6 will have participated in the Common Core Learning Standards aligned to the Go Math program, resulting in an increase of at least 0.5 level in solving mathematical word problems as measured by the Unit Assessment and MOSL Performance Assessments.

### **Comprehensive Needs Assessment**

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

In addressing the citywide expectations for 2014-2015, we will be utilizing the Go Math Program, individual smart goal folders, and technology to improve students' understanding of solving high-order mathematical questions with multi- steps.

### **Instructional Strategies/Activities**

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

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

1. All students will be allocated a 70 minute block of instruction in mathematics.
2. Students will be given exit slips and/or next steps. Based on the score, students who fall below standards will meet with the teacher for further scaffolding instruction using the reteach section of Go Math, Grab and Go Center Kits, and/or Soar to Success (Technology support assigned by teachers and aligned to Go Math lessons). Student math reflection notebook will archive students' understanding of the topic.
3. Students will complete 2 checkpoint questions before continuing task. Based on the acquired knowledge students who fall below standards will meet with the teacher for further scaffolding instruction using the reteach section of Go Math. Students who need additional support will be provided take home assignments and online practice on Think Central website.

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

1. Classroom teachers will disseminate information to implement units of study.
2. Classroom teachers will analyze exit slips and provide additional support /strategies to help students to understand the topic. Principal and Assistant Principals will periodically review students' notebooks and reflections.
3. Classroom teachers will use the check point questions to group children for differentiated instruction and i-Ready

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

1. Review of unit performance assessments to determine growth and to drive differentiated instruction.
2. Students' assessments (formative and summative) using Go Math and i-Ready.
3. Students' online reports based on completing specific lessons and activities.
- 4.

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

1. September 2014 through June 2015
2. 70 minute block of instruction time daily from September to June.
3. Summative and formative assessments given daily, weekly, and/or monthly. October 2014 through June 2015 students are required to log onto i-Ready at home and complete 15 minutes of ELA lessons and 15 minutes of Mathematics lessons at least 4 days a week. Students log on to i-Ready during school hours at the discretion of the teacher (time permitting) and on a rotating schedule within their classroom (times vary per child).

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

1. Teachers will meet in grade-level meetings, inquiry periods, and weekly collaborative Team discussions.
2. Teachers will develop the rubrics used to assess students' work in Go Math
3. Teachers will create assessments (summative and formative) and analyze students' responses. Teachers will utilize the Individual Smart Goal Folders to help students meet the standards. i-Ready will be utilized to target the individual needs of each student based on diagnostic assessment exams, Unit Assessments, and Go Math Performance assessment.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parents will monitor their child's agenda book, math notebook and homework daily. Parents are required to sign all assessments.

- 2. Meet and Greet, Parent-teacher Conferences, newsletters to discuss the math programs. Parent Engagement Workshops (Tuesday).
- 3. Parents are given reports and feedback based on their child's performance on diagnostic exams, Unit Assessments, Go Math Performance Assessments, and individual lessons. Parents are required to sign assessments.

***Budget and Resource Alignment***

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

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

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## Goal and Action Plan #2

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

### **Annual Goal #2**

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

By June 2015, 60% of students (including English Language Learners and Students With Disabilities) will effectively use evidence to support arguments and strengthen vocabulary through written responses across subject areas with emphasis on research as measured by new Common Core Learning Standards tasks and teacher made rubrics.

### **Comprehensive Needs Assessment**

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

In addressing the citywide expectations for 2014-2015 school year, students will read and analyze informational texts and write opinions and arguments using high-frequency words, Tier II words, and domain specific vocabulary. ELLs and SWDs will develop skills needed to meet the standards in written response by using teacher generated tasks and rubrics because we have been identified as a school in need of improvement for ELA.

### **Instructional Strategies/Activities**

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

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

1. Complete daily and/or weekly responses based on close reading assignment from the Ready Gen Reading Program (Kindergarten-Fifth Grade) and Expeditionary (Sixth Grade).
2. Monthly vocabulary assessments will be given to determine teacher's next steps
3. Principal's homework aligned with the college ready initiative.
4. Journey's Reading Program will be utilized to expose students to high frequency words, Tier II words and domain specific words.
5. MyOn and i-Ready web-based program is used to expose students to challenging vocabulary.
6. Cumulative Assembly showcases the students' knowledge of sophisticated language.

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

1. Classroom teachers will disseminate information to implement units of study, tasks, and rubrics to meet the needs of all targeted populations in Ready Gen (K-5) and Expeditionary Learning (6<sup>th</sup> grade).
2. Classroom teachers will create assessments. Classroom teachers will analyze data to drive instruction.
3. Principal will assign and collect homework with emphasis on high-frequency words, Tier II words, and domain specific vocabulary.
4. Classroom teachers will disseminate information to implement units of study, tasks, and rubrics to meet the needs of all targeted populations using Journey's reading program.
5. Classroom teachers will have a rotating schedule for students to complete i-Ready reading instruction online. Teachers will create tailored instruction on the i-Ready program based on the individual needs of the student. Classroom teachers will analyze data to drive instruction. Classroom teachers will monitor the utilization of MyOn as a Read At Home assignment.
6. STEAM Cluster department will organize and host the culminating Vocabulary Bee and Oratorical competition.

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

1. Student work, teacher developed tasks and rubrics, Common Core aligned units, teacher created assessments, observations focusing on domain specific vocabulary and high-frequency words using the Ready Gen Reading Program.
2. Data Portfolio, MOSL Smart Goal Folders, Journey's Unit assessments, and conference notes.
3. Students will receive Principal's homework folder with monthly assignments focusing on building vocabulary skills.

4. Learning Centers with focus on weekly vocabulary words, computer and online support from Journey's Program
5. i-Ready Web-based program, Unit vocabulary instruction and assessments.
6. Culminating Vocabulary Bee and Oratorical competition

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

1. Daily (2 or more periods) September 2014 through June 2015
2. Monthly September 2014 through June 2015
3. Monthly September 2014 through June 2015
4. Daily (1 or more periods) September 2014 through June 2015
5. Daily (15 minutes or more) at home from October 2014 through June 2015. Students will also log on to i-Ready in class following a rotation schedule created by the teacher and computer availability. Students will use utilize i-Ready at home. Students will access MyOn from December 2014 through June 2015.
6. June 2015 culminating assembly program.

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

1. Teachers will meet in grade-level meetings, inquiry periods, and Teacher Team Collaboration discussions.
2. Teachers will develop the rubrics used to assess students' work in Ready Gen (K-5<sup>th</sup> grade) and Expeditionary (6<sup>th</sup> grade).
3. Teachers will create assessments (summative and formative) and analyze students' responses. Teachers will utilize conference notes in writing to give tips to improve written responses.
4. Principal will create folders with monthly activities for students.
5. Teachers will create differentiated assignments based on students' readiness, interest, and learning style. i-Ready will target the needs of each student based on a diagnostic assessment. MyOn will be utilized to build domain-specific vocabulary based on students' interests.
6. Students will participate in a Vocabulary Bee and Oratorical competition showcasing their knowledge learned throughout the school year.
- 7.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Using agenda book as a form of communication, checking child's homework daily, and signing assessments
2. Parent coordinator creates and distributes monthly newsletter highlighting Principal's Homework
3. Student Goals are back-backed home for parents to review
4. Parents are given reports and feedback based on their child's performance on diagnostic exams and individual lessons.
5. Parent-teacher Conferences, assembly programs and school events.
6. Parent Coordinator Workshops and Parent Engagement Workshops (Tuesday).

**Budget and Resource Alignment**

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

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

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### Goal and Action Plan #3

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

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2015, all students will utilize agenda books provided by the principal to improve their organization, time-management, study habits, and planning skills as indicated on the January and June report card.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 In addressing the citywide expectations for 2014-2015, school year teachers will effectively raise standards by utilizing the agenda book to insure students improve their organization, time-management, study habits, and planning skills. Based on research by Dr. Richard Gallagher and Dr. Howard Abikoff of New York University Child Study Center, agendas help lay groundwork for successful futures.

#### **Instructional Strategies/Activities**

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

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

1. All students K-6 will utilize agenda books to document homework, class work, projects, and important events
2. Agendas integrate organizational skills seamlessly into classroom routines to help students develop essential OTMP (Organization, Time-Management, and Planning) skills and provide instructional content relevant to all subject areas.

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

1. Classroom teachers (K-6) and cluster teachers will ensure the utilization of the agenda books.
2. Classroom teachers (K-6) will focus lessons on organization, time-management, and planning skills using the agenda book. Classroom teachers, STEAM teachers, and administrators will utilize the agenda book as well.

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

1. Teachers will review Agenda book (K-6), biweekly to ensure students are utilizing it properly.
2. Teachers will track improvement in homework completion and return. Progress will be indicated on the quarterly report cards. Principal and Assistant Principal will periodically collect students' agenda to monitor progress.

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

1. The agenda book will be used daily from September 2014 through June 2015.
2. September 2014 through June 2015.

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

1. Administration will provide assistance in the understanding and the implementation of the agenda books for staff.
2. Principal's grade meeting to discuss the vision and expectations for school-wide agenda books (K-6).

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. At the Parent Forum on September 16<sup>th</sup>, 2014 parents were given materials and informed of the expectations, implementation, and importance of the agenda books. Parent Engagement Workshops (Tuesday).
2. Parents can communicate with the teacher daily via initial or comment in the agenda book. Agenda book contains a sturdy, clear plastic folder to secure important documents and notes.

#### **Budget and Resource Alignment**

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

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

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## Goal and Action Plan #4

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

### **Annual Goal #4**

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

By June 2015, 50% of the student population (K-6) will show improvement in reading and mathematics, as measured by year-end assessments, by using the i-Ready web based program.

### **Comprehensive Needs Assessment**

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

In addressing the citywide expectations for 2014-2015 school year, students will receive adaptive diagnostics in reading and mathematics based on i-Ready three times a year. The web-based program will receive online instruction and/or teacher-led instruction. Students will receive progress monitoring monthly via mini test online.

### **Instructional Strategies/Activities**

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

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

1. All students K-6 including English Language Learners and Students With Disabilities will complete a baseline diagnostic assessment in ELA and Mathematics on i-Ready.
2. All students K-6 including ELLs and SWDs will complete lessons in reading and mathematics on the i-Ready web based program targeting their individual areas of need in reading and mathematics.

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

1. Two full-time Technology educators
2. Classroom teachers, STEAM, and Technology educators

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

1. Students will be evaluated in reading including; Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension (Literature/Informational Text). Each Student will be evaluated in the four domains (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) and placed in their RTI tiers.
2. i-Ready provides automated differentiated instruction. It is a consistent approach using explicit, direct instruction, guided practice, and embedded progress monitoring. Ready NYCCLS workbook reinforces Common Core Mathematics and ELA skills.

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

1. October 2014 to June 2015. Three times a year.
2. Students will log on daily (15 minutes or more) and complete Reading and Math lessons at home. Students will log on to i-Ready in class following a rotation schedule created by the teacher and based on computer availability and go on i-Ready during their scheduled computer period.

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

1. Computer teachers will administer the three diagnostic assessments and complete automated differentiated instruction.
2. Each classroom teacher will have a daily rotation schedule for i-Ready in the classroom or teachers can reserve one of the computer labs to administer assessments and provide automated, individualized instruction.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parents are given an i-Ready Parent report on their child's progress after completing a diagnostic assessment. Progress Reports are sent home indicating amount of lessons or time completed and score in each domain.
2. Parent Engagement Workshops (Tuesday).

### **Budget and Resource Alignment**

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

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

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## Goal and Action Plan #5

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

### **Annual Goal #5**

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

By June 2015, all students in K-6 (ELLs and SWDs) will be immersed in Projected-Based Learning with an instructional focus on STEAM (Science, Technology, Engineering, Art, Mathematics) as measured by teacher-generated rubrics.

### **Comprehensive Needs Assessment**

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

In addressing the citywide expectations for 2014-2015 school year, each teacher will be required to complete 8-12 standard-based projects to support the rigorous curricula, which has been aligned to the CCLS in Kindergarten through fifth grade using Ready Gen and 6<sup>th</sup> grade using Expeditionary Learning.

### **Instructional Strategies/Activities**

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

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

1. All students in grades Kindergarten - Sixth will use their reading program's themes (Unit of Study) and create projects, which will incorporate all the elements of STEAM (Science, Technology, Engineering, Art, and Mathematics).
2. All students in grades Kindergarten – Sixth will have the opportunity to engage in hands-on experiences via class trips and workshops that support the STEAM projects.

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

1. STEAM teachers will collaborate with their designated classroom teachers to plan rigorous instruction, trips, and projects.
2. STEAM teachers will ensure that all of the areas of STEAM will be included in the Unit of Study's final project.

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

1. STEAM teachers will use conferencing notes and teacher generated rubrics that are specific to the individual project.
2. Students' projects will be showcased along with their self-reflections.

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

1. September 2014 through June 2015 (8-12 projects).
2. By June 2015, there will be a culminating event it will highlight the students' progression through the year and will showcase their projects.

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

1. A STEAM liaison to coordinate the projects.
2. STEAM cluster teachers have attended B.E.S.T. workshops and received certification and a kit from NASA to enhance the STEAM program.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parents received a letter outlining the significance of STEAM and the role they can play in helping their child build their questioning, reasoning, and communicating skills.
2. Parent-teacher conferences, Parent events, Parent Engagement Workshops (Tuesday). On September 16<sup>th</sup>, 2014 parents had the opportunity to meet their child's STEAM teacher and view a power point presentation explaining the expectations of STEAM for the 2014-2015 school year.

### **Budget and Resource Alignment**

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

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	RTI Program (K-6)	Small Program (Tier 2 and Tier 3)	On average two times a week.  On average one hour per week between school and homework.
	K-6 RTI (i-Ready Reading)	Individualized Instruction (differentiated based on students' needs)	On average two times a week.
	AIS Journeys/ i-Ready/Ready	Individualized Instruction (differentiated based on students' needs)	On average two times a week.
<b>Mathematics</b>	K-6 RTI (i-Ready Math)	Individualized Instruction (differentiated based on students' needs)	30 to 60 minutes per child per week
	Go Math	Individualized Instruction (differentiated based on students' needs)	30 to 60 minutes per child per week
<b>Science</b>	RTI Program (K-6)	Small Program (Tier 2 and Tier 3)	On average two times a week.
	AIS	Individualized Instruction (differentiated based on students' needs)	
<b>Social Studies</b>	RTI Program (K-6)	Small Program (Tier 2 and Tier 3)	On average two times a week
	AIS	Individualized Instruction (differentiated based on students' needs)	
<b>At-risk services (e.g. provided by the Guidance Counselor, School</b>	Guidance School Psychologist (full-time)	Individual Counseling/Small Group Individual Counseling/Small Group	Every day during the school day Every day during the school day

<b><i>Psychologist, Social Worker, etc.)</i></b>	School Psychologist (Part-time) Social Worker (Part-time) Ot, PT, RTI Services, Speech RTI Services	Individual Counseling/Small Group Individual Counseling/Small Group Small Group Small Group	Thursday during the school day Two times a week Every day during the school day Every day during the school day
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**Title I Information Page (TIP)**  
**For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Prior to hiring candidates for a position within the P.S 58 The School of Heroes school community, the candidate's credentials are verified by our Network's HR Director to ensure that the candidate hold a valid NYS certification in that license area. The BEDS survey is reviewed by the principal and the HR director to ensure that every teacher's assignment is in alignment with their license area so that all teachers are reported as Highly Qualified on the BEDS survey.
Strategies and activities used to attract Highly Qualified teachers to our school include: <ul style="list-style-type: none"> <li>• Communication with our network HR Director when vacancies occur.</li> <li>• Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) pool.</li> <li>• Administration conducts interviews and requests demonstration lessons from applicants. After observing the lesson and providing feedback, the members of the administration team makes decisions based on the needs of the school.</li> <li>• Maintaining a teacher resource center and professional lending library to promote effective practices.</li> <li>• Providing teachers with curriculum maps, instructional resources, and professional learning opportunities.</li> <li>• Mentors are assigned to new teachers where they meet with them before school and plan inter-visitations throughout the year.</li> </ul>
Intervisitation is weekly, throughout the year by a highly effective teacher in all subject areas.

**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).
Our school developed a professional learning plan that addresses our core curriculum, Common Core Learning Standards (CCLS), Danielson Framework for Effective Teaching (Danielson), and our school wide instructional focus.
Our high quality professional learning includes the following: <ul style="list-style-type: none"> <li>• Ongoing and intensive professional learning provided by the Network, administration, lead teachers, mentors, and outside agencies to further develop and support the newly hired pedagogues.</li> <li>• Professional learning plan that addresses CCLS and Danielson.</li> <li>• On-going professional learning that addresses implementation of our core curriculum (Ready Gen, Expeditionary Learning and Go Math), data driven instruction, Danielson and best instructional practices.</li> </ul>
Professional learning conducted by our Network Achievement Coaches.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I School-wide Program (SWP) school, we qualify for conceptual consolidation. We use the flexibility available to us under conceptual consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining federal, state, and local funds such as Tax levy, Title I, Title III, NYSTL, and other available resources to implement activities and strategies to reach our goals.
Our school continuously monitors programs, actions, and strategies described in the above section to ensure that they meet the intent and purpose of the federal and state programs included in the consolidation so that the needs of our eligible students are met. Examples of ways in which we use Conceptual Consolidation to integrate services and programs are: <ul style="list-style-type: none"> <li>• Columbia University and United We Stand come monthly to give parent workshops.</li> <li>• Parent engagement forums have been scheduled for the entire school year of 2014-2015. The Principal, assistant</li> </ul>

principals, School-Based Support Team members, parent coordinator will host educational discussion sessions each Tuesday from 2:30-3:10 P.M.

Title 1 set aside funds for students in temporary housing will be used for supplies such as uniforms, school trips, school supplies, books, eyeglasses, counseling services and parental involvement.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

In an effort to assist preschool children in the transition from early childhood programs to the elementary school program a Pre-K to Kindergarten Transition Team consisting of the principal, an assistant principal, and parent coordinator was formed. This Transition Team works collaboratively to assist preschool children in making the transition from early childhood programs to our school. Eligible students are provided with early intervention services to address academic and social/emotional needs. During the summer parents receive a Welcome to Kindergarten toolkit for incoming kindergarten students. In September, parents are invited to "Getting to Know Us" forums. Orientation topics addressed include: "Helping Your Child Make the Transition" and "A Typical Day in Kindergarten". In June, parents are given a tour of our Kindergarten facilities and are also provided with valuable materials to help them assist in the transition from Pre-K to Kindergarten.

#### **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.

A MOSL team was created, which attended Central and Network professional development sessions to learn about MOSL and its alignment with the teacher evaluation system ADVANCE. The MOSL team conducted several meetings in order to review and discuss all options offered. The MOSL assessment measures decision for the school was based on the recommendations of the MOSL team in conjunction with the principal. In addition to MOSL, our school utilizes several appropriate assessment measures such as pre, mid and post unit assessments in both ELA (i-Ready, Ready Gen, Journeys Program and/or Expeditionary Learning) and Math (i-Ready, Go Math). Our school utilizes the i-Ready program, predictive assessments, teacher assessments and written performance task assessments. Based on these assessments, teacher teams track student performance trends to establish flexible grouping, provide scaffolds and modifications in order to promote student learning and achievement. Our school created differentiated learning folders based on MOSL scores to help students improve in the seven traits. In addition, our school utilizes multiple assessment measures to help assess professional development opportunities aligned with the Danielson, Common Core Learning Standards, and our core curriculum in ELA and Math in order to build teacher capacity in the use of data to help drive instructional practice.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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

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

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

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

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

**DBN: 24Q058**

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$390,870.81	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$163,196.00	X	See action plan
Title III, Part A	Federal	\$14,680.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$4,875,905.00	X	See action plan

**<sup>1</sup>Explanation/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.

<sup>2</sup>The 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.

**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 <b>24</b>	Borough <b>Queens</b>	School Number <b>058</b>
School Name <b>The School of Heroes</b>		

### 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 <b>Adelina Valastro Tripoli</b>	Assistant Principal <b>Anna Giudice</b>
Coach <b>None</b>	Coach <b>None</b>
ESL Teacher <b>P.Faherty,C. Braico,E. Csillik</b>	Guidance Counselor <b>Tina Wright</b>
Teacher/Subject Area <b>George Xu, Computers</b>	Parent <b>Mary Ann Johnson</b>
Teacher/Subject Area <b>Denise Flowers,MultiMedia/Data</b>	Parent Coordinator <b>Maxine Witherspoon</b>
Related Service Provider <b>Kathleen DaCosta, Speech</b>	Other <b>D. Zampelli, 5<sup>th</sup> grade teacher</b>
Network Leader(Only if working with the LAP team)	Other <b>D. Kaye, Special Ed Liaison</b>

### 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.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>990</b>	Total number of ELLs	<b>126</b>	ELLs as share of total student population (%)	<b>12.73%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): n/a
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): n/a

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
SELECT ONE	3	2	2	1	2	1	1							12
SELECT ONE														0
<b>Total</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	126	Newcomers (ELLs receiving service 0-3 years)	109	ELL Students with Disabilities	17
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	109	0	9	16	0	7	1	0	1	126

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		
<b>Total</b>	<b>109</b>	<b>0</b>	<b>9</b>	<b>16</b>	<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>126</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	9	4	5	5	6	2	0	0	0	0	0	0	46
Chinese	9	15	8	5	5	3	1	0	0	0	0	0	0	46
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Urdu	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Arabic	0	2	1	0	0	0	1	0	0	0	0	0	0	4
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	1	0	1	1	2	0	0	0	0	0	0	0	0	5
Polish	3	1	0	1	1	0	0	0	0	0	0	0	0	6
Albanian	0	0	0	0	1	1	1	0	0	0	0	0	0	3
Other	3	1	1	3	4	0	2	0	0	0	0	0	0	14
<b>TOTAL</b>	<b>31</b>	<b>29</b>	<b>16</b>	<b>15</b>	<b>18</b>	<b>10</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>126</b>

## 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)	13	7	2	2	4	3	1							32
Intermediate(I)	7	10	3	2	4	2	2							30
Advanced (A)	11	12	11	11	10	5	4							64
Total	<b>31</b>	<b>29</b>	<b>16</b>	<b>15</b>	<b>18</b>	<b>10</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>126</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	11	2	0	23
4	7	6	1	0	14
5	10	2	3	0	15
6	4	2	0	0	6
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11	2	8	0	1	0	1	0	23
4	8	1	2	0	3	0	0	1	15
5	6	1	5	1	2	0	1	0	16
6	2	0	2	0	2	0	0	0	6
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	5	0	6	1	2	0	15
8	0	0	0	0	0	0	0	0	0

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

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

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

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

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

The assessment tools our school uses to assess the early literacy skills of our ELLs are: LAB-R, NYSESLAT, I-Ready (new), E-CLAS-2 (previous data), Fountas and Pinnell, Phonemic Awareness, assessments from Journey's Reading Program, assessments from Ready Gen Reading Program (new) and the teachers' assessments within the classroom. Teachers regularly set Smart Goals for grouped students

and have an assessment at the beginning and end of each cycle. This year we are also beginning to use the online I-Ready assessment program which is aligned to the Common Core Curriculum and Standards.

The data reveal that ELLs generally have more difficulty with reading and writing. Their listening and speaking skills are stronger overall (and seem to show the most growth at a faster pace), especially with ELLs who have been enrolled in school for more than one year. We use this, and all data, to drive instruction. All teachers, including ELL teachers, refer to and update an Assessment Portfolio where all of this information is kept and recorded. We analyze this data on a regular basis in order to see what areas we must focus on to help our ELL students. Our data specialist, Denise Flowers, collects all the information from the teachers and creates charts and graphs for reference. We are also using Focus Organization and Craft for our writing pieces, and our data specialist is creating graphs and pie charts to view progress for this as well. For example, Kindergarten is doing very well on focus at this time based on the results of our data. Third grade is doing well with organization of ideas.

This data will continue to help inform our school's instructional plan by giving us information about our students' needs that will assist with lesson planning, grouping, differentiation, tailored activities, and creating future Smart Goals.

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

Data patterns across proficiency levels and grades demonstrate that there is a decrease in the number of ELL students from Kindergarten through to Sixth grade, especially considering the number of students who enter P.S.58 as new entrants to the NYC system or who transferred in from other schools. Most students who begin P.S. 58 in Kindergarten attain English language proficiency and pass the NYSESLAT by third or fourth grade. Most of the students in upper grades are recent arrivals to a U.S. school system or have transferred in from other schools.

Many of the students testing into ESL in Kindergarten are children of recent arrivals to the United States and enter with little knowledge of English and no English spoken at home. These students make progress and improve in English at a quick rate. Students in the lower grades tend to acquire skills in the listening/speaking modalities at first and then develop proficiency in reading/writing. Intermediate students perform well on short reading passages with multiple choice or short written responses. These students need to continue to transfer literacy skills from L1 to English. Advanced level students attempt to read/write above their current level and find vocabulary difficult, especially content area vocabulary. Instruction needs to expand the Zone of Proximal Development through teacher intervention and peer interaction and exposure to comprehensible input at a level one step beyond the current competence. P.S. 58 provides all students with tailor-leveled resource materials. These materials touch upon pre-reading skills, phonemic awareness, activation of prior knowledge and content-based instruction used within the workshop model. We are also incorporating more discussion and questioning skills to support the new Common Core Standards. We are exposing our ELLs to Higher Order Thinking (HOT) questions throughout the day so they may have greater exposure to this type of questioning.

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 [AMAQ tool](#))

P.S. 58 always studies and analyzes all patterns across NYSESLAT modalities each year, and uses the results to make instructional decisions. The results for the NYSESLAT modalities show that students in P.S. 58 are reaching high levels on the tests in the listening and speaking modalities, and that in most cases their scores are being lowered by the results in the reading and writing modalities. This demonstrates that the students are being successful at BICS and are ready to achieve comparable success in CALP. Since most of our ELL students are in grade 4 or under, this is largely in line with the stages of language development.

The findings and work of Lily Wong Fillmore are applied in the instruction of ELL students. Teachers model and apply the practices which help ELL students extract meaning from reading so they are more able to write successfully. Long sentences with difficult vocabulary, which are called "juicy sentences" are broken down using the "Deconstruct - Reconstruct Strategy", mapping meaning to text. Students are taught to break down and understand these sentences. Word baggies, word walls, and personal word lists are kept for words which can be used for both comprehension and in vocabulary development for writing. Leveled word lists are also used for differentiation of instruction. Visuals are often used for Beginner Level ELLs. Identifying language patterns and figurative expressions in writing samples gives students the tools to understand what they read and to develop their vocabulary to improve their writing. These strategies help students make the difficult transition from BICS to CALP and achieve greater success in their reading and writing. This should greatly address the disparity between the results of ELL students in the listening and speaking, and reading and writing modalities.

Students on all grade levels are provided with the I-Ready computer based instructional program, which establishes each student's strengths and weaknesses and provides individualized instruction accordingly. Students are assessed periodically and instruction is further revised. I-Ready also prints out worksheets and reports which are useful for teachers to plan instruction for each student. ESL teachers provide classroom teachers with assistance in planning to meet the needs of ELL students and also turnkey strategies from workshops.

Students receive test preparation for the NYSESLAT from the ESL and classroom teachers using teacher developed materials and the practice questions provided by New York State. We provide instruction on different levels reflecting the question types on the new and different bands of the newly revised NYSESLAT. We also refer to the English as a Second Language Arts Standards from Engage

NY as guidance for what is expected of our ELL students.

Language development is encouraged by the classroom teacher and the ESL teacher through collaborative planning and instruction. Together the teachers establish a low anxiety environment with comprehensible input, opportunities for the ELL learner to interact with peers and awareness of the stages of language acquisition. Scaffolding activities and differentiated instruction encourage students to achieve greater language proficiency through modeling language, providing high interest activities and pairing with a buddy to foster development and risk taking. Students are also grouped at tables with native speakers of English in order to provide maximum exposure to English modeled by their peers. A wide variety of assessment is used to assess development across the four modalities and to drive further instruction within the Zone of Proximal Development through social interaction and academic content-based activities.

Instruction is developed to meet the specific needs of our ELL population. Students receive additional support through differentiated instruction, as well as differentiated activities. There are several implications for the school's LAP and instruction. New classes need to continue to be developed to address the specific needs of our students in each grade level, as described above. Professional development in ESL strategies/methodologies provided to staff on a regular basis. K and 1 will emphasize more Listening and Speaking. Grades 2, 3, 4, 5, & 6 will continue to emphasize Reading and Writing.

We use information about AMAO and follow the federal accountability requirements: "The New York State Education Department (NYSED), Office of Bilingual Education, and Foreign Language Studies (OBEFLS) provides NCLB Title III AMAO information to Local Educational Agencies (LEAs) and Title III consortia based on assessment results from the prior school year."

"Those LEAs or consortia, which have been identified for having failed to meet Title III AMAOs for either two years (Improvement (I)) or four or more consecutive years (Corrective Action CA)), are required to develop and implement a two year Plan. The LEAs or Consortia must submit their I/CA Plan to NYSED no later than February 1, 2013 and must implement the Plan during the school year."

Required Actions Based on SY 2012-13 AMAO Determinations. In addition, LEAs and Consortia that have failed to make progress on their AMAOs must inform parents of such failure no later than 30 days after the LEA or Consortium has been notified by SED (refer to Section 3302(b) of the Title III Regulations). The information included in the letter to parents and guardians must be easily understandable, uniform, free of technical jargon, with additional explanations if necessary, and to the extent practicable, in a language that the parents can read and understand. A copy of the letter must be included as part of your AMAOIP or AMAOCAP submission. LEAs and Consortia have the option to send the parent/guardian a notification letter along with correspondences required under the different Titles in the NCLB Act (Title I, II, etc.), if at the time of this memo they have not sent such notification."

4. For each program, answer the following:

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

a. The patterns across proficiencies and grades indicate that ELL students tend to perform slightly better in Math than in English Language Arts. This relates to the fact that many of the students are able to do well on the computational problems but encounter difficulties when faced with reading and writing tasks due to their language. This is also because the State Math test is available in a variety of home languages and translators are also available to assist the students. This also reflects the fact that the students are still learning the English language and require further support.

In general, ELLs seem to score better on tests taken in English if the instruction is delivered in English (as it currently is here at P.S. 58). However, in some cases, if the ELL is an NE (non-English speaker) or very new to the U.S.A., it stands to reason that they would benefit (and score higher on) from a translated test or from an oral translation. For example, for the fourth grade Math test, 13 students took the test in English and two took it in the native language. 7 students who took it in the English language scored level 1 and one who took it in Chinese scored a level 1. 5 students scored a level 2, and 1 who took it in Chinese scored a level 4. For the fifth grade Math test, 14 students took the test in English and 3 took it in the native language. The English test scores were six students got a level 1, five students scored a level 2, two scored level 3 and one a level 4. The native language students scored level 1 and one scored a level 2, and another scored a level 4. For NYS Science, fourth grade, 13 students took the test in English and 2 took it in the native language. In English, five students scored level 2, six students scored level 3, and one scored level 4. For native language, the two students scored level 1 and the other a level 4.

b. The school leadership and teachers are using the results of the Periodic Assessments to determine the progress ELL students have made and where students need to make more progress. We do this by reviewing the results of the tests and analyzing which sections the students seem to have the most trouble with. Each child may have different results, so this is taken into consideration. Once areas of concern have been identified, strategies are implemented to target specific areas of student need. Intermediate students do better on shorter passages with multiple choice questions. Advanced level students attempt to read/write above their current level and are finding vocabulary and inferencing questions difficult.

c. From the Periodic Assessments, we are learning that instruction should focus on providing students with skills and strategies to transfer literacy, prior knowledge and content area proficiency from their native language to English. This implies a need to develop content area vocabulary through Demonstration/TPR/Scaffolding. Intermediate students often have difficulty understanding test

directions. They need to learn to break down directions and focus on specific content language. Written responses/explanations with details and examples are difficult for advanced students. Teachers need to have students talk-out explanations before writing them. P.S. 58's teachers will reinforce critical thinking skills, questioning, and problem solving skills. We work to develop the Math Key Ideas using the New York State Common Core Standards. Technology is used to emphasize math and language skills as well. We currently have two multi-media labs at our school open to our students that include a variety of language-enhancing programs.

We need to scaffold their knowledge and abilities to develop more vocabulary and best test strategies. Translation services would be helpful to provide students with study guides and content-based review/vocabulary sheets in order to facilitate the application of prior knowledge and help students to participate more actively in class. Used in conjunction with ESL methodologies and bilingual dictionary skills this would enhance the success of the immigrant student population in the classroom, on the NYSESLAT and on standardized tests. Instruction needs to expand the Zone of Proximal Development through teacher intervention and peer interaction and exposure to comprehensible input at a level one step beyond the current level of competence.

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](#).)

Our school uses data to guide instruction for ELLs within the RTI framework in many different ways. After examining our data, we group students accordingly based on their needs. ELL students are recommended for RTI small group instruction based on test score results and teacher recommendation. We then set goals for our students, and plan lessons and activities based on our data. We use data-driven instruction, and differentiated instruction. We also refer to the RTI Guide for Teachers of ELLs.

"The foundation of RtI for ELLs is high-quality core, or Tier 1, instruction focused on promoting language and literacy development. Only once a rigorous, effective instructional core is in place—one that targets the student population's needs on a daily basis as part of a long-term plan—can we begin to build interventions that will serve as truly supplemental and supportive instruction."

At P.S. 58 we will continue to focus on strong core instruction. We will use instructional strategies that support differentiated, Tier 1 instruction to promote ELLs' literacy development. We will focus specifically on: Developing different key domains of literacy, to support reading, writing, listening, and speaking. We also present instruction that makes direct and appropriate connections to ELLs' community values, identities, and first languages.

"Building students' oral language skills means teaching specialized vocabulary (and the often-abstract concepts such words represent), as well as the specialized structures of language in academic speech and text—often referred to as elements of academic language." Instruction that promotes oral language development is rich in both language and content. In these learning environments, students have opportunities to learn about, study, and discuss the language of texts. They then use this text-based content learning in interactive experiences like labs, demonstrations, and speeches, that promote academic conversation and growth of knowledge. Strategies that promote ELLs' oral language development must be incorporated throughout the school day.

These strategies include, but are not limited to:

- Start with rich text and big ideas so students learn about the world.
- Preview key concepts and difficult vocabulary, as well as reviewing students' understanding of important points
- When possible, draw on and use students' home languages
- Use varied vocabulary, sentence structures, and concepts
- Ask open-ended questions during lessons; engage students in discussion about ideas in the text
- Include relevant multicultural literature as well as multicultural chants, songs, and poems that help to build phonemic awareness
- Storytelling using wordless books
- Devote instructional planning and time to student projects that are discussion-based
- During discussions, ask open-ended questions to keep the conversation going
- Role playing, acting out ideas
- Intensive vocabulary instruction
- Study words, word parts, and word families as part of the content-based literacy instruction; include a focus on words with multiple meanings
- Include vocabulary learning strategies such as using visual cues, total physical response (TPR; i.e., physically acting out new terms), and realia

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

At P.S. 58, we make every effort to ensure that a child's second language development is considered in all instructional decisions. We do this by working in instructional teams, collaborating with administration, and including all teachers who work with ELLs. We have discussions about approaches to target the most specific needs of our ELL students, while keeping language development as a part of all instructional decisions.

Classroom teachers use high-quality research-based instruction that is differentiated for ELLs, collect data, monitor ongoing progress, and work with colleagues in making instructional decisions based on the data. Teachers share their findings of student performance in the classroom, as well as their expertise in the classroom content and grade-level skills. We maximize student potential

by sharing insights about the student's home life, family background, and interests.

Our ELL Specialists have expertise about language development, and how to use assessment tools and techniques, as well as how to use effective instructional practices for ELLs. As a result, we assure that the ELL specialists are included in the instructional decision-making process. Because of this knowledge, their roles include: clarifying needs associated with second language acquisition, providing evidence for differences between learning differences and disabilities, putting data into a cultural context, and modeling instructional strategies for classroom teachers, as well as assisting with assessments.

Finally, our special education teachers have expertise regarding how to support struggling students. As a result, they have critical roles to play in consulting, collaborating, and supporting ELL students in many different ways.

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?

Question 7 - Not Applicable.

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

The programs at P.S 58Q are evaluated using the results of the NYSESLAT test and all other formal and informal assessments of the ELL students. This includes Periodic Assessments, Smart Goal Assessments, I-Ready (new this year), Fountas and Pinnell, Ready Gen Unit tests, Go Math Unit tests, Journey's Unit tests, ELA, Math, and any other applicable assessments. Teacher observation and discussion is also used. ESL teachers conduct conferencing on a regular basis with the students and monitor their progress using a checklist of indicators of the stages of language acquisition. ESL teachers work closely with the classroom teachers to periodically monitor the ongoing progress of every ELL student and develop appropriate instruction. The success of the vast majority of our ELL students in achieving English proficiency within 3 years demonstrates the success and hard work of all the teachers, students and parents of ELL students at P.S. 58Q.

## 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](#).)

When parents arrive to register their children at P.S. 58, they are provided with all registration and information forms in the appropriate and preferred languages, including an HLIS form which they fill out and return to a designated and trained pedagogue. These pedagogues are Peter Faherty, Eva Csillik, Catherine Braico, George Xu (ELL Teachers), or Bernadette Alvarez (IEP Teacher). The HLIS forms are given to first-time admits only.

The HLIS form is reviewed for clarity and the pedagogue conducts an interview to establish the student's home language and answer any questions the parent might have. If the parent speaks English and agrees to be interviewed in English then the interview is conducted in English, otherwise the interview is conducted through a suitable interpreter or translation service (A list of possible interpreters is kept on file at our school in our ELL Parent Information Case). All staff-related sections of the HLIS are then signed by appropriate personnel and a copy is placed in the cum folder, as well as in the main office. After the correct Home Language is identified, all home languages are then entered into ATS by our Pupil Accounting Secretary.

If the home language is determined to be a language other than English, the LAB-R test (soon to be NYSITELL) is administered within the first ten school days by a qualified, licensed ESL teacher: Peter Faherty, Catherine Braico or Eva Csillik. The Spanish LAB is also administered to all entitled students with a home language code of SP within 10 school days as well. All LAB-R and Spanish LAB grids are then hand-scored and all information is kept on file at our school. Finally, our school sends ELL Entitlement letters (in the parent's preferred language and with the school letterhead) to parents informing them of their child's entitlement to ELL services and their right to choose one of the three programs NYC offers (an invitation to attend a Parent Orientation Informational meeting is immediately offered).

The steps taken annually to evaluate ELLs using the NYSESLAT exam are as follows: Students who are entitled to ESL services as

per the LAB-R or the previous NYSESLAT exam (according to the ATS reports: RLER, RLAT and REXH) will then be evaluated in the Spring of each school year using the NYSESLAT exam, which contains all four modalities: Listening, Speaking, Reading and Writing. We ensure that every child who is eligible to be tested is tested by reviewing the RLER, which is the NYSESLAT Eligibility Report from ATS. We also review the RLAT and REXH, Exam History Reports in order to double check that no mistakes are made and all students are identified for testing. This test is then administered by the certified ESL teachers in our building: Peter Faherty, Catherine Braico, and Eva Csillik. The Speaking component is given to the students one on one, and according to the the NYC Testing Calendar and NYS Teacher Directions. Individual score sheets are kept for each student. The Listening, Reading and Writing components of the NYSESLAT are also given as per the NYC Testing Calendar and pacing schedule. All directions, time limitations, and security procedures are adhered to as per the instructions. Students are tested in small groups, by grade, in appropriate testing locations, as per the principal. We ensure that each eligible student has a grid for all appropriate parts. The results of this test will determine eligibility for the following school year. Students who score Proficient will be considered transitional students and may either exit the ELL program or continue to receive transitional support.

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.

P.S. 58 invites parents of newly enrolled ELL students to attend a Parent Orientation at the beginning of each school year (and several times throughout the school year), and continuously as new ELL students are admitted to the school. The parents of students who are entitled to receive ELL service based on the recorded hand score of the LAB-R receive invitation/notification letters in their preferred home languages. Our school makes every effort to schedule the parent orientation sessions at various and convenient times in order to maximize attendance. We create an agenda prior to the meeting and keep an attendance sheet on file for each meeting held.

Our orientation meetings are given by certified pedagogues. We inform parents about the three citywide program options regardless of the programs we have at our school. We make every effort to conduct the meetings in the preferred language of the parents and we have interpreters on hand in a variety of languages (Chinese, Spanish, Arabic, etc.) to translate at the meetings. During the meeting, the parent brochures are given out in any different languages that are available.

Our school then shows the DOE video in the preferred language of the parents who attend the meeting. The DOE video explains each of the program choices offered by the DOE: English as a Second Language (ESL), Transitional Bilingual Education (TBE) and Dual Language. Parents are given the opportunity to ask questions and review literature (Guide for Parents). The parents/guardians are then given a choice as to which program they want their child to be enrolled in. This is called an “informed choice”. Our school informs parents that if we have 15 or more students that share the same language in two contiguous grades, we will form a bilingual class. Parents choose the ELL program of their choice (on the program selection forms) and then we collect and review all program selection forms. Students are placed into available programs selected by their parents. If a choice is not available in PS 58, the parents are offered the opportunity to transfer their child to a school with the program. Parents are again informed that if sufficient numbers of parents select a program that is not currently offered, one will be started. Parents are finally informed that placement is for the whole school year. Program selection forms are kept on file at our school in both the student cum folders and in ESL Parent Information Case.

Parents are also invited to attend additional workshops throughout the year where they may learn more about ELL programs offered in NYC, the new common core curriculum, standards, assessments, and how to help their children at home.

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

ESL teachers fill out and distribute all entitlement letters directly to each student. Students are instructed to place the letter directly into “Home Folders” so that their parent/guardian will receive it. We follow up with parents when their child is picked up from school, during parent/teacher conferences, and in workshops.

If all program selection forms are not returned, the classroom teachers or ESL teachers speak to the parents at dismissal for students in who are picked up by a parent. If there is no reply after repeated effort to contact the parents, a letter is sent home in homework folders with information and contact information for the ESL department offering another opportunity to come in for a meeting. We also offer several parent orientations throughout the school year for parents who were unable to attend the previous meeting. ESL teachers also attend parent-teacher evening conferences to meet with parents who have not returned forms. In other cases parents may be called to remind them of this important choice. They are then offered another meeting and assistance in order to fill-out the form. Parents are offered several opportunities to come in for meetings throughout the school year.

The ESL Department keeps a copy of all entitlement letters distributed, by grade, in our Parent Information Case (EPIC). We also keep two copies of the Parent Selection forms on file, one for the Parent Information Case and one goes in each student's cum folder. This is updated when required, and as necessary. All choices are entered onto ATS both in BESIS (when required) and into the ELPC screen on a regular and updated basis.

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.

As stated above, ELL students who are eligible to be tested are identified initially through Home Language Surveys, and then tested using the LAB-R. Parents then participate in the school's parent orientation meeting where all information regarding the city's three programs is given. Placement letters are distributed and eligible ELL students are placed into available programs selected by their parents on the Parent Selection Forms. If a choice is not available in PS 58, the parents are offered the opportunity to transfer their child to a school with the program. Brochures are distributed in the correct home language and the parents can view the video in their language as well. Parents are informed that if sufficient numbers of parents select a program that is not currently offered, one will be started. Continued Entitlement Letters are also distributed at the start of each new school year to all continuing ELL students who did not score Proficient on the Spring NYSESLAT.

The ESL Department keeps a copy of all Continued Entitlement and Placement Letters distributed, by grade, in our Parent Information case (EPIC).

Parents are also invited to attend additional workshops throughout the year where they may learn about the new Common Core Curriculum standards, assessments, and how to help their children at home. Translators (and the interpretation unit) are used as needed.

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.

As stated above, the steps taken annually to evaluate ELLs using the NYSESLAT exam are as follows: Students who are entitled to ESL services as per the LAB-R or the previous NYSESLAT exam (according to the ATS reports: RLER, RLAT and REXH) will then be evaluated in the Spring of each school year using the NYSESLAT exam, which contains all four modalities: Listening, Speaking, Reading and Writing. We ensure that every child eligible to be tested is tested by reviewing the RLER, which is the NYSESLAT Eligibility Report from ATS. We also review the RLAT and REXH, Exam History Reports in order to double check that no mistakes are made and all students are identified for testing. This test is then administered by the certified ESL teachers in our building: Peter Faherty, Catherine Braico, and Eva Csillik. The Speaking component is given to the students one on one, and according to the NYC Testing Calendar and NYS Teacher Directions. Individual score sheets are kept for each student.

The Listening, Reading and Writing components of the NYSESLAT are also given as per the NYC Testing Calendar and pacing schedule. All directions, time limitations, and security procedures are adhered to as per the instructions. Students are tested in small groups, by grade, in appropriate testing locations, as per the principal. We ensure that each eligible student has a grid for all appropriate parts. The results of this test will determine eligibility for the following school year. Students who score Proficient will be considered transitional students and may either exit the ELL program or continue to receive transitional support.

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. 

Parent Selection forms for recent years indicate a preference for ESL placement, however we have had 3 or 4 parents per grade choose another program within a variety of languages. There have not been sufficient numbers of parents with the same home language choosing other programs to require opening them. The specific steps underway to ensure that there is alignment between parent choices and program offerings are 1. We keep the information on file, and double-check it on a regular basis so that we may start the appropriate program if the numbers increase, and 2. We update our ELPC screen regularly and also check the choices that are being made. 3. We will try to contact the schools of ELLs who came from another NYC school and get the Program selection forms from them.

The programs offered at P.S. 58Q are always aligned with parent requests. The greatest number of parents request ESL as their program choice and ESL is the program model in place. There are not enough parents on any two consecutive grade levels with the same home language to warrant setting up a bilingual or dual language program at this point in time. The ESL program is conducted in accordance with a push-in, readers/writers workshop model, in alignment with the New York State mandates. Parents are offered the option of transferring their child to a school conducting the program selected. Numbers are monitored in order to assure that if there are sufficient numbers of parents in a language group requesting Bilingual or Dual language programs for their children, the appropriate program model would be established in conjunction with parental preferences. Again, the program offering is in line with the parental options. We align our ESL program based on the needs of our ELL student population. Parents have verbally expressed a preference specifically for push-in ELL services, as most have indicated they prefer their child not be pulled out of class. Currently all instruction is provided in the English language, however students may use bilingual glossaries and dictionaries as needed. Advanced students in grades K through 6 receive 180 minutes of ESL instruction per week, beginner and intermediate students receive 360 minutes, fulfilling New York State mandates, specifically CR Part 154. We have four licensed/certified ESL teachers that service ELL students.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. Instruction is delivered using the Push-In/Co-Teaching model for the large majority of ELL students. Instruction is given through the Reader's and Writer's workshop model following the NYS Common Core Standards. The classroom teacher and a licensed ESL teacher co-teach the mini lesson, using differentiated instruction and materials, and then students work in small groups where their areas of need are addressed. Within those groups, the ESL teacher focuses on ESL strategies and methodologies based on the level of the ELL students in the group. A small number of Special Education students (less than 20) that are in various self-contained or I.C.T classes who are eligible for ESL services, are pulled out into a small group in order to adhere to the students' IEPs regarding group size, and in order to maximize scheduling and small group/individualized instruction. The I.C.T. students are generally mainstreamed into a larger ELL class in order to receive services. They are given ELL instruction as part of the groups in the class during either Reader's or Writer's Workshop (or both).
    - b. At P.S. 58, we have "blocked" scheduling by grade for all students. This means that for example, all 3<sup>rd</sup> grade classes have Reader's Workshop at the same time each day. This helps with scheduling ELL classes. All teachers on a particular grade share a common prep daily. This helps with lesson planning. We make every effort for the ELL teachers to have at least one common prep

per week with teachers they work with in order to plan lessons collaboratively. ELL students are grouped by grade level and are mostly heterogeneously placed within the classroom. In some cases, to maximize scheduling, we group Advanced level students together in one class, by grade. Scores on the LAB-R and NYSESLAT tests are used to determine program eligibility for each student. Once program eligibility is determined, students are placed into designated classes on each grade level in order to facilitate the delivery of ESL services through the push-in model. Where there is a greater number of ELL students on a grade level (Kindergarten, first, and second grade) more than one class on each grade has been designated an ESL class. There are three licensed/certified teachers serving the classes with the push-in model, one licensed ESL teacher that provides instruction through computers (technology prep for ESL classes), and a minimal amount of pull-out instruction (only when necessary) for Special Education students.

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)?

Our staff is organized appropriately through proper school scheduling by the administration here at P.S. 58. There is communication between the administration, classroom teachers, prep teachers, other service providers, and ELL teachers ensuring that all programs are given their mandated amount of time, and no conflicts are made. Generally, scheduling meetings are held at the start of each new year where all information is collected ensuring proper scheduling for all classes. This also ensures that classroom teachers and ELL teachers have the chance to coordinate both scheduling and instruction together. Teachers discuss scheduling to be sure that there are no last-minute conflicts during the time that ESL services are delivered.

We assure that the mandated number of instructional minutes is provided according to proficiency levels in each program by carefully aligning the teacher schedules with the schedules of the teachers into whose classes the teachers are pushing in. Scheduling conflicts are avoided through collaboration with related service providers who also work with the ELL student population (i.e. speech services, occupational therapy, etc.) Advanced students in grades K through 6 receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction per week. Beginner and intermediate students receive 360 minutes of ESL instruction, fulfilling New York State mandates, specifically CR Part 154. We have four licensed ESL teachers servicing our ELL students. Our program is a push-in/co-teach model aligned with the new curriculum and New York City and State Standards with a minimal amount of pull-out instruction when necessary. Students enjoy maximum involvement in classroom activities as well as the support they need through ESL methodologies and differentiated instruction. Scaffolding, differentiation, and modeling are used on a regular basis. Where there is a greater number of ELL students on a grade level (Kindergarten, first, and second grade) more than one class on each grade has been designated for ESL. In the upper grades (3 through 6) one class is designated for ESL services. There are four licensed/certified teachers serving the ELL population (Three teachers for push-in services, and one who delivers prep and teaches ELLs through technology).

- a. Explicit ESL is delivered in the ESL program through planning, cooperation, and communication between the ESL and classroom teachers. ESL and classroom teachers of ELL students have one common prep period per week in order to compare data, share ideas and plan for instruction. Reading and writing instruction is provided using the workshop model. Language development is encouraged by the classroom teacher and the ESL teacher through this collaborative planning and instruction. Together the teachers establish a low anxiety environment with comprehensible input, opportunities for the ELL learner to work in cooperative groups, to interact with peers and awareness of the stages of language acquisition. Small groups targeting similar needs and levels, and differentiation of instruction is used on a daily basis. Scaffolding activities encourage students to achieve greater language proficiency through modeling language, providing high interest activities and pairing with a buddy to foster language development and risk taking.

A wide variety of assessment is used to assess development across the four modalities and to drive further instruction within the Zone of Proximal Development through social interaction and academic content-based activities. Assessment drives instruction. Informal assessments include portfolios, teacher observation, and teacher/student conferencing. Formal assessments include LAB-R, NYSESLAT, I-Ready (new this year), E-CLAS (formerly-we still refer to the data), Fountas and Pinnell (as needed), Periodic Assessments, as well as State ELA and Math assessments where appropriate. Student needs are assessed and adjusted accordingly based on their performance. We engage our students in a wide variety of activities on a daily basis. We support our students with strong visuals, demonstrations, and shared experiences. Our ELL students listen, speak, read and write while striving for high standards and enhancing their success. In short, P.S. 58's teachers target each student's special need and work with these students on a regular basis in order to build academic and language proficiency.

Instruction is developed to meet the specific needs of our ELL population. Students receive additional support through our differentiated instruction and small, leveled groups. There are several implications for the school's LAP and instruction. New classes need to continue to be developed to address the specific needs of our students in each grade level, as described above. Professional development in ESL strategies/methodologies provided to staff on a regular basis. K and 1 will emphasize more

Listening and Speaking. Grades 2, 3, 4, 5, & 6 will continue to emphasize Reading and Writing. Grammar is emphasized in all grade levels.

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.

When ESL teachers push into a classroom during a content area lesson, the ESL teacher ensures that ELL students receive the same content area instruction through the use of ESL methodologies as described below. The content area topic, materials, books, supplies, many visuals, assistance of technology, and assignments are incorporated and adapted according to the students' levels of English language development. Content area input is made comprehensible and students are allowed flexibility in producing a response to the material, thus demonstrating the students' comprehension of the lesson. Mini assessments and observations are done on a regular basis in order to help monitor progress and understanding of content area in ELL students. Bilingual glossaries are also offered to students for Science, Social Studies and Math to help newcomers with vocabulary comprehension. ESL teachers and classroom teachers also incorporate flexible grouping which provide ELL students the opportunity to work with all peers. The language of instruction is English.

The content areas are delivered and made comprehensible in the program model through the use of technology (Smart Boards, Lap Tops), charts, pictures, diagrams, manipulatives, posters, real objects, flash cards, vocabulary, hands-on projects, and computer assistance (the Smart Board, Desktop, and Lap Top computers are used on a regular basis). Students are given hands-on experience in all content areas to help foster understanding. With the assistance of all teachers in our building (content-area, classroom, ELL, and any other service provider) we hold many events on a regular basis. We have an annual Science Fair which involves all students working in groups to make a project, a Harvest Festival which introduces new vocabulary and cultural activities, Academies (which address all content areas in each different session), walking trips in the community which address real life experiences and vocabulary for social studies, Social Studies projects which cover a variety of skills, Art projects throughout the year, Cooking Carts (Cook Shop) where students use math and measuring skills, Community worker visits, and Author's Apprentice day. The language used within all content areas presently is English, but students may use bilingual glossaries and dictionaries as needed to help with comprehension of the subject area. The content becomes more comprehensible for second language learners through all of these hands-on activities and visuals, with emphasis put on explaining vocabulary and following instructions delivered. Students experience maximum enjoyment and become part of a true hands-on experience. In this pleasant teaching and learning atmosphere, ELL students' language is enriched on a daily basis.

In order to meet the demands of the Common Core Learning Standards, P.S. 58 has offered training and workshops to teachers at school on a regular basis. Ms. Carla Morero and Ms. Janet Farrell have both held workshops offering training and information on the Common Core Standards. We also have purchased Reading, Writing, and Math programs that are aligned with the Common Core Standards (Ready Gen, Go Math, Journeys) as well as purchased I-Ready for assessments and evaluation of student progress. Our choice of Periodic Assessments are also aligned with the Common Core Standards. All ELL teachers have been provided with a copy of the ESL Common Core Standards for reference and assistance in knowing what is expected of our ELL students. "The purpose of the ESL Standards is to be a "spring board to content area standards; they provide the knowledge and skill development for high-level student achievement." ESL standards also "serve as a framework" for the NYSESLAT."

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

Upon initial placement in ELL programs, Spanish speakers are given the Spanish LAB as per mandates. All speakers of other languages are provided with the opportunity to have translated tests for Content Areas (Science, Math) where available or the assistance of approved translators for content area tests.

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

P.S. 58 ensures that all ELLs are appropriately evaluated in all four modalities throughout the school year in several ways. ELL teachers tailor lessons and assessments within the classroom to target all modalities on a regular basis. Smart Goal folders are created and students are grouped accordingly based on need and level. Goals are then made and assessments are given on a regular basis. ELL teachers devote a minimum of one cycle of Smart Goal folders to Listening skills, one cycle to Speaking skills, one cycle to Reading skills and one cycle to Writing skills. Students are given a benchmark assessment for each skill, activities and small group instruction takes place, then (if needed) a midpoint assessment is given, and finally a final assessment to see the growth of the skill.

P.S. 58 also uses practice NYSESLAT assessments throughout the school year as part of test prep. We use the information from these practice tests to evaluate ELLs in all four modalities. Starting in January, we will have the NYSITELL for all brand new admits eligible for testing, and this too will evaluate the students in all four modalities. Teachers evaluate ELLs in all four modalities within lessons, through observation, through one-on-one and small group conferencing. This is how P.S. 58 assures evaluation in all four modalities of English acquisition.

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. Describe your plan for SIFE students:

In this school year, there were no students identified as SIFE on the BESIS survey at P.S. 58Q. P.S. 58 has developed a plan for SIFE students, should any arrive. Leveled libraries within the SIFE students' classrooms will range from two levels below to one level above the SIFE student's identified reading level. The guidance counselor will work with each student to generate a profile that will include emotional and affective factors which impact on learning. SIFE students will receive language appropriate testing in order to screen for learning disabilities. We invite parents to the school in order to learn about their cultural and family backgrounds. Students will be provided with differentiated instruction, which will include grouping by ability and need in order to focus on developing specific targeted skills in order to maximize gains. Self-contained classes will be formed, if justified, by need and numbers of students.

b. Describe your plan for ELLs in US schools less than three years (newcomers):

In order to meet the needs of newcomers (especially ELLs required to take ELA tests after one year), P.S. 58Q has taken a series of actions. Both the classroom teacher and ELL teacher work collaboratively to incorporate as much language as possible into the classroom environment. Vocabulary, word walls and charts are used within every lesson. Students have vocabulary and grammar books on every grade level and a skills block is planned for each class with a strong focus on the reading and writing skills that these ELL students will need for academic success. A lot of technology is infused within lessons in order to assist students even further. Students work in small groups, especially during reading and writing to ensure their areas of need are met. ESL teachers provide extra assistance using graphic organizers are specialized and differentiated worksheets to target specific skills. There is test prep given using Ready NY CCLS practice books to the upper grades by modeling and scaffolding testing strategies, as well as the correct way to answer questions. There is also a technology component to these CCLS practice books as well. All ELL students from grades 3 through 6 also have an opportunity to attend an after school program for ELA and Math prior to the standardized testing. In the two months prior to state testing, all students are involved in Test Prep Seminars which are given by our teachers within their classrooms. These seminars use many visuals which help the ELL students greatly. At times, the ELL teachers may also pull small groups out of the classroom in order to teach or model a language skill of particular difficulty. There is also test prep practice offered within the 50 minutes extended day block for these students as well.

The Guidance Counselor is available to assist students having difficulty adjusting to the New York City educational system and the demands of participating in their new educational environment.

Parents are an essential ingredient in the success of all students, especially those who are new to an English language school system. In order to assist the parents with helping their children to succeed, P.S. 58 holds parent orientation meetings and various workshops throughout the year where they may learn about the new Common Core Curriculum, standards, assessments, and how to help their children at home. These workshops provide parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education of their children at home. Parents will be coached in Math strategies and problem solving. Parents will also become familiar with the new CCL ESL Learning Standards and the NYSESLAT. They will also become familiar with the ELA Performance Standards. Our staff will continuously work to involve parents further in their children's academic success. All teachers will continue to work to improve communication with the families of our ELL students. Flyers for all parent activities are posted on our "parent's bulletin board" and sent home in several languages.

P.S.58Q uses the services of translators with the ability to prepare written correspondence to go out to the parents of the various language groups as well as to be available to translate the written responses from the parents. This would go a great way in empowering the parents of the school community to express themselves in their native tongue and foster a greater understanding between the school, teachers, and parents in order to ease the transition for their newly arrived student children. We are considering the possibility of bringing parents and students of early registered students in before school starts in September. We also always encourage parents to attend ELL parent conferences offered by the Department of Education.

As previously stated, within the classroom, teachers will be employing ESL methodologies with all ELL students. For newly arrived students, teachers can pair the student with a buddy who speaks the student's first language in order to provide assistance as needed. Extended day programs may become available on most grade levels. Newcomer groups could be formed to provide basic vocabulary and communication skills. Since the educational environment and individual situation for each student is different it is helpful to gather as much information as possible about the educational level of new students through formal and informal assessments to determine the educational level and to see if new student could also be SIFE.

Picture dictionaries, along with picture collections provide basic vocabulary development for newcomers. P.S.58Q has computers in all the classrooms and a variety of interactive language development programs is available for different levels of

English language proficiency, including the Imagine Learning English program which is used every day.

c. & d. Describe your plan for ELLs receiving 4-6 years service and your plan for long-term ELLs:

P.S. 58 provides all ELLs with 4-6 years of service and all long-term ELLs with any and all interventions available (see below, targeted intervention ). Our plan for these ELLs is very similar to what we provide for our ELLs who have 0-3 years (read above), however, we base the instruction on the correct level of these students. Our school continues to use a variety of instructional strategies to make concepts more comprehensible to students. We enhance language development using various ESL strategies such as, scaffolding, vocabulary building, modeling, group discussions and reading comprehension done in guided groups. Small group remediation may also be used within the classroom during the school day. Instruction is geared toward skills and strategies that will build on literacy skills, such as inferring, main idea, and cause and effect. These lessons help these students become more proficient readers and writers. Lessons are based on the all Common Core Learning Standards. ELL students are invited to participate in any academic interventions available in our school, in any subject area of need.

e. Describe your plan for former ELLs:

P.S. 58 has an ongoing plan for continuing transitional support for students reaching proficiency on the NYSESLAT. We ensure that all former ELLs receive all ELL testing accommodations for two years after they exit the program. Former ELLs participate in the ELL program if the activities will further benefit them, as these students generally remain in the ELL classes as transitional students for up to two years. These students also receive continued support and communication with their ESL teacher. Once students have achieved English language proficiency as determined by scores on the NYSESLAT test, they are offered the opportunity to continue for one year in any extra ELL programs as an opt-in student in ESL as long as there is space available in the program. NYSESLAT scores are shared with the classroom teachers in order to enable them to tailor instruction to the needs of former ELL students. Staff development and ESL instructional strategies are shared with all teachers on each grade level, not just teachers with ELL students. This approach ensures that all teachers who may have former ELL students in their classes are versed in the approaches which are successful with students from other than English language backgrounds.

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?

ELL students with disabilities whose IEP recommends ESL or bilingual instruction are provided with the appropriate instructional strategies and setting as per the IEP recommendations and goals (in most cases - as we currently have 3 ELL-SpEd students in alternate placement programs with alternate language paras). These students are part of small-group instruction on a daily basis which helps them to focus more easily. Because of their learning disabilities, these students require a small group. This small group setting allows these students more “talk-time” and “question-time.” This also allows the teachers to assess if the students are completing their “next steps” on a regular basis. Leveled classroom libraries, varied computer programs such as Study Island, I-ready, Brain Pop, WorldBook Online, and Smart Goal Activities and assessments, which focus on all four modalities: listening, speaking, reading, and writing.

Students are provided with their own grammar and vocabulary books which are grade appropriate. Students are also provided with all grade-level books for all content based subjects (Science, Social Studies, Math). Many language-based activities are done within the school and within the classroom. All these activities, plus the differentiated instruction help to accelerate English language development. These students may also be given one-on-one instruction which assures that they are completing their tasks in class and helps to scaffold what they have trouble understanding. This one-on-one time also helps them achieve their IEP goals.

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.58Q has ELL students with special needs in self-contained 12:1:1 classes and in I.C.T (Intergrated Co-teaching) settings. Flexible programing at our school ensures that ELL-SWDs experience maximum time spent with non-disabled peers. All students participate in school wide events together, common grades attend class trips together, and school wide initiatives such as Academies also ensure all students' equal participation. General Ed ELL students and ELL-SWDs also work on projects together and participate in a Pen Pal writing activity on a monthly basis. All students heterogeneously participate in extra-curricular activities and perform in shows together, such as School Performances, School Chorus and Dance.

ELL-SWDs receive the same mandated minutes of ESL services as students in the general education environment. Advanced students in grades K through 6 receive 180 minutes of ESL instruction per week, beginner and intermediate students receive 360, fulfilling New York State mandates, specifically CR Part 154. Whenever possible, ELL students with special needs are serviced through the push-in model. When necessary, students may be pulled out in order to ensure time (and group size) mandates are met. In this case, the group size would not exceed 12 students in order to fulfill the mandates of the student's IEP. Instruction is developed in collaboration with the Special Education teacher with input from the Guidance Counselor in order to address the specific needs of each student in the best possible manner. In matters of grouping, teaching methodology, testing accommodations and assessment, the provisions of the student's IEP is always followed.

ELL students who are classified as Special Education or have been referred to the CSE are provided with small group instruction within their classroom setting. These small groups allow these students to focus, as well as have more attention. These groups also

keep them more engaged in the strategy being worked on, as they can share their ideas and ask questions more often. The students can conference on a similar skill within that small group and are given more time to participate. Smart Goal Folders (all four modalities targeted), Brain Pop, Study Island Computer Program, I-Ready Program (new), Ready Gen, and Journey's reading program are used in the ELA content areas as described. In addition to the ELL teachers, there are RTI teachers who work with Special Education and referred ELL students as needed. These students are serviced in very small groups and are grouped according to level. All scheduling contains the flexibility to ensure the diverse needs are met for all ELL-SWDs. As previously stated, all students participate in all activities, interventions, and special events here at P.S. 58.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

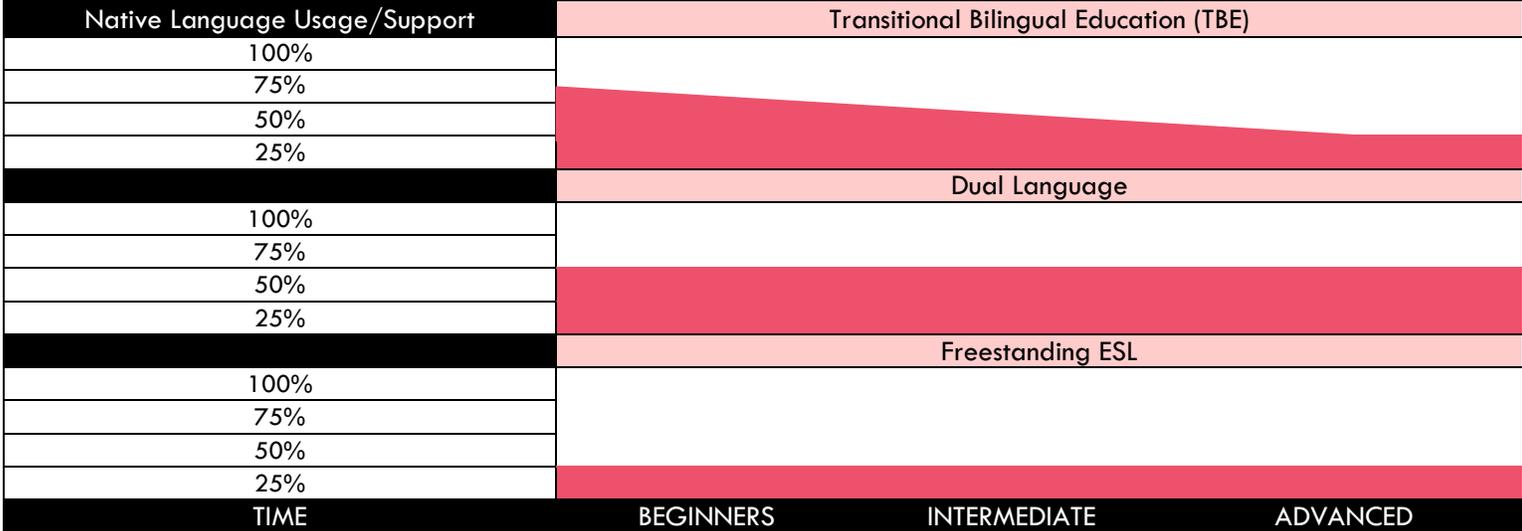
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.

P.S. 58Q employs many forms of intervention for students. P.S. 58Q offers Response to Intervention (RTI Services) to students in need. This service is provided by licensed Special Education teachers on various grade levels. Our teachers offer intervention services to these children throughout the year, focusing on each child's specific area of need. The services are provided in the RTI Room. This is usually done throughout the school day in very small groups, or services can also occur within the 50 minutes block two days per week. There is also an after-school test prep program prior to the NYS exams. This may include one on one tutoring in various content areas, including Math and ELA.

For all content areas: ELA, Science, Social Studies and Math, P.S. 58's teachers continue to assess students on a regular basis, both formally and informally. Teachers keep updated data portfolios with test scores, samples of student work, Smart Goal folders (with baselines, midpoints, activities, and finals), as well as any other form of intervention that takes place. Teachers are provided with "Next Step" pads for each student which helps them focus more closely and individually on the areas of need. Teachers also share good communication with parents and any staff member who is involved in the students' academic success.

Our ELL students who have not met the performance standard in ELA, specifically reading, participate in the Reader's Workshop Model, and participate in small-group instruction whenever possible. They receive instruction from both their classroom and their ELL teacher. The students are grouped by reading level or NYSESLAT level and have an opportunity to participate more while in these reading groups. Within these groups, they use books on their specific level to work on and understand certain skills. They can ask more questions, they can find the answers in the text more often, and they can de-code unfamiliar vocabulary words on a more regular basis. This small-group time also allows the teachers to assess on a more regular basis what is needed to move the student forward. Students may also receive one-on-one instruction in certain cases. This may be reserved for students who are very below reading level even after 3 years. It may also be for students who have trouble focusing on what they read or answering questions. They are engaged in shared reading, guided reading, independent reading, questioning, accountable talk as well as developing language experiences. Instruction is geared toward skills and strategies which will build literacy, such as inferring, main idea, and cause and effect. We enhance reading development using various ESL strategies such as scaffolding, vocabulary building, and reading comprehension. Small group remediation may also be used. ELL students receive extra instructional minutes whenever possible, which gives the students a chance to practice the skills they still haven't mastered. Leveled Student Libraries, "Next Step" booklets, Conferencing Labels, Reading Portfolios, NYSESLAT test prep (reading portion), Study Island, Brain Pop, and I-Ready (new this year) are also used. Fountas and Pinnell may also be used to measure reading levels, however we are using I-Ready to determine reading levels as of this year (officially).

ELL students who have not met the performance standard in ELA, specifically writing, are given instruction by both the classroom and ELL teacher using the Writer's Workshop model. These students are placed in small writing groups and are grouped by similar needs. For example, if three students continue to struggle with writing topic sentences, then those students would work together with a teacher in that small group to attack that skill. The students would have extra opportunities to participate and share their ideas about that skill. The teacher is also able to assess the next skill that needs to be worked on while in those smaller groups. In certain circumstances, a teacher may work on writing one-on-one with a student who is still struggling with basic writing mechanics such as sentence structure or organization of writing. All students are involved in shared writing, modeled writing, independent writing and interactive writing. These LEP students receive extra instructional minutes whenever possible. During these minutes, the students have the opportunity for extra writing conferences and editing. Writing portfolios, "Next Step" Booklets, Conferencing Labels, SmartBoard technology, NYSESLAT test prep (writing portion) and other intervention programs may also be used. Informal assessments include benchmark writing, running records, portfolios, teacher observation, and teacher/student conferencing. Conferencing is often delivered on a one-on-one basis, or in a very small group based on similar needs. Formal assessments include LAB-R - soon to be NYSITELL (starting in January 2014), NYSESLAT, NYC Periodic Assessments, Ready Gen, and other standardized tests.

Our ELL students who require targeted intervention in Science or Social Studies participate in whole-class instruction with differentiation, small-group instruction, and cooperative learning groups whenever possible. The students work in small groups with the assistance of one content area Science teacher, the ESL teachers, and the classroom teachers (for Social Studies). Students have an opportunity to participate more while in these cooperative groups. They can ask more questions, and they are exposed to many content area vocabulary words on a more regular basis. This small-group time also allows the teachers to assess on a more regular basis what is needed to move the student forward. Students may also receive one-on-one instruction in certain cases. ELL teachers, as well as all teachers, enhance content area development using various ESL strategies such as scaffolding, and vocabulary building with the use of many visuals and hands-on projects. Students are given a wide variety of books within that content area and ELL students receive extra opportunities to participate in school-wide initiatives involving Science or Social Studies (e.g. Science Fair, Cultural Events, Class trips, etc). In Science, students are involved in many hands-on projects which makes the information more

comprehensible to them. The Science teacher, ELL teachers, and classroom teachers use many charts and diagrams to further target all students, especially the ones that need extra or differentiated instruction. In Social Studies, the use of bright and colorful books, as well as the use of maps, globes, and computer technology also further targets students and their varied needs. Emphasis is placed on making vocabulary more comprehensible by breaking down meanings for students and using this vocabulary in real-life conversations and experiences. Science and Social Studies Word Walls are also displayed in every classroom to emphasize and reinforce the understanding of content.

ELL students who are in need of targeted intervention in Math, or have not met the performance standard in Math, are given differentiated instruction on a daily basis. These students participate in whole-class instruction and are then able to work in guided math groups based on their specific needs. Students are involved in math games, the use of many math manipulatives (pattern blocks, rulers, flash cards, dice, protractors, geometric shapes, etc.), the Math Problem of the Day, as well as instruction using small math groups using the Smart Board for a hands-on experience. Math Word Walls and Math Centers are displayed in every room. These Word Walls and Centers are used interactively (e.g. students may see pictures or diagrams to help them visualize the math concept). For example, if three students continue to struggle with word problems, then those students would work together with a teacher in that small group to attack that skill. The students would have extra opportunities to participate and share their strategies in using that skill. The teacher is also able to assess the next skill that needs to be worked on while in those smaller groups. In certain circumstances, a teacher may work on math one-on-one with a student. Assessments include unit tests, NYS Math exam, Math Acuity/ITA, math journals, teacher observation, and teacher/student conferencing. Conferencing is often delivered on a one-on-one basis, or in a very small group based on similar needs. Students in grades 3 through 6 are also invited to an after-school test prep program for Math prior to the NYS Math standardized test. Go Math program is being used this school year.

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

P.S. 58Q employs a push-in model to provide ESL instruction to ELL students. This model is effective in providing for the linguistic needs of the students while reinforcing the teaching of common core and content area instruction. ESL specialists work in collaboration with classroom teachers to design instruction that is appropriate and comprehensible to ELL students at all levels while maintaining rigorous instructional standards in common core and content area instruction. During push-in instruction, the ESL specialists work in groups with ELL students to reinforce language development through providing content area instruction at an appropriate linguistic level while avoiding reducing the instructional level of the content area instruction. ESL specialists provide common core and content area instruction which the students can understand and benefit from at an accessible linguistic level. This approach is highly effective in raising the linguistic levels of the ELL students while simultaneously providing the highest level academic instruction in Common Core and content areas.

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

The program that may be considered for the upcoming school year (depending on budget) is an After-School program to target ELLs who have difficulty passing the Reading or Writing portion of the NYSESLAT. ELL students will also be offered the opportunity to participate in our after-school Test Prep program in the two months prior to the state exams. We also target these skills during the 50 minutes extra block two times per week. An improvement we are trying to make is to use even more data-driven instruction than ever before. We will do this by analyzing all four modalities of the NYSESLAT, as well as the scores of the State ELA, Math, and Science exam.

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

None.

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

All ELL students are afforded equal access to all school programs. ELL students are invited to participate in any after-school programs offered, such as after-school Test Prep. ELL students are included in every school program, including Art, Dance, Computers, Music, Chorus, and Italian (foreign language). This is ensured by every class being scheduled equally on the school's prep schedule. Every class also has the opportunity to participate in every school activity and special event equally. Some of these activities include a Science Fair, Harvest Festival, Halloween Parade, School of Heroes Garden Activities, Gingerbread Day, Pancake Day, Pi Day, Carnival, Author's Apprentice Day, Italian Festival, Multicultural Dance and Food Festival, and Poem in a Pocket Day, to name just a few.

Students on all grade levels are provided with computer based instructional programs (I-Ready, Study Island, Brain Pop) by our ESL licensed computer teacher. This is offered as a supplemental service and is given as extra ELL support and instruction (above and beyond the mandated minutes for ELL instruction). These computer based programs are offered in both the computer lab and the multi-media lab. They are also available on some of the classroom laptops and on all of the desktops in each classroom.

Headphones are provided for each student so they may use the program properly and without distraction. These programs establishes each student's strengths and weaknesses and provides individualized instruction accordingly. Students are assessed periodically and instruction is further revised. We also print out usage data and reports, worksheets and extra reports which are useful for teachers to plan instruction for each student.

If any ELL student should require Speech, SETTS, Special Education, Occupational Therapy or Physical Therapy, the service is offered and provided to them as required.

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

All ESL students at P.S. 58Q participate in interactive computer-based instructional programs using both the Smart Boards in their classrooms, as well as brand-new touch screen desktop computers. They can access I-Ready activities, Study Island, Brain Pop, WorldBook Online, as well as research information and view informational videos on the internet. Students also participate in the I-Ready assessments online. These programs perform diagnostic assessments of the students' academic levels and designs individualized instruction to meet the needs of each student. Student progress is tracked and the program adjusts instruction according to student strengths and weaknesses. Our data specialist also prints out worksheets and reports which are useful for teachers to plan instruction for each student. Reports reflect student progress and areas requiring continued focus. As previously stated, headphones are provided for each student to use within their classroom.

This school year our principal has purchased Everyday Fun Learning Kits (4 levels) for our ELL students to use in small groups in their classroom. These kits consist of leveled books, audio pens that read to the students, headphones, and activity cards. The books have vocabulary pages, questions for comprehension, and colored visuals to accompany the stories. As the children hold the audio pens over the words, the book reads aloud to the child. This helps with listening skills, reading skills, comprehension skills, and pronunciation (speaking) skills. The kits also offer support in Spanish.

P.S. 58Q has also purchased Ready New York Common Core Learning Standards series of test prep books. These books provide specific instruction, by grade-level, designed to prepare students for the ELA (and Math) exam. These books include lessons geared toward listening, reading and writing. By previewing with students the structure and type of questions on the ELA we will ensure that students are well prepared for the test. Each of the lessons contain an ELL component and an ELL focus point based on the ELL learning standards. ELL teachers and classroom teachers can use these activities for instruction targeting ELLs. Vocabulary is widely targeted as well as some grammar.

All students, including all ELL students are provided with vocabulary and grammar books. Students in grades K through 3 are given Phonics and Words Their Way books. These books all increase language and support vocabulary building, writing, and reading skills. As previously stated, Ready NYS ELA and Math CCLS books are purchased and provided to every student in grades 3 through 6. Newer ELL students are given bilingual dictionaries and glossaries to assist them in the content areas.

For students who need help in writing, we provide instruction following the Writer's Workshop model using the Common Core Learning Standards, and technology such as the Smart Board, DeskTops or Lap Tops, whenever possible. Students are involved in modeled writing and interactive writing while using the Smart Board in conjunction with the teacher. This year we will follow the writing program from Ready Gen, which has ELL support built into the program. ELL students have the visuals of the Smart Board to help them understand topics and concepts further. Small group instruction is used with the Smart Board or Lap top computers which allow the students more opportunity to interact in the writing process and to be a part of more modeled writing. It also provides focus and interest to struggling students. These students may also receive extra instructional minutes whenever possible, as previously stated. During these minutes, the students have the opportunity for extra writing conferences to target areas that those students continue to struggle with (such as writing mechanics and editing). The Smart Board has also been a great tool to target writing mechanics. Students are also given individual digital "Next Step" books to help guide them with what they need to work on. NYSESLAT test prep (writing portion) and various intervention programs may also be used during our I-periods (Wilson or Voyager). Informal assessments include running records, portfolios, teacher observation, and teacher/student conferencing. Formal assessments include LAB-R (soon to be NYSITELL), NYSESLAT, Interim Assessments, I-Ready (new this year), Fountas and Pinnell (as needed), NYC Periodic Assessment Program (Acuity), Ready Gen and Journey's unit tests, and other Standardized tests.

In reading, ELL's participate in the Reader's Workshop Model using technology such as the Smart Board whenever possible. Students are involved in modeled reading and interactive reading while using the Smart Board in conjunction with the teacher. ELL students have the visuals of the Smart Board to help them understand topics and concepts further. Small group instruction is used with the Smart Board which allows the students more opportunity to interact in the reading process. It also provides focus and interest to struggling students. The students are engaged in shared reading, guided reading, independent reading, accountable talk as well as developing language experiences. Instruction is geared toward skills and strategies which will build literacy, such as inferring, main idea, and cause and effect. We enhance reading development using various ESL strategies such as scaffolding, vocabulary building, and reading comprehension. Small group remediation may also be used. NYSESLAT test prep (reading portion), Journey's Reading Program, or Open Court Phonics (for at risk) can be used as well.

P.S.58Q uses the Common Core Learning Standards and Reader's and Writer's workshop model using genuine literature and trade books. This year, P.S. 58 has purchased both the Ready Gen Series for reading and writing (approved by NYC for CCLS) and the Journey's reading program. Teacher generated materials such as charts and graphs provide a print rich classroom environment. Leveled classroom libraries help all students. The mini-lesson focus points provide feedback, introduce elements and address student needs. In writer's workshop, students use journals, source books, note taking charts and post-it notes for note-taking and generating researched based reports. Students produce writing pieces and edit their stories through the writing process. Touchstone texts are read over again to build and reinforce vocabulary. Interactive writing projects foster creativity and skills. To teach and support basic skills, Open Court Phonics and the Wilson intervention program for At-Risk (RTI) ELL students are used when applicable.

Go-Math (approved by NYC for CCLS) is used daily in grades K-6. Math manipulatives are used on a regular basis as well. NYC Ready Math CCLS books are also purchased and used for all students, including ELLs.

In conclusion, P.S. 58 provides all students with tailor-leveled resource materials. These materials touch upon pre-reading skills, phonemic awareness, activation of prior knowledge and content-based instruction used within the workshop model.

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

Native language support is provided through the ESL program model through the use of bilingual dictionaries/glossaries and websites offered through our computers here at P.S. 58. Students are also able to use the bilingual support service on the any computer program available, which gives directions and vocabulary to the students in both English and in their home language (high incidence languages only). Our school library also has a variety of bilingual books that students can borrow and read. Some are also on CD for listening centers. Translated tests and translators are offered to students for the New York State content area exams. New students are also paired up with a buddy that speaks their home language to give them social support, which in turn makes them more comfortable academically.

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

All required services support, and all resources correspond to ELLs' ages and grade levels appropriately. All I-Ready computer assessments (and activities) are set up by grade level. All books purchased and provided are appropriate for all students' age levels. When a student participates in any program, all activities are age and grade-level appropriate. Getting Ready for the NYSESLAT and Beyond was also previously purchased for each grade level and used according to grade level. All library books used in the classroom for all subject areas are grade appropriate for all ELL students.

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.

Upon registration and in the later part of the summer, eligible ELLs are given an informal reading/writing assessment and interview by a licensed teacher prior to school beginning. This gives us information about the students' academic skills. We also use this to determine possible programs for the child in the upcoming school year. Newly enrolled students also receive a calendar with pictures that counts off the days until school begins. This calendar contains information for both the student and the parent. Activities for new ELLs who enroll throughout the school year include an orientation to show the students around the school as well as placing the students with a buddy to help them acclimate to the new school environment. If the student speaks little or no English, we try to pair them up with a student who speaks their language.

18. What language electives are offered to ELLs?

The language elective that is offered to ELL students is Italian. All students from grades K through 6 get at least one period of Italian per week.

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)?

Not Applicable. Our school does not have a dual language program.

## 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. Describe the professional development plan for all personnel of ELLs at the school.

In this school year, P.S. 58 will hold professional staff development workshops geared toward teachers with ELL students in their classes. Staff developments will be conducted by ESL teachers, as well as Department of Education staff developers. Workshop topics specifically geared toward the ESL program may include: Welcome to a New Year, Helpful Suggestions to the Classroom Teacher with ELL's, Introduction to the ELL Program, Strategies to Use in Your Classroom, Determining Eligibility, The NYSESLAT, and Finding More Information. We will also have workshops on the Common Core Curriculum and Standards. These workshops also turn-key valuable information from other sources, such as "Integrated Curriculum and Instruction" focusing on research. ESL teachers participate in a wide variety of staff development offered at our school. All teachers, including ELL teachers, will participate in other workshops such as: technology workshops (including SmartBoard and SmartTable), ARIS training, SESIS Training, Respect For All (Anti-Bullying), FEMA Online training, Child Abuse, and NYS Common Core Standards for Math and ELA. Personnel involved in receiving professional development are: General Education Classroom Teachers, Special Education Classroom Teachers, Content Area Teachers (Science, Art, Dance, Italian, Computer, and Music), ESL Teachers, Assistant Principals, Paraprofessionals, Guidance Counselors, Psychologists, Speech Therapists, and our Parent Coordinator, just to name a few.

We have three Speech and Language Therapists, as well as two Occupational Therapists and two Physical Therapists who also provide assistance and staff development in a variety of strategies and areas. There are workshops offered for all staff in different content areas. For example, Response to Intervention, The Referral Process, Strategies to Help At-Risk Students, Strategies in Math and ELA, as well as Science and Social Studies Workshops as needed. There is staff development for all teachers on staff on Election Day, Brooklyn Queens Day, after school, during the day - Lunch & Learn and common preps, as well as outside workshops offered through the DOE and the UFT. This year we plan to implement professional development for all teachers to address more ESL strategies and methodologies. We will also focus on more technology-based workshops. We will work with all our specialists, as well as our administration to provide additional support for all members of our staff.

### 2. What PD is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Standards?

In order to meet the demands of the Common Core Learning Standards, P.S. 58 has offered training and professional development workshops to all teachers at school on a regular basis (usually we have PD once a month on the teachers' common preps). Ms. Carla Morero and Ms. Janet Farrell have both held workshops to all teachers at P.S. 58, including the teachers of ELLs, offering training and information on the Common Core Standards. Ms. Carla Morero will continue to hold workshops on the Common Core Standards this year as well. We also have purchased Reading, Writing, and Math programs that are aligned with the Common Core Standards (Ready Gen, Go Math, Journeys) as well as purchased I-Ready for assessments and evaluation of student progress (this includes individualized activities). The staff at Pearson Publishing will also be providing professional development for the Ready Gen and Go Math programs, which are both programs aligned with the Common Core Standards. Our choice of Periodic Assessments are also aligned with the Common Core Standards. Webinars and training are also offered through Periodic Assessment as well. All teachers have copies of the Common Core Standards in both ELA and Math. In addition, all ELL teachers have been provided with a copy of the ESL Common Core Standards for reference and assistance in knowing what is expected of our ELL students. "The purpose of the ESL Standards is to be a "spring board to content area standards; they provide the knowledge and skill development for high-level student achievement." ESL standards also "serve as a framework" for the NYSESLAT.

### 3. What support do you provide staff to assist ELLs as they transition from elementary to middle school?

The staff is provided with different aspects of support to assist ELLs as they transition from elementary to middle school. The Guidance Counselor is a support system and "go-to" person for all staff members and parents. She is available for questions and discussions on a regular basis during this transition time for all parents and students, Special Ed and ELL included. Our Guidance Counselor is experienced and well-versed in this transition process as she handles it every year. She communicates with the new middle schools involved and ensures all information is relayed and received between schools. Our staff is provided with grade conferences where they can complete record cards and articulation for the students moving to middle school together. ELL teachers assist with the articulation for these students as well. Our Parent Coordinator explains all options to the staff, students, and parents. She also provides information as needed and assists the staff with any questions they may have. All information is offered in various languages.

### 4. Describe the minimum 7.5 hours of ELL training for all staff (10 hours for Special Ed) (including non-ELL teachers):

There is ongoing ELL training for all staff members here at P.S. 58. This training exceeds the minimum 7.5 hours required. Staff may be given various workshops on the two designated Professional Development days at the start of the school year, Election Day and on

Brooklyn Queens Day that include many varying topics that would help them with their ELL students. Workshop topics may include: Common Core Curriculum, Tips for the Newcomers, Helpful Suggestions to the Classroom Teacher with ELL's, Introduction to the ELL Program, Strategies to Use in Your Classroom, Determining Eligibility, The NYSESLAT, and Finding More Information. They also receive training during Faculty Conferences, as well as during the school day in the form of Intervisitations, Lunch and Learns, and during common preps. In the past, various staff members have attended various workshops offered by the Office of English Language Learners. We will continue to check the OELL website and sign up for workshops that we feel will be helpful. Staff members continue to attend workshops offered by the UFT as well. We can find these PDs in the UFT newspaper. In addition, staff developers from the CFN visit our school and offer ELL workshops that involve many staff members, including ELL teachers.

Records of all workshops are maintained in the form of sign-in sheets, agendas, and certificates of attendance given to the teachers upon request. We keep copies on file as we have them.

## 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. Describe parent involvement in your school, including parents of ELLs:

Parent involvement at P.S. 58 is ongoing. Parents are included and invited to many activities, workshops, and meetings held here at P.S. 58. This, of course, includes the parents of ELLs.

Parents are given an opportunity to "Meet and Greet" the teachers at a parent orientation for all grade levels at the start of the school year. This includes meeting with all service providers and enrichment teachers who explain their programs and share information with all parents. Throughout the school year, we offer workshops to all parents that include many subject areas, such as: Math, Art, Italian, ESL, Reading and Writing just to name a few. There is also a Parent Intervisitation Week where all parents have the opportunity to visit their child's classroom and observe a lesson. Parents are invited to Literacy and Math Olympics, Author's Appreciation Day, and Student and Citizen of The Month Awards Ceremonies. Our Parent Coordinator makes sure that all parents receive information about everything happening here at P.S. 58. Information is also offered and delivered in a variety of languages which greatly benefits the parents of ELLs. Parents are also invited to attend our monthly PTA meetings, where they are given every opportunity to voice their concerns and questions.

We have many social activities that involve all parents. For instance, we have a 9/11 Tribute Day, Parent Meet and Greet Sunset Barbeque, Multicultural Festival, Dance Showcases, The Italian Heritage Day, 6<sup>th</sup> Grade Bake Sales, PTA Bake Sales, Book Sales, and the celebrations for moving up (Graduation). A possible idea for the future is another multicultural food festival that would include parents on many levels.

Here at P.S. 58 we make every attempt to send parents information, letters, flyers, calendars, and school newsletters to keep them involved in the P.S. 58 school family. We also support and involve our parents during parent-teacher conferences by offering translators and translation services offered by the DOE.

2. Does the school partner with other agencies or Community Based organizations to provide workshops or services to ELL parents?

P.S. 58 has an arts partnership with "Ballroom Dancing" and "Theater for a New Audience." Parents are invited to these shows, as well as on field trips around NYC where we visit various organizations.

3. How do you evaluate the needs of the parents?

We evaluate the needs of parents through many channels. Parents are given both formal and informal surveys on an ongoing basis. On Parent Teacher visitation days, parents are offered opportunities to fill out surveys in order to be a voice about things at P.S. 58. They are given the opportunity to share their ideas and suggestions at meetings and conferences, which are then noted for further evaluation. Parents also participate in filling out the NYC Parent Surveys. We then assess all data collected. After reviewing all parent surveys, we then set up workshops or meetings to meet their needs. We also address concerns at PTA meetings and CEC meetings. We provide translation services at these meetings if needed. Parents' needs are met based on all the data collected.

Our Parent Coordinator ensures that all parents are included and involved in all school activities and that all parents receive information and notifications in a wide variety of languages. She is also available for meetings to support and evaluate the needs of all parents, including the parents of ELLs, as well as maintains a parent information board where flyers and information is posted and updated for all parents. Parents may then give feedback based on what is offered to them. Our Parent Coordinator also assists with collecting and analyzing the Parent Surveys, which also helps greatly in evaluating the needs of parents.

4. How do your parental involvement activities address the needs of the parents?

The parental involvement activities address the needs of the parents in many ways. First, by involving parents in all school activities, such as shows, celebrations, ceremonies, olympics and rewards ceremonies, it makes it possible for our parents to see the success and growth of their children on a regular basis. Parents can proudly recognize the achievements of their child/children. Parents stay in touch with the daily lives of their children, thus fostering a stronger communication bond both socially and academically. Specific parent involvement activities include 9/11 Tribute Day, Parent Classroom Orientation (they get to see their child's class and view a lesson), Parent Meet and Greet Barbecue, School Bake Sale, School Book Sale, School Multicultural Dance, Holiday Show, School Fund Raisers (Miss Chocolate, etc.), as well as the Halloween Character Parade. Parents are also members of the PTA.

Through these activities, the parents are also given many more opportunities to get to know the school staff on many different levels. Parents and teachers are able to communicate on a more regular basis. It is P.S. 58's goal to constantly improve communication with the parents in any way possible. The cultural activities make it possible for parents meet and socialize with parents from different cultures, as well as the teachers, which help to develop a friendly, cooperative, school "family" environment.

## **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.

P.S. 58 will strive to meet the needs of all students. We will align instruction to the Common Core, and continue to strongly develop students' English and home language skills. Our assessments will measure progress toward students' proficiency in English, and we will use the results of these assessments to further instruct our students in their areas of need. We will ensure that all ELL students receive their mandated instructional time through careful scheduling and planning. Students will continue to develop and use their skills and strategies appropriate to their level of English proficiency.

## Part VI: LAP Assurances

School Name: <u>058</u>		School DBN: <u>24Q058</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adelina Tripoli	Principal		10/25/13
Anna Giudice	Assistant Principal		10/25/13
Maxine Witherspoon	Parent Coordinator		10/25/13
C.Braico, P.Faherty, E.Csillik	ESL Teacher		10/25/13
MaryAnn Johnson	Parent		10/25/13
George Xu	Teacher/Subject Area		10/25/13
Denise Flowers	Teacher/Subject Area		10/25/13
N/A	Coach		
N/A	Coach		
Tina Wright	Guidance Counselor		10/25/13
Nancy DiMaggio	Network Leader		10/25/13
Kathleen Da Costa	Other <u>Speech</u>		10/25/13
D. Zampelli	Other <u>5<sup>th</sup> grade teacher</u>		10/25/13
D. Kaye	Other <u>Sp Ed Liaison</u>		10/25/13
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 24Q058 School Name: 058

Cluster: 2 Network: CFN 2.02

**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**

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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.

P.S. 58Q uses a variety of data to assess our schools written translation and oral interpretation needs. The Home Language Surveys at registration are used not only to identify possible ELLs, but also to keep track of what the preferred language of communication is for parents at our school. Using HLIS surveys completed upon student registration, we identified the main language groups in P.S.58Q to include Cantonese Chinese, Mandarin Chinese, Fucanese Chinese, Spanish, Philipino (Tagalog), Arabic, Punjabi, Bengali, and Polish. There is also a representation of speakers of Albanian, Greek, Serbo Croatian, Romanian, Urdu, Korean and Vietnamese. ATS provides us with helpful data and reports in order to assess the language needs of parents. We use the RPOB report which helps us group languages and the numbers needed when we must distribute and send information home (such as flyers, letters, and notifications). The RHLA report also gives us data regarding home languages. Class surveys are also taken and collected before report cards are distributed in which teachers keep a list of what language both report cards and information needs to be sent home. A list of request for translators for parent-teacher meetings by parents is also kept. This data is then sent down to the main office and the pupil accounting secretary compiles a list for future reference. For Special Education students, the school may use current IEPs also as data for the language spoken and written by the parents. This is also noted by both the child's teacher and the guidance counselor. Our Parent Coordinator also assists with compiling data regarding the language needs of parents.

In order to ensure that all parents are provided with appropriate and timely information in a language they can understand, P.S. 58 makes every effort to use any and all translation services available, both written and oral. Our school keeps a written list of translators available at our school in our Parent Information Case. We currently have Spanish, Chinese, Arabic, Hungarian, Italian, Greek, and Portugese translators in our building. For anyone else, we use the Translation Unit offered by the DOE. Upon examination of the CEP, Home Language Surveys, RPOB report, and the RHLA Report, we then identify the presence of qualified written and oral translators for each of the languages in the school. Specifically, we found that there are many translators for Spanish. We have three teachers who can translate Spanish, one social worker, one school aide and eight paraprofessionals. For Chinese, we have one teacher and one school aide. We have one teacher on staff who can translate Hungarian. Our occupational therapist translates Arabic. Our Speech teacher can translate both Spanish and Portugese. Two

teachers are able to translate Greek. We also have seven teachers who speak and translate Italian. When we have no staff members who can translate the other languages, we use the Department of Education's translation service hotline for parent-teacher conferences and meetings with parents (such as IEP meetings or behavior/academic meetings). We also use the DOE website which has a lot of information and letters translated into a large variety of languages. The internet is also used for written translations on a case-by-case basis. We have a full-time parent coordinator who also ensures that flyers and surveys are distributed in the appropriate home languages. She makes every effort to assist and guide the parents with support in their home languages. In some cases, we have parent volunteers who can also help with translation services. If needed, we have a contract with L.I. S. (Language Interpretation Services) and we can also pay for translation services if no other translators or resources are available. In summary, P.S. 58 ensures that all parents are provided with information in a language they can understand.

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.

Using the variety of data mentioned above, we identified the main language groups in P.S.58Q to include Mandarin Chinese, Cantonese Chinese, Fucanese Chinese, Spanish, Philipino (Tagalog), Arabic, Punjabi, Bengali, and Polish. There is also a representation of speakers of Greek, Albanian, Serbo Croatian, Romanian, Urdu, Korean and Vietnamese. We have discovered that the large majority of parents from these groups still prefer information sent to them in their native language. Parents have communicated this to both their child's teacher and on various written surveys.

Even though P.S. 58 makes every effort to communicate with parents in any way possible, many of the parents in this community are new arrivals to the United States and are still learning English or speak no English at all. It is sometimes difficult for them to find friends or relatives to translate written correspondence from the Department of Education, P.S.58, or their child's classroom teacher. This sometimes results in a delay in communication of important information and hinders the ability of the parent to respond to communications in a timely fashion. Because of these findings, P.S. 58 uses the methodologies described above to try to communicate with parents in every possible way. We are always working on ways to improve communications with all parents in our school community.

Within meetings and faculty conferences, all staff members are made aware of the variety of translation services available to them and the parents of our students. Information is shared and distributed often, and the Parent Coordinator keeps the staff updated as well

## Part B: Strategies and Activities

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

P.S.58Q continues to use any written translators available (in-house, outside vendors, parent volunteers, DOE website, and internet) in order to communicate with parents. We translate letters/notifications to and from parents including information on school-wide activities, after-school programs, school trips, enrichment programs, student supply lists, flyers, and especially important official notifications such as report cards, parent orientation meetings for ELLs, parent surveys (for program choice), parent program notification letters (i.e. Entitlement letters, Brochures) and parent workshops. We also ensure that all HLIS forms are given out in the parent's preferred language at registration.

Translators can prepare written correspondence to go out to the parents of the various language groups as well as translate the written responses from the parents. This would go a great way in empowering the parents of the school community to express themselves in their native tongue and foster a greater understanding between the school, teachers, and parents.

Translation services would be helpful to provide parents with study guides and content-based review/vocabulary sheets in order to facilitate the application of prior knowledge and help their children to participate more actively in class.

The procedures we use to ensure timely provision of translated documents to parents are the following: organize and plan in advance for the language services we will need through our data collection, polls and surveys.

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.

We provide oral translators in the form of staff members or parent volunteers. We also use the Translation Unit on an as-needed basis. We do this for parent orientations to provide information in the native languages for parents who are not yet fluent in English. Oral translators are also on hand for parent-teacher conferences, IEP meetings, individual parent meetings, and for phone calls home in cases of student illness, problems or to inquire about absence.

As stated previously, we have three teachers who can translate Spanish, one social worker, one school aide and eight paraprofessionals. For Chinese, we have one teacher and one school aide. We have one teacher on staff who can translate Hungarian. Our occupational therapist translates Arabic. Although we currently have no staff members who can translate other languages, we use the Department of Education's translation service hotline for parent-teacher conferences as well as any other oral interpretation we may need. In some cases, we have parent volunteers who can also help with oral translation services. If needed, we have a contract with L.I. S. (Language Interpretation Services) and we can also pay for oral translation services if no other translators or resources are available.

Oral translators also assist students who are not provided with written translated versions of standardized tests in their native language. These services are arranged for well before the test date and require scheduling services far in advance. A list is kept and updated of the translators we will need for both the State Math and Science tests. We use an outside vendor for this service, if no staff member is available to

translate.

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>.

P.S. 58Q provides each parent whose primary language is a covered language, and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain such services.

P.S. 58Q posts in a conspicuous location at or near the primary entrance to such school, a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

The P.S. 58Q safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

If at P.S. 58Q, the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section, and shall post and provide such forms in accordance with this section.

The Department of Education's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.



**Department of English Language Learners and Student Support**

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 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 as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [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>P.S. 58</u>	DBN: <u>24Q058</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 <input type="checkbox"/> Other: _____
Total # of ELLs to be served: _____
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 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 58Q will use the Title III funding to have an After-School Program for ELL students with the greatest need in grades 3 through 6. This program is above and beyond mandated requirements.

The rationale for this program is to address the need to improve ELL performance on New York State assessments. The ELL students will receive supplementary support to help them achieve higher grades on New York State ELA and Math assessments.

The program will target students in grades 3 through 6 with the greatest need based on data. The program will primarily target students identified through AMAO data and students who previously scored a level 1 or 2 on NYS ELA or Math. MOSL data, classroom performance and teacher recommendation may also be used.

60% of the Title III funding will be spent on direct instruction

The after school program will be structured as follows:

3 ESL certified teachers will each have one group of 10 - 15 students each, two days a week.

1 Administrator will oversee the program to ensure quality instruction and safety.

The program length will be 2 days per week for 2 hours per day for 7 to 9 weeks contingent upon funding. The program will begin in late January or early February and run until late March or early April. The after school program will begin at 2:35 PM and end at 4:35 PM.

The language of instruction will be English.

The program will be taught by 3 ESL certified teachers.

30% of the Title III funding will be spent on supplies & materials for the after school program. These will include New York State ELA and Math test prep materials different from those in use in the classrooms during the regular school day. These materials will be for the sole use of the after school Title III program above and beyond mandated instruction and will not be used during the regular school day. Student and teacher materials such as folders, notebooks, reproducible worksheets, copy paper and additional materials for use in the after school program may be purchased with Title III funding. Test prep software, site licenses and other technology not already owned by the school may be purchased.

### 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:

Staff Development will be provided to train the teachers and administrators who are directly involved in implementing the after school program. The purpose of staff development will be to assure the best practices in student identification and placement, selection of materials, lesson planning, teaching, and assessment of student progress. This staff development will not be used for mandated professional development.

Two-hour Staff development sessions will be held in the weeks before the start of the program in order to assure optimal student grouping, teacher preparedness and availability of appropriate materials. Staff development sessions for ongoing program assessment and revision may be planned on days when the after school program is not scheduled. Staff Development may also be scheduled at the conclusion of the program for assessment of progress.

Topics may include:

- Identification of students with the greatest need
- assuring optimal student placement and grouping
- finding, purchasing and creating suitable materials
- developing appropriate instruction
- assessing student needs and progress
- revising direct instruction

Teachers and administrators involved in the after school program may present to each other on topics with which they are familiar or have a degree expertise. Sources may be brought in for specific staff development if it is deemed beneficial.

## Part C: Professional Development

## 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:

10% of the Title III funding will be spent on parent involvement. Information for parents will be made accessible through translated letters. Parents will be informed of the purpose, schedule, and content of the after school program through letters which will be sent out in English and the appropriate other languages.

We will hold one two-hour workshop before the start of the after school program to prepare parents to be able to help their children to be successful. The session will provide parents with an overview of the program, the materials to be used and to provide suggestions and assistance in how parents can help their children at home. If any internet or technology resources are to be used we will assist parents in learning how to use the resources as well as find alternatives if technology or internet is not available in the home.

During the course of the after school program, parents will receive all necessary updates and information in translated form as the need arises.

Another two-hour workshop will be held at the conclusion of the after school program in order to provide parents with up-to-date data on their child's test preparedness and to provide information parents can use to help their children to be ready for New York State testing.

These parent informational workshops will be presented by the teachers and administrators responsible for the program. These are above and beyond any communication with parents conducted during time provided during time contractually provided on Tuesdays for meeting with parents.

**Part D: Parental Engagement Activities**

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

