

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e.* 01M001):

15K058

School Name:

P.S. 058 THE CARROLL

Principal:

KATHERINE DELLOSTRITTO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 58 The Carroll School School Number (DBN): 15K058
Grades Served: Pre-K-5
School Address: 330 Smith Street
Phone Number: 718-330-9322 Fax: 718-596-2969
School Contact Person: Katherine Dello Stritto Email Address: Kdellostritto2@schools.nyc.gov
Principal: Katherine Dello Stritto
UFT Chapter Leader: Dan Lupkin
Parents' Association President: Rob Hansen
SLT Chairperson: Claire Benner
Title I Parent Representative (or
Parent Advisory Council
Chairperson): n/a
Student Representative(s): n/a

District Information

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

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Katherine Dello Stritto	*Principal or Designee	
Dan Lupkin	*UFT Chapter Leader or Designee	
Rob Hansen	*PA/PTA President or Designated Co-President	
Lisa Pipitone	DC 37 Representative (staff), if applicable	
n/a	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Claire Benner	Teacher	
Michele Lazar	Teacher	
Angela Heras	Teacher	
Anne Derer	Parent	
Marine Putman	Parent	
Julie Sturm	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Magnino	Parent	
Marilena Russo	Parent	
Grant Marlier	Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

Collaboration at PS 58 stretches to all subject areas. We put an emphasis on stretching our students' minds in the area of the arts. This helps students of all ability levels to shine. This also helps teach students critical skills, compassion and perseverance. By infusing our instruction with projects and the arts we inspire learners. We look at both visual arts and performing arts as pillars of a strong education. To enrich instruction PS58 partners with outside organizations through in class programming to enhance our curriculum and children's learning. Some of these partnerships include: New York City Ballet, Metropolitan Opera, New York Historical Society, Dancing Classrooms, chess and yoga residencies.

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

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

During our School Leadership Team meetings, we brainstorm ways that teachers and families will collaborate together to help our students develop as 21st century learners. Many parents and teachers strongly identified a need for increased technology instruction. For the 2015-2016 school year, our technology teacher will work in close collaboration with teachers in grades 2, 3, 4 and 5 to provide this instruction through a team-teaching model. Together, teachers in these grades plan with the technology teacher to innovate and hone their practice. We aim to keep families informed and provide them with useful information that can better the lives of our students. We provide school-based workshops on topics of interest for parents such as how to support your child's learning at home, what to expect on

each grade, how to talk to your child about their school day and Fountas and Pinnell reading levels. This year we will be using data obtained from a family survey regarding parent workshops to respond to the changing needs in our community.

15K058 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	980	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	0.6%	% Attendance Rate		96.4%
% Free Lunch	10.7%	% Reduced Lunch		2.9%
% Limited English Proficient	6.6%	% Students with Disabilities		17.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		3.1%
% Hispanic or Latino	12.3%	% Asian or Native Hawaiian/Pacific Islander		4.9%
% White	71.2%	% Multi-Racial		7.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.67	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		5.83
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	68.0%	Mathematics Performance at levels 3 & 4		76.0%
Science Performance at levels 3 & 4 (4th Grade)	98.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Strengths:

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

Needs:

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students will use a higher level of vocabulary in all content areas. This will be measured by looking at data points on standardized assessments, formative and summative assessments, classroom observations, student interviews, and student work samples.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research based programs/PD/systems or structures:</p> <ul style="list-style-type: none"> • the teachers will engage with staff developers from Teachers College to increase the vocabulary instruction in the classroom across the content areas • Vertical Literacy teams will work to develop appropriate vocabulary standards for each grade 	<p>Students, teachers, school leaders</p>	<p>September 2015 ending June 2016</p>	<p>School leadership, classroom teachers</p>
<p>Strategies to support students with disabilities/ELL/other high needs:</p> <ul style="list-style-type: none"> • Through work with our Vertical Teams, in particular our Vertical Special Education Team, we will look for ways to improve vocabulary instruction for students with disabilities. • Teachers will partake in classroom inter-visitation to observe best-practices. • Teachers will present students who are struggling to the Child Study Team to investigate which additional resources and support would work best to ensure students with disabilities are meeting their individualized vocabulary goals • ESL teacher will collaborate with classroom teachers to support ELLs to meet their individualized goals 	<p>English Language Learners, Students with Disabilities, general population of students</p>	<p>September 2015 ending in June 2016</p>	<p>School leadership, classroom teachers, specialty teachers, interventionists</p>
<p>Parent Involvement:</p> <ul style="list-style-type: none"> • Parents will be invited to partake in classroom activities one time per month (minimum) to strengthen the home school connection. 	<p>Parents</p>	<p>September 2015 ending in June 2016</p>	<p>School leadership, parent coordinator</p>

<ul style="list-style-type: none"> • Parents are invited to become Learning Leaders and receive training on how to support classroom instruction. • Parents will be invited to workshops on understanding how the curriculum makes connections across content areas while improving student vocabulary. 			
<p>Trust:</p> <ul style="list-style-type: none"> • Teacher led professional development sessions centered around vocabulary instruction. This includes PD sessions from teachers who have attended: 80 minute project workshops with TCRWP, Network based sessions relating to vocabulary instruction, and citywide PD sessions. • Teacher driven professional conversations within book clubs centered around vocabulary driven instruction. 	Staff members	September 2015 ending in June 2016	School leadership, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Teachers College Reading and Writing Project Staff Developer • Teachers College Reading and Writing Project Conference Days • Borough led and city-wide PD sessions • Trade books from NYC Core Curriculum • Additional trade books to supplement content area instruction • Professional learning books 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, students’ vocabulary will have grown in all content areas. This will be measured by looking at student data points on standardized assessments, formative and summative assessments, classroom observations, student interviews, and student work samples.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Strengths:

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

Needs:

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase planning and implementation of small group instruction supported by professional development and inquiry work. This will establish a community where students feel safe, supported and challenged. This will be measured by student progress on formal and informal assessments as well as teacher observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research based programs/PD/systems or structures:</p> <ul style="list-style-type: none"> • The teachers will engage with staff developers from Teachers College to increase small group and inquiry instruction in the classroom across the content areas • Vertical teams will work to develop appropriate small group and inquiry expectations • Guidance Counselor and Social Worker will lead separate PD sessions to educate teachers and parents developmentally appropriate progression • Teacher led study groups using an inquiry model 	<p>Staff members, students</p>	<p>September 2015 ending in June 2016</p>	<p>School Leadership, staff members including teachers, service providers, para professionals</p>
<p>Strategies to support students with disabilities/ELL/other higher needs:</p> <ul style="list-style-type: none"> • Through work with our Vertical Teams, in particular our Vertical Special Education Team, we will look for ways to improve small group instruction for students with disabilities. Teachers will partake in classroom inter-visitation to observe best practices. • Teachers will present students who are struggling to the Child Study Team to investigate which additional resources and support for small groups to ensure students with disabilities are meeting their goals • ESL teacher will collaborate with classroom teachers to support ELLs with their small group work. • The dual language vertical team meets to discuss the needs of ELLs within the program. 	<p>English Language Learners, Students with Disabilities, general population of students</p>	<p>September 2015 ending in June 2016</p>	<p>School Leadership, staff members including teachers, service providers, para professionals</p>

<ul style="list-style-type: none"> Guidance Counselor and Social Worker will collaborate with classroom teachers to support students with high-needs achieve their developmental goals <p>Related service providers offer feedback to teachers regarding strategies and best practices when working with diverse learners</p>			
<p>Parent involvement:</p> <ul style="list-style-type: none"> Parents will be invited to partake in small group classroom activities to strengthen the home school connection. Parents are invited to become Learning Leaders and receive training on how to support classroom instruction in small groups and by analyzing inquiry data. <p>Parents will be invited to workshops on understanding how the curriculum utilizes small group instruction.</p>	Parents and families	September 2015 ending in June 2016	School Leadership, staff members including parent coordinator, service providers and para professionals
<p>Trust:</p> <ul style="list-style-type: none"> Teacher led professional development sessions centered around small group instruction and inquiry-based lessons. This includes PD sessions from teachers who have attended: 80 minute project workshops with TCRWP, Network based sessions relating to small group instruction, citywide PD sessions, and PDs offered through the Office of Intervention <p>Teacher driven professional conversations within book clubs centered around small group instruction.</p>	Staff members, students	September 2015 ending in June 2016	School Leadership, staff members including parent coordinator, service providers and para professionals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2016 data derived from student progress on assessments and teacher observations will be in use to create small group instruction and inquiry work.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Strengths:

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

Needs:

- More focused collaboration in areas of instruction where we need to see more progress
- Improve technology integration into all content areas

An increased emphasis on building students’ ability to effectively use technology for multiple purposes

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016 teachers in grades 2-5 and the technology teacher will collaborate so that all students will complete one culminating project integrating technology.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research based programs/PD/systems or structures:</p> <ul style="list-style-type: none"> • Technology teacher researches various technology-based projects <p>Collaborate with grade-level team to develop appropriate technology-based projects</p>	<p>Staff members, students</p>	<p>September 2015 ending in June 2016</p>	<p>School Leadership Technology Coordinator, classroom teachers</p>
<p>Strategies to support students with disabilities/ELL/other high needs:</p> <ul style="list-style-type: none"> • Through work with our Vertical Teams, in particular our Vertical Special Education Team, we will look for strategies to support students with disabilities use technology successfully. • Teachers will partake in classroom inter-visitation to observe best practices. • Teachers will present students who are struggling to the Child Study Team to investigate which additional resources and support would work best to ensure students with disabilities are meeting their individualized technology goals <p>ESL teacher will collaborate with classroom teachers to support ELLs to meet their individualized technology goals.</p>	<p>English Language Learners, Students with Disabilities, general population of students</p>	<p>September 2015 ending in June 2016</p>	<p>School Leadership, Technology Coordinator, classroom teachers, service providers, ESL teachers</p>
<p>Parent involvement:</p> <ul style="list-style-type: none"> • Parents will be invited to partake in technology activities both at home and at school 	<p>Parents and families</p>	<p>September 2015 ending in June 2016</p>	<p>School Leadership, Parent Coordinator, Technology Coordinator,</p>

<ul style="list-style-type: none"> Parents are invited to become Learning Leaders and receive training on how to support classroom instruction. <p>Technology provides the opportunity for parents to have a window into classroom activities daily by using technology at home</p>			
<p>Trust:</p> <p>Teacher led professional development sessions centered around technology. This includes, but is not limited to, PD sessions from teachers who have attended: 80 minute project workshops with TCRWP and citywide PD sessions.</p>	Staff members, families	September 2015 ending in June 2016	School Leadership, staff members

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Laptops or Chromebooks for student use Borough hosted and city-wide PD sessions <p>Staff planning time</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February, 2016 teachers in grades 2-5 and the technology teacher will have a curriculum map which outlines one culminating project integrating technology .</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

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

Strengths:

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

Needs:

- More interim goal setting.

Additional opportunities for vertical teams to share work and goals with the entire staff.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the staff will increase their participation in staff-led professional development by either participating in presenting and facilitating sessions during professional development time or learning and applying new concepts to daily instruction.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research based programs/PD/systems or structures:</p> <ul style="list-style-type: none"> • Staff surveys will be conducted to determine what areas/topics staff members would like to see in professional development. • Staff surveys will be conducted to determine what areas/ topics staff members would like present on. • Staff think tank will look at feedback relating to staff surveys. • Creation of a leadership cabinet that will help prioritize areas of concern for the community. • School leaders will attend professional development centered on distributive leadership. • Flexible schedules will be arranged to help develop teacher leaders. <p>Flexible schedules will be arranged to allow teacher leaders to mentor newer teachers.</p>	<p>Staff members, students</p>	<p>September 2015 ending in June 2016</p>	<p>School Leadership, staff members</p>
<p>Strategies to support students with disabilities/ELL/other high needs:</p> <ul style="list-style-type: none"> • Through work with our Vertical Teams, in particular our Vertical Special Education Team, we will look for strategies to support students with disabilities use technology successfully. • Teachers will partake in classroom inter-visitation to observe best practices. 	<p>English Language Learners, Students with Disabilities, general population of students</p>	<p>September 2015 ending in June 2016</p>	<p>School leadership, ESL teachers, Special teachers, Intervention specialists</p>

<ul style="list-style-type: none"> Teachers will present students who are struggling to the Child Study Team to investigate which additional resources and support would work best to ensure students with disabilities are meeting their individualized goals. <p>ESL teacher will collaborate with classroom teachers to support ELLs to meet their individualized goals.</p>			
<p>Parent involvement:</p> <ul style="list-style-type: none"> Feedback from parent surveys will be used to plan parent engagement activities. Parents will be invited to promote school activities and lead new parent events which foster new family relationships with the school. Parents will be invited to partake in small group classroom activities to strengthen the home school connection. <p>Parents will be invited to workshops on understanding the structures in the school such as Response to Intervention and Special Education Services.</p>	Families and parents	September 2015 ending in June 2016	School leadership, parent coordinator, guidance counselor, social worker and other staff members
<p>Trust:</p> <ul style="list-style-type: none"> Offering ample time for staff members, families and students to express questions, concerns and ideas through an open door policy. Having team leaders represent horizontal and verticals teams allows for optimal communication of ideas and concerns. Prioritizing building relationships with community stakeholders. This can be done by having parent/teacher meet and greets, participating in workshops, being available post meetings and workshops for questions and/or informal conversations. <p>Allowing teachers and staff members to take the lead on presentations as the experts on working with students. This helps families understand our confidence in the teachers' abilities to meet the students' needs.</p>	All stakeholders including students, staff members and families	September 2015 ending in June 2016	School leadership

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Planning time with different school-based teams.
- Professional development to support teacher leaders.
- Professional development in all curricular areas to allow for a menu of options for teacher to present.

Funding for planning time for teachers prior to leading sessions for the staff.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, all teachers will have incorporated a concept or strategy, presented in a peer led professional development session into their classroom instruction based on their students’ needs.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016 we will increase our parent workshop opportunities by three, targeted to promote and support student success.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research based programs/PD/systems or structures:</p>	<p>Parents, families and community members</p>	<p>September 2015 ending in June 2016</p>	<p>School Leadership, Parent Coordinator, Guidance Counselor, classroom teachers</p>

<ul style="list-style-type: none"> • Common planning time for staff to prepare for parent meetings • Curricula training through professional development so that teachers are able to educate parents on curriculum. • Staff members will work with a group of parents in conjunction with the School Leadership Team to determine where there is a need for parent education • School Guidance Counselor will be available to meet with families and provide workshops relating to emotional support of students at school and at home • Parent Coordinator will support dissemination of information via e-blasts and fliers in backpack mail to advertise workshops <p>Parent Coordinator will be involved in planning and implementation of workshops</p>			
<p>Strategies to support students with disabilities/ELL/other high needs:</p> <ul style="list-style-type: none"> • Target parent populations of students with disabilities and ELLs in order to provide them with specific parent workshops and resources to meet their children’s individual needs <p>Related service providers report through Child Study team and work to provide feedback to families on how to support their children at home</p>	<p>English Language Learners, Students with Disabilities, general population of students</p>	<p>September 2015 ending in June 2016</p>	<p>School Leadership, special education teachers, ESL teachers, related service providers</p>
<p>Parent involvement:</p> <ul style="list-style-type: none"> • Information will be collected to see where parents are struggling with students at home and what students are struggling with most in the classroom. <p>Staff members will offer handouts/presentation documents via the school website to share with and educate all families</p>		<p>September 2015 ending in June 2016</p>	<p>School Leadership, Parent Coordinator, Guidance Counselor, Social Worker and teachers</p>
<p>Trust:</p> <ul style="list-style-type: none"> • Parent surveys will be given in order to ascertain parents’ needs and to ensure success of workshops 	<p>Families and parents</p>	<p>September 2015 ending in June 2016</p>	<p>School Leadership, Parent Coordinator, Guidance Counselor, Social Worker and teachers</p>

<ul style="list-style-type: none"> • Contact information of the workshop leaders will be made available for anyone able or unable to attend parent sessions so that follow-up conversations can take place <p>Parent-to-parent breakfast meetings to open the lines of communication between parents about school goals and practices</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Parent Coordinator funds will be needed to support this work • Translation services for meetings and reference handouts <p>Staff planning time</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016 we will increase our targeted parent workshop opportunities by two to promote and support student success .
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS58]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS58]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC) Template

[PS58] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 58 The Carroll School</u>	DBN: <u>15 K 058</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: _

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

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

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

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

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

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

Part C: Professional Development

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

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

Begin description here: _

In order to maximize the effectiveness of our program, we will create a study group to investigate the use of digital storytelling as a tool for English language development. As part of the study group, a TESOL professor at Hunter College will provide 1.5 hours of professional development after school on December 5 from 3:15-4:45 on the topic of ELLs and digital storytelling. The workshop will be geared to

Part C: Professional Development

the teachers in the program, but open to all teachers in the school at no additional cost. In addition to the workshop, we will hold peer-led study group sessions after school on January 8 and January 22 for the duration of one hour. The group will read a number of articles in teaching journals, books, and online resources about digital storytelling and the narrative process in the ESL classroom. The group will discuss the articles and share ideas for applying what we have learned into our own program.

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_____	_____

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.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Katie Dello Stritto	Assistant Principal Anniqve Leman
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Lindsey Abramowitz	School Counselor Lori Mendez
Teacher/Subject Area Amber Drabot	Parent Raphaele de Boisblanc
Teacher/Subject Area Blake Ramsey	Parent Coordinator Joan Bredthauer
Related-Service Provider Sari Fensterheim	Borough Field Support Center Staff Member Laurita Moye
Superintendent Anita Skopp	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	14
Number of certified bilingual teachers currently teaching in a bilingual program	12	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	995	Total number of ELLs	52	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): French
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	2	2	2	2	2	2	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	13
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	37	0	2	1	0	1	0	0	0	0
ENL	13	0	11	1	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
French	5	42	11	44	9	46	4	51	3	52	4	45							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>120</u>	Number of students who speak three or more languages: <u>15</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		4	3	0	0	1								0
Emerging (Low Intermediate)		1	0	0	1	0								0
Transitioning (High Intermediate)		0	2	1	1	1								0
Expanding (Advanced)		6	5	7	3	4								0
Commanding (Proficient)		0	6	5	8	10								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	6	5	8	10								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2			0
4	1	2			0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1		1				1		0
4	2		2	1		1			0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 58 uses the Teachers College Reading and Writing Project Assessment for English. This includes: running records according to Fountas and Pinnell leveling system; sight word assessments; narrative writing rubrics; letter/sound assessment; spelling inventories; and concepts of print. NYSITELL and NYSESLAT results are also used as assessment tools.
 In the Dual Language program teachers use Canadian running records (GB+) in French, also leveled according to F & P. Teachers have developed letter/sound assessments; sight word assessments, exemplars, narrative writing rubrics; letter/sound assessments; spelling inventories; and concepts of print. Teachers use narrative rubrics to analyze student writing K-5. Spelling and grammar are weighted in grades 2-5. Data shows that ELLs are performing at a lower proficiency level in reading and writing than their English proficient peers. As a result, we have included more ELL specific strategies in our professional development sessions.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data from our most recent NYSITELL and NYSESLAT results show that students become proficient in speaking and listening prior to developing proficiency in reading and writing skills. NYSITELL data also revealed that students entering our dual language program in later grades, perform better on the reading and writing portions. As a school, we have noticed that ENL students were weaker in the writing component overall.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We have exceeded our AMAO goal for the 2015-2016 school year by 17%. For the 2016-2017 school year, our target is to attain 16.30 % of students attaining proficiency on the NYSESLAT. We continue to use school-wide assessment data to track student progress and differentiate our instruction to the specific needs of our ELL students. Data reveals that overall students are making expected progress. However, the data also showed that the sub-population of ELL Students with Disabilities is not making progress at the same rate as the general population. Because of this, we are investigating what additional supports can be put in place to ensure that all students, including those with disabilities make appropriate progress.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. In the Dual Language program, we follow a sequential biliteracy program, therefore home language assessments tend to be stronger in the lower grades, as would be expected. Also as expected, newcomers who take state Math exams in their home language do better than when taking similar assessments in English.

b. We regularly meet together in teams to discuss the results of the ELL periodic assessments as well as overall academic progress. Academic planning is then made based on these assessments.

c. We have learned that the ELLs in our school are making appropriate progress, though tend to struggle the most in writing. In the Dual Language program, the HL is developed alongside English. In the Freestanding ENL program, home language books, bilingual dictionaries, etc. are provided to students to help support the students' respective HLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

In order to guide instruction for ELLs, we look at data from the NYSITELL, NYSESLAT, running records, state tests, etc. in order to determine how to best support students. Students who have been identified as ELLs and struggle academically receive Academic Intervention services with one of our intervention specialists, Joyce Martin or Gina Fitzpatrick. When teachers notice that a ELL student is struggling in the classroom, the child is presented at Child Study. Our child study team is comprised of various service providers, special education teachers and ESL certified teachers. The classroom teachers present the students and speak to the child's specific needs, the team then discusses instructional strategies that can be used in the classroom as a Tier 1 intervention. A few weeks later, the team will reconvene and determine whether additional Tier 2 interventions are needed. The student will be reassessed in 6 weeks for the first cycle. If further support is needed Tier 3 supports will be provided to the child. As a school, we are using Leveling Literacy Library as a way to assess progress in RTI.

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

In the Dual Language program, students follow a sequential bi-literacy approach where students learn to read independently in their L1 first, and L2 next. In addition, several components of the balanced literacy program are taught in both languages to support language development in both languages: word study, read aloud, shared reading, shared writing, and interactive writing. Teachers plan with their grade team at least 2 times a week to ensure that lessons are not repeated, to plan across content areas, and to monitor progress in both languages. As students begin to produce language in their second language, different benchmarks have been established to match the projected development of FLL. Students are assessed in reading regularly using French running records. Writing samples are assessed using rubrics from the Teacher's College reading and writing curriculum. We collect information about the students' educational history and cultural background when students register at school. Teachers also informally collect this information and use it to build rapport with their students as well as inform their instruction to be more culturally responsive.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

a. English Proficient students are assessed in the target language through leveled running records, baseline assessments, narrative writing, exemplar work, and project based themed work.

b. Students vary in language proficiency in the target language. By the time students reach 4th and 5th grades, they should be reading on grade level in their target language.

c. EPs are achieving at the same level as the general population of the school on State assessments as well as other school wide assessments, including running records, writing on-demands and math unit assessments.

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

We evaluate the success of our programs based on the number of years students receive ENL services. Most students score at a proficient level on the NYSESLAT within three years of attending PS 58. In addition, our dual language program has continued to thrive in serving ELL students as well as English-proficient students.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The first step in identifying English Language Learners begins at enrollment, when parents fill out the Home Language Identification Survey (HLIS) in the appropriate language with a certified pedagogue, and an informal oral interview is given to the student and parent by our NYSITELL Coordinator and licensed ENL teacher, Lindsey Abramowitz. During this first meeting, we determine the parent's preferred language of communication. Ms. Abramowitz then reviews the HLIS, and eligible students are then given the NYSITELL within ten days of enrollment. The NYSITELL is the formal initial assessment used to determine whether a student is eligible to receive ENL services. For the students who are Spanish speaking ELLs, a Spanish LAB-R is also administered to the ELLs within the same 10-day window. If the students were to be identified as being SIFE students, then the LENS would be administered.

We evaluate the progress of our ELLs annually through the New York State English as a Second Language Achievement Test (NYSESLAT), as well as through periodic assessments. In the fall, when NYSESLAT scores are available, Ms. Abramowitz sends home entitlement letters in the students' home language. Periodic reports from ATS are printed out to determine which students are eligible for NYSESLAT testing. The NYSESLAT modality report is also used to evaluate the progress of the ELLs across all modalities, and to ensure that all four modalities (listening, speaking, reading, and writing) are administered on the NYSESLAT.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

For newly identified ELLs in grades 3 through 5 at the entering or low emerging level of the NYSITELL, Lindsey Abramowitz administers the oral interview questionnaire. If the responses suggest that the student may be a SIFE and student has a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, then the Literacy Evaluation for Newcomer SIFEs is administered. This process is completed within the first 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a new student arrives with an IEP and a home language survey that indicates a language other than English, we bring together our Language Proficiency Team, which includes the following people: Katie Dello Stritto (principal), Lindsey Abramowitz (ENL Teacher), Sari Fensterheim (IEP Coordinator), the student's classroom teacher, and the student's parent. If the team determines that the child should take NYSITELL, then NYSITELL is administered immediately. If child does not have language acquisition needs, then Katie sends recommendation to superintendent to not administer the NYSITELL. Parent/guardian is informed of final determination within 3 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once NYSITELL answer documents are scanned and a score is determined, Lindsey Abramowitz, the ENL teacher, collects the data and prepares the appropriate parent notification letters the day the answer documents are scanned. Official DOE notification letters are printed from the OELL Parent Resource page in the parents' preferred language, as determined by Question 1, Part III on the Home Language Identification Survey. These letters are then distributed to classroom teachers who ensure that they go home to parents via backpack mail.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have the right to appeal ELL status with 45 days in a number of ways. The first is through the entitlement letter in the parent's preferred language of communication, as determined by Question 1, Section III of the Home Language Identification Survey. The letter includes detailed information regarding the parent's right to appeal ELL status. In addition, at the Parent Orientation Meeting for the parents of new ELLs, Lindsey Abramowitz explains the process for appealing ELL status. A copy of all letters is kept in the ELL Coordinator's office in the Compliance Filing Cabinet.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

We take a number of steps to ensure that parents understand all three program choices. To begin with, each parent receives an entitlement letter within 5 days of determining ELL status. This entitlement letter explains the three programs available in New York City and invites parents to the mandated parent orientation. At the orientation, Ms. Abramowitz gives a presentation that explains the three programs, using interpretation as appropriate. Then families watch the ELL orientation program in the appropriate language. In addition, parents receive ELL orientation material in the appropriate language. These materials also explain the ENL programs available. A list of parents requesting TBE or DL in a language other than French is kept in the ELL coordinator's office. Should these programs be available at a later date, these families will be contacted in their preferred language. If parents cannot attend the planned parent orientation, makeup sessions are offered. If no response is received from the parent regarding the meeting, staff continues to reach out to the parents by sending follow-up letters, phoning home, etc.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parent Surveys and Program Selection forms are sent home in the parents' preferred language along with the entitlement letter within five days of determining ELL status. Parents are given the option of completing the survey and selection form immediately following the parent orientation, and many families choose to complete the survey at this time. Others choose to fill it out at home and return the form with their student. The data on parent program choice is carefully tracked and records are maintained in the ELL Compliance binder. In the case that the letter is not returned by the date indicated, Ms. Abramowitz follows up via additional letters home, email, and phone calls. Should parents request a TBL or DL program in a language other than French, a list of entitled families is kept, along with their preferred language of correspondence. Should this program become available, we would contact these families.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. In the case that the letter is not returned by the date indicated, Ms. Abramowitz follows up via additional letters home, email, and phone calls in the parent's preferred language. This data is recorded and tracked in the ELL Compliance binder.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once parent program choice forms are received and students receive their appropriate placement, Ms. Abramowitz distributes the appropriate placement parent notification letters to classroom teachers who then send the letters home to parents in parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
A copy of ELL documentation is retained in each student's cumulative folder. In addition to the copy kept in students' cumulative folders, copies of HLISs are also retained by Ms. Abramowitz.
11. 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.
Lindsey Abramowitz and Annique Leman will attend the NYSESLAT information session held by the OELL. In order to determine student eligibility, ATS reports are used to determine NYSESLAT eligibility. Together, they create a team of certified teachers to administer the test under the prescribed time restraints. PS 58 assigns someone other than the student's teacher to administer and simultaneously score the Speaking subtest. For the Writing subtest, a committee of teachers including but not limited to Lindsey Abramowitz, Katie Wheeler, Joyce Martin and Valerie Connor. No teacher who is a student's ESL or ELA scores the constructed response questions in that student's Writing subtest booklet. All materials are kept in a secure location throughout the testing process.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Ms. Abramowitz prepares the continued entitlement and transitional support parent notification letters. The letter is then distributed in parent's preferred language and then distributes them to classroom teachers who send them home to parents.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection forms, the trend in program choices that parents have requested is as follows:
 - Families in the neighborhood who speak French choose the French Dual Language program approximately 97% of the time.
 - Families who speak other languages choose to have their child placed in the Freestanding ESL program 100% of the time.
 PS 58 created the French Dual Language program after receiving requests from parents and establishing that there was a need in this neighborhood area for such a program, thus building alignment between parent choice and program offerings.
If this trend continues, we will continue to offer the same programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
 - In this program, Ms. Abramowitz provides instruction in English to heterogeneous same-grade groups of students, while also being sure to incorporate home language support through appropriate resources (bilingual dictionaries, etc.). According to their proficiency levels, students receive the mandated amount of instruction in both stand-alone ENL, delivered by Ms. Abramowitz, as well as integrated ENL, delivered with Ms. Abramowitz along with a Common Branch-certified co-teacher. In order to meet all student mandates in Kindergarten, Aneta Vlavianos and Liz Cummings are both certified ESL teachers, and ELLs are placed in their classes so that they may provide ESL services.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*

The Dual Language program uses two models to support sequential biliteracy: self-contained classes in K-2 and side-by-side classes in 3-5. Within the self-contained configuration, there is one teacher who provides instruction in both languages at separate times. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (i.e. color codes for language, flower pin indicating language of instruction). The teacher plans what concepts and activities s/he will conduct in each of the languages. Within the side-by-side class configuration, there are two teachers who provide instruction; one in French and one in English. They follow an alternate day pattern. One day of instruction is in English and one day is in French. Each classroom contains instructional materials in the appropriate language and the teachers plan what concepts and activities they will conduct in each of the languages. All ELLs in the dual language program are in heterogeneous single-grade classes.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In the Freestanding ENL program, Ms. Abramowitz provides the ENL instructional minutes and pushes in to provide appropriate ELA minutes in conjunction with the classroom teacher. Ms. Abramowitz co-plans with classroom teachers to provide additional scaffolds and supports for students to access the classroom curriculum. Teachers in the dual language program co-plan with their grade teams to plan units of study and then plan together as a team to provide additional scaffolds and strategies for ENLs to access the class curriculum. Ms. Abramowitz services students in grades 1 through 5. Students receiving services with the following allocation:

Entering: Stand alone (180 minutes) + Integrated ENL (180 minutes) = 360 minutes per week
Emerging: Stand alone (90 minutes) + Integrated ENL (180 minutes) + Flex (90 minutes) = 360 minutes per week
Transitioning: Integrated (90 minutes) + Flex (90 minutes) = 180 minutes per week
Expanding: Integrated (180 minutes)
Commanding: Flex (90 minutes)

In the Dual Language Program, in grades K-2, the bilingual certified teacher provides the appropriate number of ENL, ELA, and HLA minutes according to proficiency level. In the Dual Language program, the English-side teachers, who are all bilingual or ESL certified provide the appropriate number of ENL and ELA instructional minutes according to proficiency level. The French-side teacher provides the appropriate number of HLA minutes. Students receiving services with the following allocation:

Entering: Stand alone (180 minutes) + Integrated ENL (180 minutes) = 360 minutes per week
Emerging: Stand alone (90 minutes) + Integrated ENL (180 minutes) + Flex (90 minutes) = 360 minutes per week
Transitioning: Integrated (90 minutes) + Flex (90 minutes) = 180 minutes per week
Expanding: Integrated (180 minutes)
Commanding: Flex (90 minutes)
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 - French Dual Language Program

All content area instruction, is carefully planned to include language objectives and therefore becomes an opportunity for language development. Teachers plan for content-obligatory language objectives (language skills that are fundamental to the content area) in addition to content-compatible language objectives (other related language skills compatible with the content being taught). Content-obligatory and content-compatible language objectives include the following kinds of language skills: (1) Functions (requesting/giving information, comparing/contrasting, describing, retelling, and summarizing), (2) Vocabulary (according to the

topic/theme), and (3) Grammar (question formation, adjective agreement, and comparatives).

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

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

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

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

Freestanding ENL Program

The Freestanding ENL program at PS 58 follows the Part 154 mandates providing the appropriate number of instructional minutes according to students' proficiencies levels. Content instruction is delivered in English, with home language support provided (via bilingual dictionaries, etc.)

To support content instruction, all classrooms have:

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

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

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

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

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

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

ENLs are evaluated in all four modalities through a variety of assessments, including but not limited to: the NYSITELL upon entry at school, NYSESLAT once a year, Reading Level assessments bi-monthly in the lower grades and monthly in the upper grades, Writing On-Demands once every 4-6 weeks, Listening and Speaking through informal observations in the classroom on a monthly basis.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. Our plan for Students with Interrupted Formal Education (SIFE) includes identifying these students as soon as possible when admitted. We then make individualized education plans according to their needs. We do not currently have any SIFE students, and have no history of SIFE students.
- b. Newcomers who score as entering or emerging on the NYSITELL/NYSESLAT receive mandated 360 minutes of ESL instruction a week. They are taught in small groups for maximum opportunities to work on listening, speaking, reading and writing. They are given instruction in both basic interpersonal communication skills (BICS) and content area instruction, as well as taught using collaborative interactive projects involving music, drama, and the arts. PS 58 also recognizes the importance of native language support in developing English proficiency. We offer native language support for newcomers and have been increasing our library of bilingual and native language books. These are available for students to take home and read with their parents in their native language, which strengthens the home-school connection.
- c. Data analysis revealed that our ELLs receiving services for more than 3 years need additional support in writing. In order to bolster this specific skill, PS 58 has developed a transition plan to support students in reaching the proficiency level in writing. The ESL teacher collaborates closely with the classroom teachers to support writing with specific ESL methodology during the school day. In both the Freestanding ENL Program and the Dual Language Program, teachers work with small groups as well as individually with ELL students who have not met the performance standard in writing. Long-term ELLs are strongly encouraged to attend our Title III afterschool program, where students practice their writing skills in the creation of short films. Accountable talk fosters greater writing responses to literature. We will foster accountable talk by including these students in the reading buddy and peer tutoring programs. In addition, the ENL and dual language teachers will confer in small groups or individually with ELLs. ESL and bilingual teachers will also tailor word work and writing strategies to increase the use of advanced language structures and academic vocabulary. Finally, close communication with classroom and service providers will also help to target and focus on students' specific academic goals and needs. Furthermore, dual language teachers examine students' strengths in reading and writing across languages to identify positive transfer of skills and lack thereof.
- d. Based on our current data, the students who are at risk of becoming long-term ELLs are students with disabilities. In order to answer their particular needs, the ENL and Dual Language teachers collaborate closely with Special Education teachers, School Based Support Team (SBST), and the SETTS teacher to analyse student work and behaviors, give students extra support for NYS tests. In addition, the ESL teacher has regular meetings with the SBST to closely monitor ELLs who have Individual Education Plans (IEP). This collaboration allows us to focus on our students' specific academic needs, to monitor their progress, and adjust instruction as needed.
- e. Former ELLs are provided additional instruction by both their classroom and ENL teacher and receive 90 minutes of ENL per week, which is co-taught with a Common Branch-certified teacher for students in the Freestanding program, and provided by their bilingual-certified English-side teacher in the dual language program.
- f. ENL students as well as Former ENL students receive time and a half on State Math and ELA assessments. Teachers also provide extra time for students in the classroom as needed for more informal assessments. For students exempt from the ELA and ENL students who are more proficient in their home language, the Math and Science Tests are provided in their home language or are orally translated if the written version is not available in the student's home language.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Within 6-12 months of the re-identification process, the principal will review the decision and will verify that the student has been seen grade-appropriate academic growth. The principal will make this determination in consultation with the student's teacher, parent, and the student. If it is determined that the student has been struggling as a result of the decision to reverse ELL status, then the principal will provide the appropriate support services for the student and may decide to have the decision changed back to the original ELL status. In this case, the principal will consult with the superintendent and the parents will be notified within 10 days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

Dan Lupkin, our technology specialist works with grades 2-5 students and works with ELL -SWDs. Students use chromebooks to work on writing projects and learn how to access texts online.

Lindsey Abramowitz also provides an afterschool program tailored to digital storytelling that uses iMovie as a tool to support writing, listening and speaking as well as narrative story telling.

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

P.S. 58 allows for a great amount of curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. By closely collaborating with Special Education and regular teachers, the ENL teacher is able to support and enrich class work with specific ENL strategies in this small group setting. Kindergarten, First, and Second grade SWDs are also integrated into a heterogeneous group during push in and pull out sessions. This flexibility in scheduling allows for both homogenous and heterogeneous grouping based on students' specific needs. Lindsey Abramowitz is present at IEP meetings for ELL-SWD students she services and participates along with the school-based support team, families and classroom teachers to help determine appropriate classroom placement.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

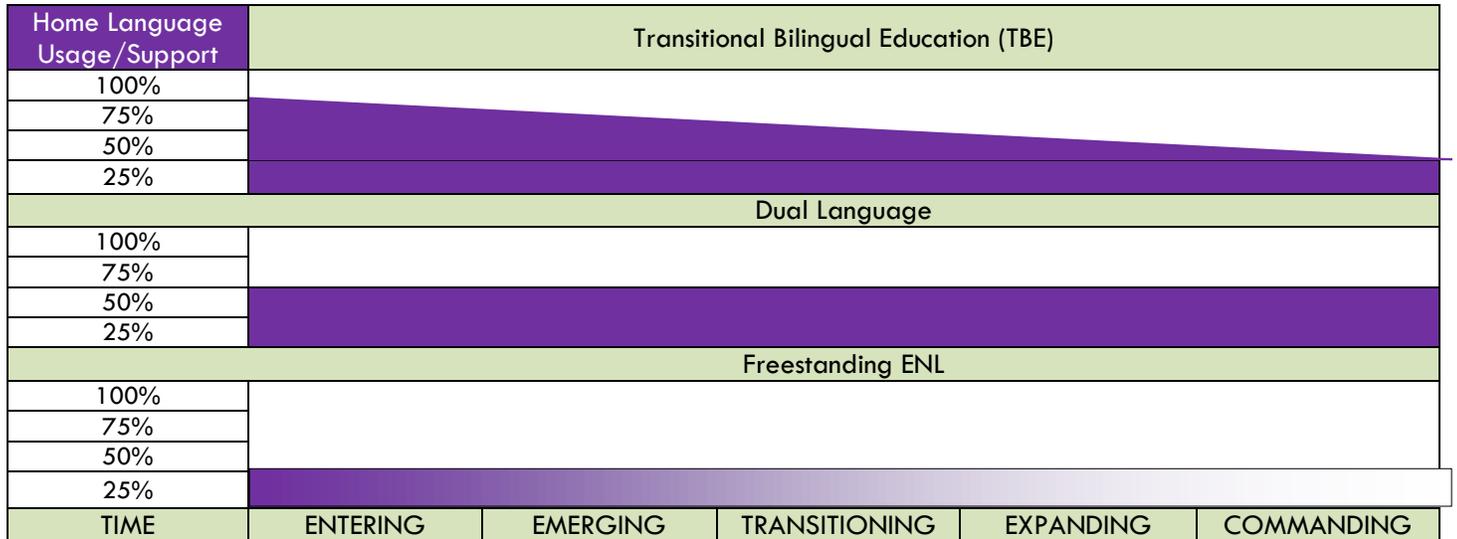


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our targeted intervention program for ELLs include AIS intervention where needed in English Language Arts, Math, Science and Social Studies, as well as Reading Recovery. These students are identified at the beginning of the year, and additional students are added to the intervention rosters throughout the course of the year. In addition, ELLs are invited to a Title III ELL afterschool program on Digital Storytelling, which develops ELLs skills in writing, speaking, and narrative arts. The subgroup targeted is current and proficient English Language Learners in grades 3 through 5. ELLs receive additional support in Native Language Arts, English Language Arts or Math through extended day, where students receive small group instruction in the area of need. Students are invited in 6-10 week cycles allowing them to receive support in different content areas. Teachers meet periodically to re-organize extended day groups based on student needs. Additionally, also receive additional help one-on-one or in small groups. Students requiring SETTS in their native language (French) are serviced by Caroline Baize, a bilingual special education teacher.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. At the beginning of the school year, Lindsay Abramowitz, our ESL coordinator compiles a list of students requiring ELL services. She then distributes this list to classroom and specialty teachers and sends updated lists as new students arrive. Our current program has been effective in providing early intervention services for students at risk of falling behind in content and language development. By providing targeted and consistent interventions, students are shown to make progress towards meeting language and content goals each year. The dual language/ELL vertical team meets every three weeks to look at student work and review ELL assessment data such as writing samples and running records, etc.
12. What new programs or improvements will be considered for the upcoming school year? This year we will be refining our Title III afterschool program to emphasize writing and speaking skills.
13. What programs/services for ELLs will be discontinued and why? N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. All students are afforded equal access to all school programs. Many teachers at PS 58 run after school programs in enrichment, the arts, music, etc. Scholarships are provided by the PTA for those students whose families financially qualify. There is also a Carroll Kids program after school every day open to all students. In January, there is a free after school program offered to all ESL students in grades 3-5, in which students develop their writing, speaking, and technology skills while creating short films using iMovie. This program meets once every week for approximately 4 months and is run by the ENL and dual language teachers and supported by additional Common Branch teachers. ENL students are invited exclusively to this program. Letters in parent's preferred language of communication are sent home explaining the program's particulars.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary. Families of ELLs have access to Spanish books in the ESL room and the school library. Parents also have access to over 1200 French books in the school library. Francophone parent volunteers help French-speaking families check out books twice a week to increase access to these resources. The Dual Language classrooms are equipped with equal numbers of French and English resources to reinforce the equal importance of both languages. Materials include: authentic literature written by Francophone authors, Francophone authors from France, Africa, and Canada; phonics games in French, French guided reading materials; leveled books in French, and big books in French for shared reading. Many classrooms throughout the school are also equipped with SMART Boards and Document Readers to enhance visual aspects of learning for ELLs. There are several laptop carts throughout the building, which students use, including for the Title III afterschool program.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? Dual Language teachers support native language development by teaching literacy in the native language first. Native language support is provided through all components of the balanced literacy model. The Dual Language program hires teachers who are native speakers or native-like speakers of French to reinforce ELLs mastery of their first language. All French-dominant students, starting in Kindergarten, take books home in the native language to read independently. In addition, students struggling with vocabulary development are encouraged to take home books for their parents to read aloud in their native language. The Dual Language program also incorporates aspects of the French national curriculum to challenge advanced French-dominant students in their home language, especially in phonics, spelling, grammar and vocabulary.

Our ENL teacher supports native language development by providing access to reading material in students' home languages.

Students also have access to materials such as bilingual dictionaries and other home language resources.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The French Dual Language program includes grades K-5 and all students are taught in the appropriate age and grade level. All ESL students receive required services and resources corresponding to their age, grade level and proficiency level. For ELL-SWD's we ensure that grade appropriate materials are differentiated to ensure access given each student's cognitive needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Joan Bredthauer, parent coordinator, and Annique Leman, bilingual assistant principal, work with families to help them connect to the French-speaking community before school starts. They also organized personal tours for students and parents, including our ELL families. Any student arriving before school starts would be introduced to Ms. Bredthauer and have the opportunity for a tour. They are given names of parents or teachers who speak their home language. They are introduced to their teacher and have the opportunity to see their classroom and speak with Ms. Abramowitzl, our ENL teacher and NYSITELL coordinator.
19. What language electives are offered to ELLs?
All students, including ELLs, are invited to participate in after school French and Spanish classes run through our PTA.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
 - a) In each dual language class, we carefully balance our English Proficient students along with our French language Proficient students to create heterogeneous classes. In grades K-2, students are taught by one teacher, fluent in both English and French. Instruction in the morning takes place in French and instruction in the afternoon takes place in English. In grades 3-5 we use a side-by-side model, with students alternating days between a French-speaking teacher in one classroom and an English-speaking teacher in the other. 50% of the instruction is in English and 50% of the instruction is in French for both ELLs and EPs. b) Each core content area is taught in both languages. However, for ELLs, literacy is taught primary in French in grades K and 1, and literacy is primarily taught in English for English-dominant students in these grades. c) In grades k-2, French is the language of instruction in the morning and English in the afternoon. In grades 3-5, students alternate days in French and English. d) PS 58 follows a sequential biliteracy approach to foster native language literacy first and second language literacy next. French dominant students learn to read in French first, and English dominant students learn to read in English first.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our school is committed to providing ongoing professional development for all teachers. A minimum of 15% of all pd for teachers and administrators will focus on ELL-related topics. For the school's ENL and dual language teachers, a minimum of 50% of pd will be ELL-focused. Teachers will have many opportunities to acquire their ELL-focused pd hours, including at weekly pd sessions for the dual language program, as well as through workshops in our network, through the UFT, and through calendar days at Teachers College. We will be offering professional development workshops this year on best practices and ESL methodologies, scaffolding for ELLs, guided reading, guided writing, shared writing. ENL and bilingual teachers will attend additional ELL-related pds and turnkey the workshop to our staff. Ms. Abramowitz also attends planning meetings with the teachers that she pushes in with to co-plan instruction and to discuss the learning needs of the ENL population. Minutes are taken during grade meetings, vertical team meetings, and planning meetings. An attendance sheet is taken for the Professional Development meetings that teachers attend as well. This ensures that records are maintained.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All teachers attend weekly pd sessions and additional training sessions throughout the year in which supporting ELLs as they engage in the CCLS is an important topic. Strategies such as scaffolding and differentiating instruction are discussed as effective methods to make sure that all students, including ELLs, are engaged in appropriate standards-based learning.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Lori Mendez, our guidance counselor, provides workshops for parents and students to help them transition to middle school. Ms. Mendez attends regular NYCDOE middle school liaison meetings which provide her with training to support diverse student needs, including ELL students. Our parent coordinator, Joan Bredthauer, gives workshops for parents and assists them to find the best match for their child, as do the 5th grade teachers. We also have visits from returning graduates to talk to students about their experiences at their new schools. Translation services are provided as needed.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
A minimum of 15% of all pd for teachers and administrators will focus on ELL-related topics. For the school's ENL and dual language teachers, a minimum of 50% of pd will be ELL-focused. Teachers will have many opportunities to acquire their ELL-focused pd hours, including at weekly pd sessions for the dual language program, as well as through workshops in our network, through the UFT, and through calendar days at Teachers College. We will be offering professional development workshops this year on best practices and ESL methodologies, scaffolding for ELLs, guided reading, guided writing, shared writing. ENL and bilingual teachers will attend additional ELL-related pds and turnkey the workshop to our staff. Ms. Abramowitz also attends planning meetings with the teachers that she pushes in with to co-plan instruction and to discuss the learning needs of the ENL population. Minutes are taken during grade meetings, vertical team meetings, and planning meetings. An attendance sheet is taken for the Professional Development meetings that teachers attend as well. This ensures that records are maintained.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Teachers will use the appointed parent communication time on Wednesday mornings to meet annually with parents of ELLs in order to discuss the development of ELL students' English-language proficiency. Bilingual staff will provide translation services as needed, as well as the DOE translation hotline.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records for annual individual meetings with ELL parents are kept in the ELL Compliance binder, as well as with Joan Bredthauer, the parent coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Joan Bredthauer, our parent coordinator also acts as our Language access coordinator. In that role, she maintains language access resources, such the Language access coordinator kit provided by the NYCDOE. Parental involvement and community building are recognized as essential for student success. Our PTA is very active and involved in our school and holds many events, including our annual Multi-Cultural Celebration. Our school offers many ways for parents to get involved, including the parents of ELLs. As part of our Title III afterschool program, ELL families are invited on a Saturday field trip as well as to our end of program "Film Premiere". Workshops on topics such as "Supporting Your Language Learner at Home" are offered to ELL parents. Parents are often invited into classrooms to share a part of their family/country's culture. Many parents in the Dual Language program volunteer as class parents and work with the PTA and positions for the parents of dual language students sit on many school committees. Our multi-lingual staff provides translation and interpretation services. For students who speak a language we do not have a translator for, we use the NYCDOE translation services.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Every year, the NYC DOE's Office of English Language Learners holds a workshop day for parents of ELLs that many of our parents attend. Our school also works closely with EFNY (Education Francaise a New York) by offering French after-school programs and promoting our program across the French community. The French Embassy here in New York City holds a separate Dual Language Symposium for invited parents to attend. The dual language liason committee hosts family breakfasts to meet and greet new families. We also offer a range of community building activities for our families, such as Cine Bistros, Costume Carnival, Earth Day celebrations. French speaking parents volunteer as Learning Leaders and help out our librarian. Our multi-lingual staff provides translation and interpretation services. For students who speak a language we do not have a translator for, we use the NYCDOE translation services.

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

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

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

We are in constant conversation with the parents of all our students, including our ELLs. Our parent coordinator is available to meet with families and answer questions and address concerns. For example, many parents asked how to best support their ELL students at home, which was how our workshop on that topic was born. Our multi-lingual staff provides translation and interpretation services. For students who speak a language we do not have a translator for, we use the NYCDOE translation services.

D. Additional Information

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

n/a

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Katie Dello Stritto	Principal		9/22/15
Annique Leman	Assistant Principal		9/22/15
Joan Bredthauer	Parent Coordinator		9/22/15
Lindsey Abramowitz	ENL/Bilingual Teacher		9/22/15
Raphael de Boisblanc	Parent		9/22/15
Amber Drabot	Teacher/Subject Area		9/22/15
Blake Ramsey	Teacher/Subject Area		9/22/15
n/a	Coach		1/1/01
n/a	Coach		1/1/01
Lori Mendez	School Counselor		9/22/15
Anita Skopp	Superintendent		9/22/15
Laurita Moye	Borough Field Support Center Staff Member _____		9/22/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **15K058** School Name: **Carroll School**
Superintendent: **Anita Skop**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, French, Spanish, Arabic

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Handbook, September
School Year Calendar, September
Parent-Teacher and Family Night Announcements/Flyers, 3 weeks prior to event
Title III Program invitations, December
New York State Testing Dates, February (as announced by State)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Family Night, September & May
Curriculum Morning, September
Parent Teacher Conferences, November and March

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation of printed documents will be requested from the Translation & Interpretation Unit. When time is short, translations may be requested from bilingual staff members. On occasion, DoE vendors will be contracted.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

LAC provides outreach to teachers to survey needs for conferences/meetings. Staff members provide interpretation unless unavailable, and then we use the Translation & Interpretation Unit's over-the-phone interpretation service.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Translation & Interpretation Unit printed materials are displayed and distributed to key staff. The LAC provides outreach to teachers via staff meetings, email and face to face conversations regarding the resources and the requirements for interpretation and translation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Achieve NYC Distribution to all families including translated versions to those who require them.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents with Languages Other Than English are vital members of our SLT and issues if any are brought to us and addressed through that forum. In addition, we have a Dual Language Liaison Committee comprised of parents who obtain feedback from that community and meet frequently with the LAC and Parent Coordinator