



**THE BAYARD TAYLOR SCHOOL
PS 158**

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 02M158

ADDRESS: 1458 YORK AVENUE, NEW YORK, NY 10075

TELEPHONE: 212-744-6562

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 158 **SCHOOL NAME:** Bayard Taylor School

SCHOOL ADDRESS: 1458 York Avenue, New York, NY 10075

SCHOOL TELEPHONE: 212-744-6562 **FAX:** 212-772-8424

SCHOOL CONTACT PERSON: Darryl Alhadeff **EMAIL ADDRESS:** dalhade@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Darryl Alhadeff

PRINCIPAL: Darryl Alhadeff

UFT CHAPTER LEADER: Melanie Fisher

PARENTS' ASSOCIATION PRESIDENT: Ann Lindenbaum, Keri Weisblum

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 103

NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Daria Rigney

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Darryl Alhadeff	*Principal or Designee	
Melanie Fisher	*UFT Chapter Chairperson or Designee	
Ann Lindenbaum	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dina Ercolano	Assistant Principal	
Simon Miller	Member/Parent	
Alison Dinoia	Member/Parent	
Lori Kramer	Member/Parent	
Janice Liao	Member/Teacher	
Rosie Maurantonio	Member/Teacher	
	0	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Bayard Taylor School, PS 158 is a multicultural learning community committed to high standards of excellence. We are a PreK-5 school in Manhattan's District 2 educating an ethnically diverse population of 755 students. Through a rigorous, standards-based curriculum we nurture each child's abilities and talents. Further, PS 158 cultivates a thirst for learning and provides opportunities for all children to develop their intellectual, academic, and creative and leadership skills. The pedagogical staff consists of 48 teachers. The collaborative efforts of students, teachers, parents, the administration and members of the community (Ronald McDonald House, Mary Manning Walsh, Tay Sachs, Penny Harvest, etc.), encourage social responsibility and support a caring environment dedicated to academic excellence.

At PS 158 we expect our students and staff to achieve a high standard of excellence. To accomplish this goal we offer a wide variety of programs, services and professional development in a caring and supportive community. Over the past seven years our accomplishments have been many. These accomplishments directly aid in our school's continuous improvement.

- Assessment drives instruction in all grades
- Differentiating instruction on all grades
- Integrating Special Education students into all school-wide activities and events
- Forming CTT classes on grades to support a least restrictive environment
- Creating strong and consistent CTT classes throughout the school
- Implementing a Balanced Literacy approach on all grades
- Maintaining a Constructivist approach to mathematics
- Offering Visual Arts programs on all grade levels
- Providing Additional academic intervention by 3 intervention specialists, 37.5 minutes, Saturday Academy, After school program
- Administration and teacher commitment to professional development is paramount
- Tier I professional development partnership with Teacher's College Reading and Writing Project
- Teachers participating in Teacher's College Leadership program
- Professional development in literacy: comprehension, differentiating instruction, word study; full-time staff developer on-site in addition to Teacher's College staff developer K-5
- Professional development in math: developing new partnership with Math in the City with the goal of training staff from within; part-time staff developer, teachers are offered pd sessions in the summer and throughout the year
- Professional development in science: regional workshops, Science Fridays with experimentation; part-time staff developer supporting school
- Professional development in technology: intensive work with upper grade students in utilizing laptops; teacher training; part-time staff developer supporting school
- \$450,000 Technology Grant awarded to the school and integrated into the curriculum

- Strong support and partnership with Parents Association: arts programs, technology, libraries
- Creating Labsites to meet the needs of new and experienced teachers

- Meeting the needs of our special needs students with Intensive intervention
- Professional development for our self-contained classes

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Bayard Taylor				
District:	02	DBN #:	02M158	School BEDS Code:	310200010158

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	72	73	19		94.3	94.9	TBD		
Kindergarten	123	150	133						
Grade 1	121	129	138	Student Stability: % of Enrollment					
Grade 2	112	113	122	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	119	113	107		98.2	96.8	TBD		
Grade 4	106	119	110						
Grade 5	77	101	115	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		21.5	21.1	21.6		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	7	TBD		
Grade 12	0	0	0						
Ungraded	1	1	5	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	731	799	749		3	2	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	23	20	29						
No. in Collaborative Team Teaching (CTT) Classes	54	66	60	Principal Suspensions	17	3	9		
Number all others	54	57	421	Superintendent Suspensions	2	2	2		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	37	17	26	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	5	10	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	51	53	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	11	13	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	4	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	98.1	TBD
American Indian or Alaska Native	2.2	2.1	2.5	Percent more than two years teaching in this school	56.9	58.5	TBD
Black or African American	5.6	5.3	4.4	Percent more than five years teaching anywhere	27.5	30.2	TBD
Hispanic or Latino	17.6	16.1	14.2				
Asian or Native Hawaiian/Other Pacific Isl.	10.3	11.1	10.5	Percent Masters Degree or higher	88.0	91.0	TBD
White	64.3	64.0	67.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.5	97.7	TBD
Multi-racial							
Male	52.5	50.8	51.0				
Female	47.5	49.2	49.0				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	-	-	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	-				
White	✓	✓					
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	✓	✓	-				
Limited English Proficient	-	-					
Economically Disadvantaged	✓	✓	-				
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	78.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The school uses a range of tests and assessments to monitor the progress of individual students, which in turn drives the work of the school. Administration effectively uses technology to assist in their data analysis. Faculty keeps written records on the progress of each student. These are constantly updated. Systems are in place to give all teachers the confidence to use technology. Regular and systematic monitoring of students' progress in reading, writing and math, allows teachers to have a clear understanding of their individual needs and to target their instruction accordingly. The learning needs of special education students and English Language Learners, are well met. The leadership team keeps a close watch on interim and summative data as well as a close check on individuals, classes, grades, and on cohorts of students as they move through the school.

Teachers are being encouraged and supported to consider and use a wide range of data. They are effectively using it to think about, and promote, the progress of individual students and to inform their debates on improving instruction. The administration is ensuring teachers receive the appropriate training in the use of technology to enhance their understanding of the use of data to track progress and inform their planning. The effectiveness of this is becoming more consistent as seen in teachers' planning and assessment records, and the administration is working to ensure the best practice is effectively shared and consistently delivered across the school.

The principal and assistant principal ensure that school improvement is focused on a small number of priorities that have a direct impact on teaching and learning. The work of the leadership team, the systematic monitoring of lessons and the emphasis on quality professional development, ensures teachers feel closely involved in whole school goals. They understand how the choice of programs and the work they do in lessons relate directly to the school's drive for improved rates of progress and higher achievement. Interim goals allow for discussions on whether adjustments are necessary to reach the goal. Some goals are more easily measurable than others and the school is aware of the need to constantly discuss and agree exactly what success looks like. For example, what does improved learning look like and how will the extent to which the quality of student writing has improved be evident? There are effective processes in place to monitor the progress and performance of students in the core subjects and this enables the school to accurately identify, which groups of students are in need of improvement. The school support team and the academic intervention teachers ensure that they take into account a very wide range of information relating to the social, emotional and academic needs of all students. Internal and external support services are effectively coordinated and help ensure that all students have the best possible chance to succeed whatever the circumstances. One student said, "Everyone wants me to do well and I always get any support I need

to succeed.” The principal and administration look for different ways to reach out to parents and caregivers and there is a recognition that more work still needs to be done.

Over the years we have developed a known expertise in professional development. One barrier to our continuous improvement is the lack of flexibility in making our own choices with regards to professional development. Although our school has improved in the last four years, another barrier we are confronted with is the difficulty in removing less capable professionals.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Goal #1	To improve communication with the teaching staff.
Measurable Objective	<ul style="list-style-type: none"> • To increase the number of teachers who respond to the satisfaction survey from 18 teachers (32%) to 20 teachers (40%).
Action Plan	<ul style="list-style-type: none"> • Conduct focus groups with facilitators to get input from teachers. • To implement teachers' suggestions, from focus groups at grade meetings and on PD days. • To provide positive feedback as well as constructive suggestions to teachers. • To provide a weekly memo communicating school activities for the day. • Provide clear information to teachers on how to complete the school survey.
Evidence	<ul style="list-style-type: none"> • Reduction of communication issues brought up to Consultation on a monthly basis. • To increase the number of teachers who respond to the satisfaction survey from 18 teachers (32%) to 20 teachers (40%).

Goal #2	To improve student achievement in math for our lowest performing students in grade 4 and 5, including our 2 self-contained classes.
Measurable Objective	50% (7-8 students) of the students in grades 4 and 5 will move from lower level 2 to mid level 2 or from mid level 2 to higher level 2 by the June 2011 marking period.
Action Plan	<ul style="list-style-type: none"> • Data analysis of the math assessments and interview will be conducted to identify trends and areas in need of improvement. • Students will be matched to an intervention program that serves their needs: Voyager, Navigator, Dreams (Math in the City). • 37.5 minutes as well as SETSS will be utilized to help students meet their goals. • Math intervention teacher will be meeting teachers to support the intervention and to track progress. • Ongoing analysis of the assessment for each program will be conducted.
Evidence	<ul style="list-style-type: none"> • The assessments at the end of each unit in each program will be reviewed. • We will obtain feedback from classroom teachers citing student progress (every 4-6 weeks).

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve communication with the teaching staff.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Conduct focus groups with facilitators to get input from teachers. • To implement teachers' suggestions, from focus groups at grade meetings and on PD days. • To provide positive feedback as well as constructive suggestions to teachers. • To provide a weekly memo communicating school activities for the day. • Provide clear information to teachers on how to complete the school survey. •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Not required</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Reduction of communication issues brought up to Consultation on a monthly basis. • To increase the number of teachers who respond to the satisfaction survey from 18 teachers (32%) to 20 teachers (40%).

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student achievement in math for our lowest performing students in grade 4 and 5, including our 2 self-contained classes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Data analysis of the math assessments and interview will be conducted to identify trends and areas in need of improvement. • Students will be matched to an intervention program that serves their needs: Voyager, Navigator, Dreams (Math in the City). • 37.5 minutes as well as SETSS will be utilized to help students meet their goals. • Math intervention teacher will be meeting teachers to support the intervention and to track progress. • Ongoing analysis of the assessment for each program will be conducted. •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Not Required</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • The assessments at the end of each unit in each program will be reviewed. • We will obtain feedback from classroom teachers citing student progress (every 4-6 weeks).

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5		N/A	N/A	2			
1	27		N/A	N/A	0	1	2	
2	20		N/A	N/A	3	2	0	
3	22	18	N/A	N/A	5	3	2	
4	20	28			0	2	0	
5	25	19			5	2	0	
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Intervention specialists provide support in grades K-5 using a push in/pull out model. Great Leaps is used with students on a one to one basis with students who have been identified as good candidates. Paraprofessionals have been trained to work one to one with Great Leaps. The Wilson Reading program is used with students in small groups and one to one, based on needs in grades 3-5. A 37.5 minute extended session is offered for our struggling students. In addition, intervention for grades 3-5 is provided after school on Tuesdays and Thursdays. Our Saturday School will be offered to all students in grades 3-5.</p>
<p>Mathematics:</p>	<p>Intervention specialists provide support in grades K-5 using a push in/pull out model. A 37.5 minute extended session is offered for our struggling students. In addition, intervention for grades 3-5 is provided after school on Tuesdays and Thursdays. Our Saturday School will be offered to all students in grades 3-5.</p>
<p>Science:</p>	<p>N/A</p>
<p>Social Studies:</p>	<p>N/A</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Our Guidance Counselor works with both mandated and At-Risk students. At-Risk students are seen in either small group or one on one for an 8 week cycle. At the end of the cycle a review is done to determine next steps.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Our School Psychologist works with At-Risk and mandated students. At-Risk students are seen in either small group or one on one for an 8 week cycle. At the end of the cycle a review is done to determine next steps. In addition, our School Psychologist offers support to families and contacts our reach organizations.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Our School Social Worker works with both mandated and at-risk students. At risk students are seen in either small group or one on one for an 8 week cycle. At the end of the cycle a review is done to determine next steps. In addition, our school social worker supports families by contacting outside agencies and resources.</p>

At-risk Health-related Services:

N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 _____ Number of Students to be Served: _____ **22** LEP _____ Non-LEP _____

Number of Teachers _____ **1** Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

PS 158 will supplement our ELL program by providing a Saturday Academy. This program will provide small group instruction and will be offered to students in grades 3-5. Providers will include our certified ESL teacher along with other classroom teachers who have received training in ESL strategies.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff Development is very important to our learning community. Staff development for teachers includes: Support Group for New Kindergarten through Grade 5 Teachers, New Teacher Training in August. Also, the teachers will have the opportunity to work with staff developers from Teacher’s College and attend Saturday Reunion as well as calendar day workshops. Bilingual and ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings.

Staff developers will work with teachers individually and in groups to model best literacy practices. They will also address issues dealing with English Language Learners. Our Math Coach will work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of math content knowledge and ESL strategies. Our August staff development days included strategies for assessing all children including through conferencing and observations. In addition, teachers on the grade and across grade spent time analyzing assessments and planning for instruction. Teachers are strongly encouraged and supported to attend workshops at Teachers College and/or other schools that focus on ELLS and differentiated instruction.

Section III. Title III Budget

School: _____ BEDS Code: _____

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) - Per session - Per diem	Title III monies will be used to fund a percentage of licensed teachers for Saturday Academy. 8 teachers@ \$49.73 an hour for 3 hours a day for 12 weeks for a total of \$14,322.24.	Title III monies will be used to fund a percentage of licensed teachers for Saturday Academy. Program will run from January 9 to April 24 2010
Purchased services - High quality staff and curriculum development contracts.	A portion of Title III monies will go towards ESL conferences that will help to keep our ESL teacher informed regarding new techniques and assessments.	

	\$250.00	
<p>Supplies and materials</p> <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	<p>Songs and Poetry set, Non Fiction Titles set, Red Rocket Readers, Listen and Read set, Walkmans \$18.00 each, Pocket folders for work , File folders, Paper, Tissue paper 100 sheets , Construction paper 12" X 18" , Construction paper 9" X 12",White drawing paper 9" X 12", White drawing paper 12" X 18" , People colors craft paper 12" X 18" ,Colored pencils set of 12, People colors crayons</p> <p>\$427.76</p>	<p>We will use a percentage of our Title III monies to purchase books on tape, fiction and non-fiction books to enhance our Saturday Academy library. The ELL students will have full access to the library. The books will support the content areas of studies from Grades 3- 5.</p> <p>General School Supplies to support the Saturday Academy.</p>

Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		\$15,000.00

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 02	School Number 158	School Name Bayard Taylor
Principal Darryl Alhadeff	Assistant Principal Dina Ercolano		
Coach Rachel Moramarco	Coach Janice Liao		
Teacher/Subject Area Nicole Sheilds 5th Grade	Guidance Counselor		
Teacher/Subject Area Marisa Nicolo K	Parent		
Teacher/Subject Area Jamie Levi Science	Parent Coordinator Mary Semack		
Related Service Provider Franca Baviello ESL	Other type here		

Network Leader Yuet Chu	Other type here
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B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	755	Total Number of ELLs	23	ELLs as Share of Total Student Population (%)	3.05%
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Part II: ELL Identification Process

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

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

1. HLIS forms are used to determine which students are eligible for LAB-R assessment and subsequent ESL placement. As per CR Part 154 regulations, students must be identified and placed within 10 days. Upon registration parents of students new to the New York Public School System complete the HLIS forms. The ESL teacher or another pedagogue is present to ensure accuracy of the information through an informal interview.
The NYSESLAT is administered to all ELLs in the Spring.

2. After all ELLs are individualized and LAB-r tested, a Parent Orientation meeting is held in September for the parents of those students

who have been identified as being eligible for ESL services. During this meeting, Parent Survey and Program Selection letters are given to each parent. There is also a viewing of the orientation video in which each program available in NYC is described. A parent has the option of choosing between Transitional Bilingual Education, Dual Language and Freestanding ESL.. PS 158 offers a Freestanding ESL program. The trend here had been that of choosing the Freestanding ESL program.

3. After all eligible students are administered the LAB-r, an entitlement letter is sent home by the ESL teacher to the parents of those students who have been tested. Letters also go home to parents of ELLs who have reached proficiency or will continue services. A Parent Orientation meeting is also held for those parents. If a parent/s cannot attend the Orientation Meeting, another meeting is set up with that/those parent/s so that each and every parent has the opportunity to learn about the programs available to their children and can choose which they feel is most fitted for thir child.

4. Ongoing parent orientation meetings are scheduled through the parent coordinator as newly eligible students are enrolled in school. Translation services are available for parents as needed as is information in their home language, if available.

5. After reviewng the Parent Survey and Program Selection forms for the past few years, 100% of the parents have requested the Freestanding ESL program.

6. The program offered has been fully aligned with parent request. If, in the future, fifteen or more ELLs in contiguos grades from the same language group enroll in the school, The LAP team will reassess the school's program offerings.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12				
Number of ELLs by Grade in Each Language Group				
	9	10	11	TOTAL

	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1		3		1								5
Chinese			1			1								2
Russian						1								1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean						1								1
Punjabi														0
Polish														0
Albanian	1													1
Other	5	1	4		1	1								12
TOTAL	7	2	5	3	1	5	0	23						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. a) Pull-out
b) Heterogeneous

2. The mandated number of instructional minutes is provided according to proficiency level. In order to be in compliance with CR Part 154, students at the Beginner and Intermediate levels receive 8 periods of ESL instruction per week while those at the Advanced level receive 4 periods of ESL instruction. The ESL teacher, along with classroom teachers and interventionists, work together to make sure there are no conflicts with the ESL schedule.

3. We use direct, small-group, and differentiated ESL instruction for beginning through advanced ELLs through the use of a pull-out model. ESL instruction is fully aligned with SED ESL Learning Standards. Scaffolded content and materials/lessons are adapted to each ELL's language needs. In addition, all academic content area is taught in the general education classroom using the ESL strategies. The ESL program is also aligned with New York City's Language Art Standards. ELS classroom instruction is also based on a balanced literacy program where shared, independent, and guided reading, as well as independent and shared writing are emphasized. Longer periods with ESL teacher are implemented for more intensive instruction for students who required additional English support (usually new immigrants).

Also, additional push-in and small-group support in language arts and math is provided by the ESL teacher, intervention teachers, and other personnel with expertise in English language arts.

4. a) We do not have any SIFE students.

b) The classroom teachers and the ESL teacher work together to determine the students' strengths and weaknesses. The students are paired and grouped with more proficient readers and speakers of English. The goal is to help the students gain proficiency in English, which in turn will help them gain proficiency and meet the standards in content area subjects as well.

c) Careful planning and ongoing assessments are used to determine weaknesses. These students are entitled to additional instructional support during 37.5 minutes

d) We do not have any Long-Term ELLs.

e) The ESL teacher carefully plans her program so that there are no scheduling conflicts with other providers. The ESL teacher also articulates with all service providers for those students and is aware of all necessary accommodations. The ESL teacher and the special ed teachers meet every other week to discuss progress and make certain that second language issues are not confused with special needs.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

5. Intervention services are offered in English to ELLs who need additional help in ELA and Math. Afterschool programs, small group instruction and customized lessons to meet their need are some of the interventions offered.

6. All ELLs who have reached proficiency on the NYSESLAT are offered additional transitional support. These students will continue to be serviced by the ESL teacher for up to a period of 2 years. There is also collaboration between the ESL teacher and the classroom teachers of these students.

7. There will be no ESL program changes this school year.

8. No programs will be discontinued.

9. Extended day, Saturday Academy, Intervention and after school programs.

10. All of our students, including ELLs, have access to the computer lab. Instructional materials used by ELLs in their classroom include books on tape, smart board technology, cameras to take pictures for meaningful language experiences and computers.

11. We give importance to honoring our ELLs' native language and culture. In the ESL classroom each child is given the opportunity to share aspects of his/her culture whether it be through pictures, stories or celebrations. The ESL classroom offers various materials such as: leveled book, non-fiction library, picture dictionaries, books on tape and CD, songs and chants and big books for shared reading. Classroom teachers also honor the cultural differences between their students. Many of our ELL parents also participated in the Holiday Fair. Publishing Celebrations are also another opportunity for our ELL parents to participate in the school community. Our school library offers a selection of books in Spanish, French and Japanese. Other books that discuss different cultures and languages are also available. Our ELLs also have access to computers as well as lessons in Music, Art and Science. Our parent coordinator is in charge of distributing information regarding any Citywide ELL Workshop. She makes sure that the information regarding the workshops is given to the parents in their native language. Our guidance counselor and school nurse also have information regarding their field in various languages available to the parents of our ELLs.

12. Yes

13. All newly arrived children will receive extra help during the first 6 weeks of school to adjust to their new environme

14. All K students, including ELLs, receive 1 period a week of Spanish foreign language instruction

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Staff Development is very important to our learning community. Staff development for teachers includes support groups for new Kindergarten through Grade 5 teachers and New Teacher Training in August. Also, the teachers will have the opportunity to work with staff developers from Teacher's College and as well as attend calendar day workshops. Bilingual and ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings.

Staff developers will be working with teachers in groups and individually to model best literacy practices. They will also address issues dealing with English Language Learners. Our Math Coach will work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of math content knowledge and ESL strategies. Our September staff development days included strategies for assessing all children including through conferencing and observations. In addition teachers on the grade and across grade spent time analyzing assessments and planning for instruction. Our ESL teacher attends workshops at Teachers College as well as additional PD with other ESL teachers in the district.

2. The Guidance Counselor will meet with teachers to explain the middle school application process and will provide any other support needed. The Parent Coordinator will schedule meetings with the Guidance Counselor upon parents' request.

3. We recognize the importance of training our teachers by offering them professional development opportunities that focus on the effective teaching of ESL strategies through the content area. In order to be in compliance with the Jose P. requirements, new General Ed teachers will be provided with 7.5 hours of professional development from an ESL certified teacher/PD provider. Special Ed. teacher will be provided with 10 hours of PS in ESL strategies and theory. The ESL teacher also meets with the classroom teachers to discuss and implement strategies to support ELL instruction. Resources from the Lap Tool Kit and up to date literature are also available as part of professional development. The ESL teacher participates in TC workshop cycles and various other workshops offered in order to continue growing professionally and to learn about the latest effective research based strategies.

E. Parental Involvement

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

1. A conference is conducted each Fall before Parent Teacher Conferences to orient ELL parents on program requirements, instructional standards, assessments to be implemented and school expectations. ELL parents are encouraged to meet with teachers regarding their child's performance at least twice each year during parent teacher conferences in November and March. Translators are provided. Our parent coordinator will facilitate a series of parent outreach workshops that will be held throughout the 2010-2011 school year to teach parents about school resources, policies and programs and to explain the NYS standards and assessments and the school's expectations regarding the students' attaining standards. We recognize the importance of the Home-School Connection for all students, including ELLs. In terms of parent involvement we provide the following activities: Principal Curriculum Chats, Math Parent Workshops, Literacy Parent Workshops, monthly PA meetings and outreach by our ESL teacher.

2. N/A

3. We evaluate the needs of the parents through surveys, Curriculum Chats and Literacy Parent Workshops.

4. Workshops and meetings are used to address school activities, middle school information and other concerns that parents may have.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Beginner(B)	7	2	2											11
Intermediate(I)			2	2		1								5
Advanced (A)			1	1	1	4								7
Total	7	2	5	3	1	5	0	0	0	0	0	0	0	23

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3					2		2		4
4					2		2		4
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					3		2		5
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam		
	Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. TC assessments are used to assess early literacy skills at our school. These assessments have shown us that young ELLs may not have the vocabulary to help implement the appropriate reading strategies. This information underlines the need to focus on vocabulary enrichment in order for ELLs to be able to successfully use reading strategies.

2. According to our NYSESLAT results, our students seem to perform better in listening and speaking. ELLs need continued support in reading and writing.

3. Within each pull-out group and grade there are students with different proficiency levels in the four modalities so each modality needs to be explicitly taught. To accomplish this, the children will work with in cooperative learning groups, in pair and individually. Classroom teachers will also differentiate teaching and learning to meet the ELL students' needs.

4. N/A

5. N/A

6. We use test results, student progress, conferences with classroom teachers and parents to evaluate the overall success of our programs for ELLs.

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

Paste response to questions 1-3 here

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

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

Part A: Needs Assessment Findings

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

Assessments included the administration of the Lab-R, review of the HLIS forms, the parent orientation meeting held in the beginning of the school year and conversations with parents.

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

According to the assessments, the majority of ELLs speak Spanish at home. We also have Chinese speaking students, along with Albanian, Bengali, Serbo-Croatian, Russian and Bosnian. These findings were then passed on to the school community through school memos.

Part B: Strategies and Activities

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

The DOE translation of documents meets the majority of our needs for translated documentation. All other needs are met by our in house staff and parent volunteers.

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

Oral interpretation services are used for the administration of city wide/state testing. We use Legal Interpreting Services, recommended by the DOE. In addition, we also use in-house school staff members and parent volunteers. These individuals help translate parent teacher conferences, memos and daily communications.

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

The school will provide a school letter translated in the parents' primary language explaining their rights to translation and interpretation services and how to obtain them at all times

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). **None**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 158 Bayard Taylor					
District:	2	DBN:	02M158	School		310200010158

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	73	19	37		94.3	94.9	95.1
Kindergarten	150	133	121				
Grade 1	129	138	130	Student Stability - % of Enrollment:			
Grade 2	113	122	125	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	113	107	117		98.2	96.8	96.7
Grade 4	119	110	97				
Grade 5	101	115	110	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		21.5	21.6	20.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	7	4
Grade 12	0	0	0				
Ungraded	1	5	2	Recent Immigrants - Total Number:			
Total	799	749	739	(As of October 31)	2007-08	2008-09	2009-10
					3	2	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	29	26	Principal Suspensions	17	3	13
# in Collaborative Team Teaching (CTT) Classes	66	60	74	Superintendent Suspensions	2	2	2
Number all others	57	42	52				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	51	53	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	13	7
# receiving ESL services only	17	26	TBD				
# ELLs with IEPs	5	10	TBD				

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.	5	4	6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.1	100.0
				% more than 2 years teaching in this school	56.9	58.5	76.0
				% more than 5 years teaching anywhere	27.5	30.2	42.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	91.0	94.0
American Indian or Alaska Native	2.1	2.5	2.7	% core classes taught by "highly qualified" teachers	95.5	97.7	100.0
Black or African American	5.3	4.4	3.9				
Hispanic or Latino	16.1	14.2	12.9				
Asian or Native Hawaiian/Other Pacific	11.1	10.5	9.6				
White	64.0	67.2	70.1				
Male	50.8	51.0	49.9				
Female	49.2	49.0	50.1				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v				
Multiracial	-	-				
Students with Disabilities	v	v	-			
Limited English Proficient	-	-				
Economically Disadvantaged	v	v	-			
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	79.7	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	3.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	18.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	49.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	7					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 02	School Number 158	School Name Bayard Taylor
Principal Darryl Alhadeff		Assistant Principal Dina Ercolano	
Coach Rachel Moramarco		Coach Janice Liao	
Teacher/Subject Area Nicole Sheilds 5th Grade		Guidance Counselor	
Teacher/Subject Area Marisa Nicolo K		Parent	
Teacher/Subject Area Jamie Levi Science		Parent Coordinator Mary Semack	
Related Service Provider Franca Baviello ESL		Other type here	
Network Leader Yuet Chu		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	755	Total Number of ELLs	23	ELLs as Share of Total Student Population (%)	3.05%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. HLIS forms are used to determine which students are eligible for LAB-R assessment and subsequent ESL placement. The Spanish LAB-r is administered to Spanish speaking ELLs who do not pass the English LAB-r assessment. Upon registration parents of students new to the New York Public School System complete the HLIS forms. Franca Baviello, the ESL teacher, and/or Dina Ercolano, our assitant principal is present to ensure accuracy of the information through an informal interview. When needed, translators are also available to help with this process. As per CR part 154 regulations, students must be identified and placed within 10 days of their enrollement. The NYSESLAT is administered by the ESL teacher and other pedagogues to all ELLs in the Spring.

2. After all ELLs are individualized and LAB-r tested, a Parent Orientation meeting is held by Franca Baviello, the ESL teacher, in September for the parents of those students who have been identified as being eligible for ESL services. During this meeting, Parent Survey and Program Selection letters are given to each parent. There is also a viewing of the orientation video in which each program available in NYC is described in detail along with an explanation of parent options. A parent has the option of choosing between Transitional Bilingual Education, Dual Language and Freestanding ESL. The ESL teacher gives any further explanation that may be needed and answers all questions that parents may have. Literature in the parents native language is also available along with translators if needed. The Parent Survey and Program Selection letters are then collected, reviewed and then kept on file. PS 158 offers a Freestanding ESL program. The trend here had been that of choosing the Freestanding ESL program.

3. After all eligible students are administerd the LAB-r, an entitlement letter is sent home by the ESL teacher to the parents of those students who have been tested. Letters also go home to parents of ELLs who have reached proficiency or will continue services. The ESL teacher makes sure that these letters are returned. Once returned, they are kept on file in a secure location. A Parent Orientation meeting is also held for those parents. If a parent/s cannot attend the Orientation Meeting, another meeting is set up with that/those parent/s so that each and every parent has the opportunity to learn about the programs available to their children and can choose which they feel is most fitted for their child.

4. Ongoing parent orientation meetings are scheduled through the parent coordinator as newly eligible students are enrolled in school. Translation services are available for parents as needed as is information in their home language, if available.

5. The parent Survey and Program Selection forms are kept on file in a secure location. After revieiwng these Parent Survey and Program Selection forms for the past few years, 100% of the parents have requested the Freestanding ESL program.

6. The program offered has been fully aligned with parent request. If, in the future, fifteen or more ELLs in contiguos grades from the same language group enroll in the school, The LAP team will reassess the school's program offerings.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	14			9							23
Total	14	0	0	9	0	0	0	0	0	0	23

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1		3		1								5
Chinese			1			1								2
Russian						1								1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean						1								1
Punjabi														0
Polish														0
Albanian	1													1
Other	5	1	4		1	1								12
TOTAL	7	2	5	3	1	5	0	23						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. a) Pull-out

b) Heterogeneous

ESL is taught through balanced literacy. Each lesson is tailored to meet the individual needs of the students. Differentiated instruction and scaffolding is at the base of each lesson.

2. The mandated number of instructional minutes is provided according to proficiency level. In order to be in compliance with CR Part 154, students at the Beginner and Intermediate levels receive 8 periods of ESL instruction per week while those at the Advanced level receive 4 periods of ESL instruction. The ESL teacher, along with classroom teachers and interventionists, work together to make sure there are no conflicts with the ESL schedule.

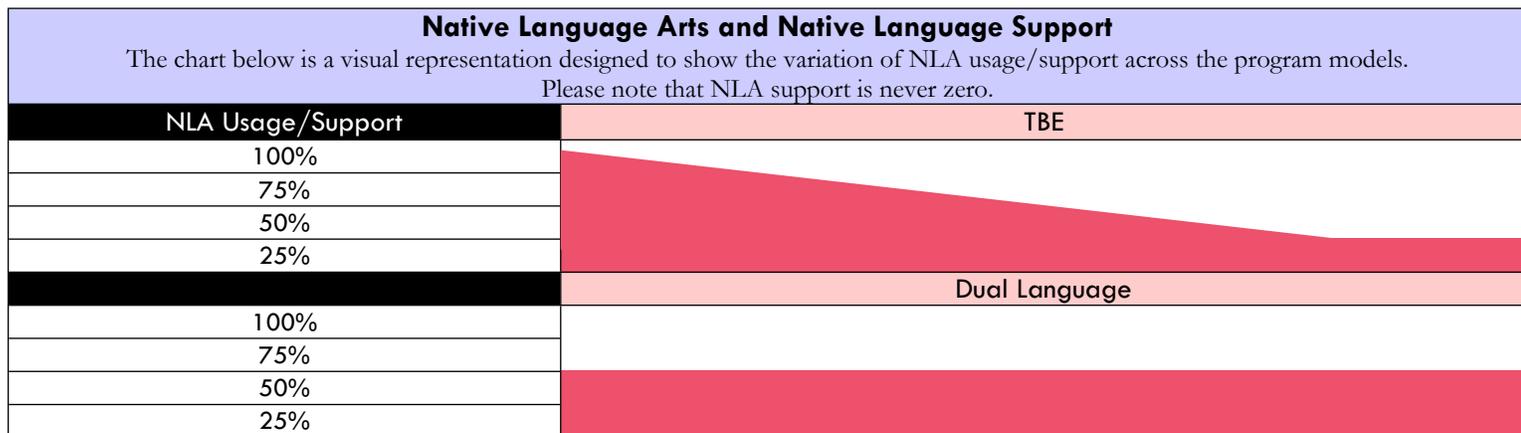
3. We use direct, small-group, and differentiated ESL instruction for beginning through advanced ELLs through the use of a pull-out model. ESL instruction is fully aligned with SED ESL Learning Standards. Scaffolded content and materials/lessons are adapted to each ELL's language needs. In addition, all academic content area is taught in the general education classroom using the ESL strategies. The ESL

program is also aligned with New York City's Language Art Standards. ELS classroom instruction is also based on a balanced literacy program where shared, independent, and guided reading, as well as independent and shared writing are emphasized. Longer periods with ESL teacher are implemented for more intensive instruction for students who required additional English support (usually new immigrants). Also, additional push-in and small-group support in language arts and math is provided by the ESL teacher, intervention teachers, and other personnel with expertise in English language arts.

- 4. a) We do not have any SIFE students.
- b) The classroom teachers and the ESL teacher work together to determine the students' strengths and weaknesses. The students are paired and grouped with more proficient readers and speakers of English. The goal is to help the students gain proficiency in English, which in turn will help them gain proficiency and meet the standards in content areas as well.
- c) Careful planning and ongoing assessments are used to determine weaknesses. These students are entitled to additional instructional support during 37.5 minutes
- d) We do not have any Long-Term ELLs.
- e) The ESL teacher carefully plans her program so that there are no scheduling conflicts with other providers. The ESL teacher also articulates with all service providers for those students and is aware of all necessary accommodations. The ESL teacher and the special ed teachers meet every other week to discuss progress and make certain that second language issues are not confused with special needs.

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

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. Intervention services are offered in English to ELLs who need additional help in ELA and Math. Afterschool programs, small group instruction and customized lessons to meet their need are some of the interventions offered.

6. All ELLs who have reached proficiency on the NYSESLAT are offered additional transitional support. These students will continue to be serviced by the ESL teacher for up to a period of 2 years. There is also collaboration between the ESL teacher and the classroom teachers of these students.

7. There will be no ESL program changes this school year.

8. No programs will be discontinued.

9. All ELLs are given the opportunity to participate in Extended day, Saturday Academy, Intervention and after school programs.

10. All of our students, including ELLs, have access to the computer lab. Instructional materials used by ELLs in their classroom include books on tape, smart board technology, cameras to take pictures for meaningful language experiences and computers.

11. We give importance to honoring our ELLs' native language and culture. In the ESL classroom each child is given the opportunity to share aspects of his/her culture whether it be through pictures, stories or celebrations. The ESL classroom offers various materials such as: leveled book, non-fiction library, picture dictionaires, books on tape and CD, songs and chants and big books for shared reading. Classroom teachers also honor the cultural differences between their students. Many of our ELL parents also participated in the Holiday Fair. Publishing Celebrations are also another opportunity for our ELL parents to participate in the school community. Our school library offers a selection of books in Spanish, French and Japanese. Other books that discuss different cultures and languages are also available. Our ELLs also have access to computers as well as lessons in Music, Art and Science. Our parent coordinator is in charge of distributing information regarding any Citywide ELL Workshop. She makes sure that the information regarding the workshops is given to the parents in their native language. Our guidance counselor and school nurse also have information regarding their field in various languages available to the parents of our ELLs.

12. Yes. ESL groups are based on proficiency levels and age. Resources are also age and grade level appropriate. Some of thses resources include leveled books, books on tape, Big Books, poems and chants.

13. All newly arrived children will receive extra help during the first 6 weeks of school to adjust to their new environment. The parent coordinator along with the ESL teacher also reach out to our ELL families offering information and any support they may need.

14. All K students, including ELLs, receive 1 period a week of Spanish foreign language instruction

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Staff Development is very important to our learning community. Staff development for teachers includes support groups for new Kindergarten through Grade 5 teachers and New Teacher Training in August. Also, the teachers will have the opportunity to work with staff developers from Teacher's College and as well as attend calendar day workshops. Bilingual and ESL issues will also be addressed during faculty conferences, staff development days, and monthly grade meetings.

Staff developers will be working with teachers in groups and individually to model best literacy practices. They will also address issues dealing with English Language Learners. Our Math Coach will work with new teachers and mentor teachers on each grade to address issues dealing with developing an understanding of math content knowledge and ESL strategies. Our September staff development days included strategies for assessing all children including through conferencing and observations. In addition teachers on the grade and across grade spent time analyzing assessments and planning for instruction. Our ESL teacher attends workshops at Teachers College as well as additional PD with other ESL teachers in the district. She also works closely with other staff members addressing issues and concerns they may have regarding the ELLs they work with.

2. The Guidance Counselor will meet with teachers to explain the middle school application process and will provide any other support needed. The Parent Coordinator will schedule meetings with the Guidance Counselor upon parents' request.

3. We recognize the importance of training our teachers by offering them professional development opportunities that focus on the

effective teaching of ESL strategies through the content area. In order to be in compliance with the Jose P. requirements, new General Ed teachers will be provided with 7.5 hours of professional development from an ESL certified teacher/PD provider. Special Ed. teacher will be provided with 10 hours of PS in ESL strategies and theory. The ESL teacher also meets with the classroom teachers to discuss and implement strategies to support ELL instruction. Resources from the Lap Tool Kit and up to date literature are also available as part of professional development. The ESL teacher participates in TC workshop cycles and various other workshops offered in order to continue growing professionally and to learn about the latest effective research based strategies.

E. Parental Involvement

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

1. A conference is conducted each Fall before Parent Teacher Conferences to orient ELL parents on program requirements, instructional standards, assessments to be implemented and school expectations. ELL parents are encouraged to meet with teachers regarding their child's performance at least twice each year during parent teacher conferences in November and March. Translators are provided. Our parent coordinator will facilitate a series of parent outreach workshops that will be held throughout the 2010-2011 school year to teach parents about school resources, policies and programs and to explain the NYS standards and assessments and the school's expectations regarding the students' attaining standards. We recognize the importance of the Home-School Connection for all students, including ELLs. In terms of parent involvement we provide the following activities: Principal Curriculum Chats, Math Parent Workshops, Literacy Parent Workshops, monthly PA meetings and outreach by our ESL teacher.

2. N/A

3. We evaluate the needs of the parents through surveys, Curriculum Chats and Literacy Parent Workshops.

4. Workshops and meetings are used to address school activities, middle school information and other concerns that parents may have.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	2	2											11
Intermediate(I)			2	2		1								5
Advanced (A)			1	1	1	4								7
Total	7	2	5	3	1	5	0	0	0	0	0	0	0	23

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

	P		1	2	3	1	4							
READING/ WRITING	B		2											
	I			2	2									
	A			1	1	1	4							
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					2		2		4
4					2		2		4
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					3		2		5
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

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

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

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

1. TC assessments are used to assess early literacy skills at our school. These assessments have shown us that young ELLs may not have the vocabulary to help implement the appropriate reading strategies. This information underlines the need to focus on vocabulary enrichment in order for ELLs to be able to successfully use reading strategies.

2. According to our NYSESLAT results, our students seem to perform better in listening and speaking. ELLs need continued support in reading and writing.

3. Within each pull-out group and grade there are students with different proficiency levels in the four modalities so each modality needs to be explicitly taught. To accomplish this, the children will work with in cooperative learning groups, in pair and individually. Classroom teachers will also differentiate teaching and learning to meet the ELL students' needs.

4. N/A

5. N/A

6. We use test results, student progress, conferences with classroom teachers and parents to evaluate the overall success of our programs for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		