



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_\_\_PS 158, BAYARD TAYLOR SCHOOL\_\_\_\_\_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):**    02M158\_\_\_\_\_

**PRINCIPAL:**    DARRYL ALHADEFF    **EMAIL:** DALHADE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:**    MARIANO GUZMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Darryl Alhadeff	*Principal or Designee	
Melanie Fisher	*UFT Chapter Leader or Designee	
Keri Weisblum	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ann Lindenbaum	Member/Parent	
Cynthia Wong	Member/Parent	
Sharri Berg	Member/Parent	
Janice Liao	Member/Staff Developer	
Lara Pinto	Member/Teacher	
Dina Ercolano	Member/Assistant Principal	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

In alignment with the Common Core Standards and the NYCDOE Instructional Expectations focus standards, students will show progress in using evidence to support arguments. To have students demonstrate the ability to produce opinion writing (Common Core State Standards).

### **Comprehensive needs assessment**

- 70% of students will effectively use evidence to support arguments as demonstrated by performance on the literacy performance task aligned to the NYCDOE Instructional Expectations.

### **Instructional strategies/activities**

- Teachers will utilize the Teachers College opinion writing unit in December.
- The Teachers College Staff Developer will support the implementation of this unit on opinion writing.
- Students will practice giving opinions with evidence orally before writing.
- Types of opinion writing will range from reviews of a movie or a restaurant to persuasive speeches or letters.
- In the spring semester opinion writing will be incorporated into Social Studies units.
- 70% of students will demonstrate proficiency in their opinion writing as measured by Teachers College rubric for each written product during the Teachers College unit as well as in the spring Social Studies units.
- Teachers will track students in their development of opinion writing over time.

### **Strategies to increase parental involvement**

- The school will host curriculum meetings as will the parent coordinator and staff developers.
- Common Core standards will be reviewed at PA meetings.
- Links are provided on the school website to curriculum sources to assist parents.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Our best teachers are hired from within and we will continue to nurture student teachers and teaching assistants
- We list openings on the Teachers' College website and they are able to send teachers with proficiency in the TC Readers and Writers curriculum

### **Service and program coordination**

- NA

**Budget and resources alignment**

- Our PA funds TC support as they have aligned their reading and writing workshop calendars with the Common Core Standards.
- Our teachers will be attending calendar days that are relevant to opinion writing.
- Our Staff Developers will cycle teachers through small groups and lab sites to support opinion writing.
- Books will be ordered through NYSTL, XOMU, funding to support opinion writing in all grades as needed

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

To improve student achievement in math for our lowest performing students, including our 2 self-contained classes in the specific topic of place value, division, estimation and measurement.

**Comprehensive needs assessment**

75% of the students in grades 3 and 4 will improve proficiency in the specific topic of place value, division, estimation and measurement.

**Instructional strategies/activities**

- Data analysis of the math assessments and interview will be conducted to identify trends and areas in need of improvement.
- Lucy West, Math Consultant, will provide advice on the coordination and implementation of "Investigations" and "Math in the City" mathematics curriculum.
- Math in the City Staff Developer will support teachers and classrooms.
- Kerry Cunningham, Network Math Staff Developer will provide 10 days of additional support for the three new third grade teachers.
- 37.5 minutes as well as SETSS will be utilized to help students meet their goals.
- In-house math intervention teachers will be meeting teachers to support the intervention and to track progress.
- Ongoing analysis of the assessment for each student will be conducted.
- The assessments at the end of each unit will be reviewed.
- We will obtain feedback from classroom teachers citing student progress (every 4-6 weeks).
- All 12:1:1 classes will have a common planning time.

**Strategies to increase parental involvement**

- The school will host math workshops as will the parent coordinator and staff developers.
- The Dreambox online program will be reviewed at PA meetings, as well as parent workshops.
- Links are provided on the school website to curriculum sources to assist parents.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Our best teachers are hired from within and we will continue to nurture student teachers and teaching assistants.
- We look for teachers who are trained in Investigations.

**Service and program coordination**

NA

**Budget and resources alignment**

- Dreambox funded through PA
- Math intervention paid through GHXM7, GHGR0, GI91L, GI2BD, GDGTL
- Staff development paid through G8FXS, GT2BC, GIDTM

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

- To improve school wide communications and community engagement.

#### **Comprehensive needs assessment**

At least 80% of all teachers and 60% of the parents will respond to the school survey.

#### **Instructional strategies/activities**

- Weekly messages to teachers.
- Principal and Assistant Principal will host grade conferences and lunch meetings for teachers.
- Principal and Assistant Principal will host a weekly new teacher meeting.
- Principal and Assistant Principal will meet weekly with the UFT Chapter Chair.
- School Survey metrics.
- Agendas/sign in sheets from teacher events.
- Archived copies of weekly messages to staff.

#### **Strategies to increase parental involvement**

- Principal will host a variety of parent workshops with question and answer sessions.
- Parent Coordinator will host a variety of parent workshops.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

NA to this goal

#### **Service and program coordination**

NA

#### **Budget and resources alignment**

- Use of Parent Coordinator funding to support workshops.
- Use of PCard to support principal workshops.

**ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4**

- To improve teacher effectiveness in classroom environment that aligns with Common Core Learning Standards.

**Comprehensive needs assessment**

The Principal and Assistant Principal will conduct 4-7 informal/formal observations for each teacher incorporating the Instruction (Student Engagement and Questioning) domain set forth in the Danielson framework and will provide valuable feedback.

**Instructional strategies/activities**

- Teachers will engage in weekly inquiry teams to analyze student work, create and/or refine units, and develop and administer performance tasks within the curriculum.
- Principal and Assistant Principal will work closely with the Network to improve our skills in assessing classroom environment.
- We will align our resources to this goal by providing common planning time during school and after school (per session).
- Teacher observation with feedback.
- Goal setting with teachers.
- Artifacts from teacher teamwork time-attendance, minutes, reflection.
- Unit plans including lessons, activities/performance tasks.
- Maintain observation calendar
- Observation reports

**Strategies to increase parental involvement**

- Encourage parents to have open lines of communication with the teachers.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Our best teachers are hired from within and we will continue to nurture student teachers and teaching assistants.

**Service and program coordination**

NA

**Budget and resources alignment**

- NA

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	20	N/A	N/A	N/A	1		NA	NA
<b>1</b>	30	N/A	N/A	N/A	NA		NA	NA
<b>2</b>	32	N/A	N/A	N/A	3		NA	NA
<b>3</b>	30	15	N/A	N/A	1		NA	NA
<b>4</b>	25	10			NA		NA	NA
<b>5</b>	20	8			3		NA	NA

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<b>LLI – Grades 1, 2 and 3: small group, during school and extended morning</b> <b>Iverson – Grades 1 &amp; 2, small group in extended morning</b> <b>Tutoring, 1:1 – during extended morning</b> <b>Test prep for grades 4&amp;5 on Saturdays, small group afterschool</b>
Mathematics	<b>Small group extended morning</b> <b>Small group pull out intervention during the school day</b>
Science	NA
Social Studies	NA
At-risk Services provided by the Guidance Counselor	Counseling, either small group or 1:1
At-risk Services provided by the School Psychologist	Counseling, either small group or 1:1
At-risk Services provided by the Social Worker	NA

<b>At-risk Health-related Services</b>	<b>NA</b>
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Corrine Rello-Anselmi/Yuet Chu</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>158</b>
School Name <b>Bayard Taylor</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Darryl Alhadeff</b>	Assistant Principal <b>Dina Ercolano</b>
Coach <b>Rachel Moramarco</b>	Coach <b>Janice Liao</b>
ESL Teacher <b>Franca Baviello</b>	Guidance Counselor <b>Maria Ramos-Faulkner</b>
Teacher/Subject Area <b>Nicole Sheilds 5th Grade</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Marisa Nicolo K</b>	Parent Coordinator <b>Mary Semak</b>
Related Service Provider <b>Franca Baviello</b>	Other <b>type here</b>
Network Leader <b>Yuet Chu</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>750</b>	Total Number of ELLs	<b>30</b>	ELLs as share of total student population (%)	<b>4.00%</b>
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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. Upon registration parents of students new to the New York Public School System complete the HLIS forms. Franca Baviello, the ESL teacher, and/or Maria Ramos-Faulkner, our Guidance Counselor are present to ensure accuracy of the information through an informal interview when needed. Translators are also available to help with this process. Students eligible for LAB-r testing are assessed by Franca Baviello, the ESL teacher. Spanish speaking students who do not pass the English LAB-r are subsequently administered the LAB-r in Spanish. As per CR part 154 regulations, students must be identified and placed within 10 days of their enrollment. ATS reports are used to determine LAB-r and NYSESLAT eligibility. 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. PS 158 parents have always chosen the Freestanding ESL program. There have been no requests for TDE/DL programs.

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. 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. After the Parent Orientation meeting, a Placement Letter is also sent home to these parents.

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 reviewing 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 contiguous 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\*

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	6	12	5	2	5									30
<b>Push-In</b>														0
<b>Total</b>	6	12	5	2	5	0	0	0	0	0	0	0	0	30

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	5	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	25	0	1	5						30

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	25	0	1	5	0	0	0	0	0	30
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
Other														0
<b>TOTAL</b>	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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

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	3	1			3									7
Chinese			1	1										2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1				1									2
Korean			1											1
Punjabi														0
Polish														0
Albanian		3												3
Other	2	8	3	1	1									15
<b>TOTAL</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>30</b>							

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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. ELLs receive a translated version in their native language of assessments. Translators are present for students when translated versions are not available.

5. 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 subjects as well.

## A. Programming and Scheduling Information

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.

6. Small group instruction is implemented along with multisensory teaching to help these students master the skills needed for reading and writing. Sound cards, word cards, sentence reading, wordlist reading and concepts of spelling are some of the materials and strategies used. Once the students are assessed and placed in small groups they learn how to decode and non-fiction and fiction literature is used.

7. 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.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

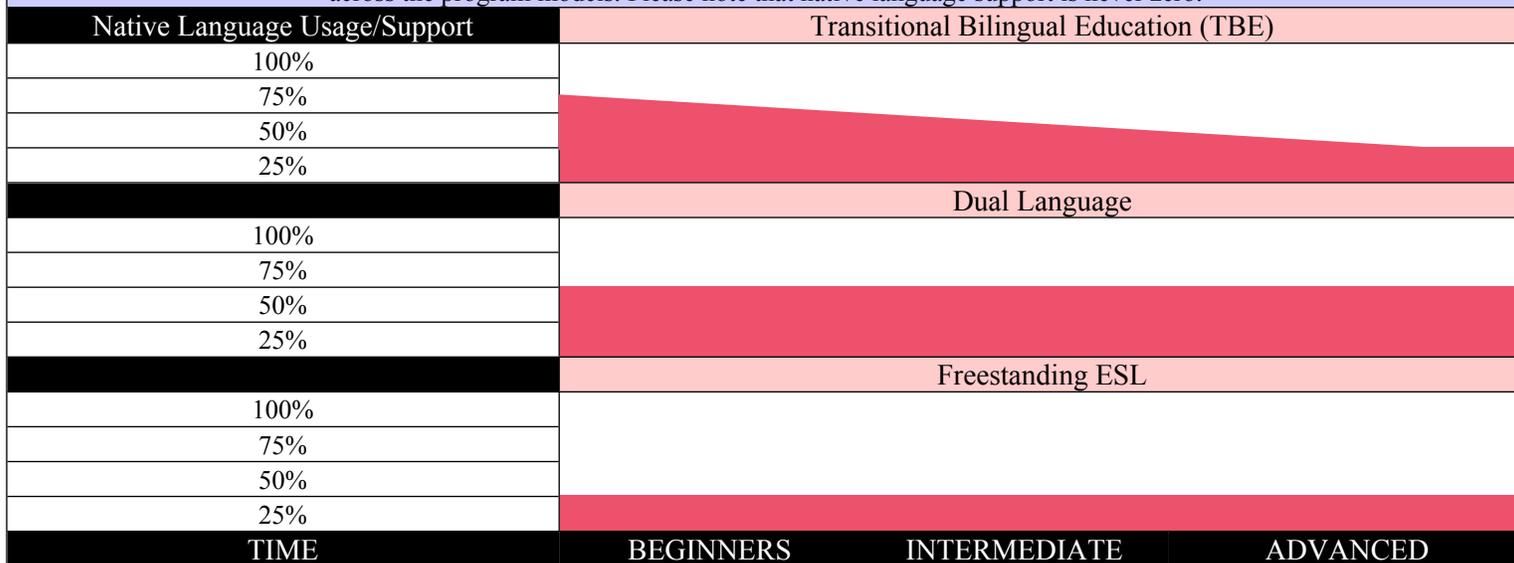
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

8. 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. We also offer an intervention program during Saturday academy for all ELLs in grades 2-4 which will focus on Literacy and Math. The Saturday Academy will be co-taught by a certified ESL teacher and a classroom teacher with strengths in Math. Students will be given an assessment in school to determine their needs and the Saturday academy will address these needs. Students will receive three hours of intense instruction in a small group setting during the months of January through March for a total of 12 sessions. These 3 hours will be divided into two 1.5 hour sessions where one session will be devoted to Literacy and the other to Math. Observations, portfolio work, oral and written reports, parent conferences and

## B. Programming and Scheduling Information--Continued

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

8. 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. We also offer an intervention program during Saturday academy for all ELLs in grades 2-4 which will focus on Literacy and Math. The Saturday Academy will be co-taught by a certified ESL teacher and a classroom teacher with strengths in Math. Students will be given an assessment in school to determine their needs and the Saturday academy will address these needs. Students will receive three hours of intense instruction in a small group setting during the months of January through March for a total of 12 sessions. These 3 hours will be divided into two 1.5 hour sessions where one session will be devoted to Literacy and the other to Math. Observations, portfolio work, oral and written reports, parent conferences and collaboration between the ESL teacher and classroom teachers serve as our assessment tools. The Literacy portion of our Saturday Academy will focus on developing students' literacy strategies and skills needed when engaging in non-fiction text while developing reading and writing skills. In addition, activities will focus on helping children express their critical thinking skills in the English language. The materials and general supplies will help literature come alive for students. Children will be selecting from a full library of "just right books" to take home and read. The Math portion will focus on problem solving, algebraic thinking and test taking strategies, with a focus on written and oral responses.

9. 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. These students will also be given test accommodations.

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

11. No programs will be discontinued.

12. All ELLs are given the opportunity to participate in Extended day, Saturday Academy, Intervention and after school programs. Funding for our Saturday Academy will come from our Title III.

13. 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.

14. 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.

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

## B. Programming and Scheduling Information--Continued

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9. 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. These students will also be given test accommodations.

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

## 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.

## 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 students through the content area. In order to begin working with the Language Resource Center, Grade 5

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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)	6	7	5		2									20
Intermediate(I)		3												3
Advanced (A)		2		2	3									7
Total	6	12	5	2	5	0	0	0	0	0	0	0	0	30

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- 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. Our LAB-r results show students testing at beginning and intermediate levels performing better in listening. All these ELLs need continued support in reading and writing.

### 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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		1		1				3
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									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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. TC assessments are used to assess early literacy skillsot aour 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. Our LAB-r results show students testing at beginning and intermediate levels performing better in listening. All these 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 worked 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

## 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

<b>School Name: <u>Bayard Taylor</u></b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darryl Alhadeff	Principal		10/28/11
Dina Ercolano	Assistant Principal		10/28/11
Mary Semack	Parent Coordinator		10/28/11
Franca Baviello	ESL Teacher		10/28/11
	Parent		10/28/11
Marisa Nicolo K	Teacher/Subject Area		10/28/11
Nicole Sheilds 5 <sup>th</sup> Grade	Teacher/Subject Area		10/28/11
Rachel Moramarco	Coach		10/28/11
Janice Liao	Coach		10/28/11
Maria Ramos-Faulkner	Guidance Counselor		10/28/11
Yeut Chu	Network Leader		10/28/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** PS 158      **School Name:** Bayard Taylor

**Cluster:** Corinne Anselmi      **Network:** Yuet Chu

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

**Part A: Needs Assessment Findings**

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

Assessments include the administration of the LAB-r, review of the HLIS forms and 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 our ELLs speak Spanish and Japanese at home. We also have several Serbo-Croatian students along with Chinese, French and Albanian. These finding were then passed on to the school community through school memos.

## Part B: Strategies and Activities

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

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 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.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bayard Taylor	DBN: PS 158
Cluster Leader: Corrine Rello-Anselmi	Network Leader: Yuet Chu
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 158's Title III program supplements instruction for ELLs and will target all ELLs who score at the Beginning, Intermediate, Advanced, and Proficient levels.

Upon examination of our NYSESLAT data, we observed that 2-4 graders need to perform better in the areas of reading and writing. To help improve these areas and to show gains in NYSESLAT results, all 13 ELL students in grades 2, 3 and 4 can receive supplemental support through our Saturday Academy program which will focus on Literacy and Math. The Saturday Academy will be co-taught by a certified ESL teacher and a classroom teacher with strengths in Math. Students will be given an assessment in school to determine their needs and the Saturday academy will address these needs. Students will receive three hours of intense instruction in a small group setting during the months of January through March for a total of 12 sessions. These 3 hours will be divided into two 1.5 hour sessions where one session will be devoted to Literacy and the other to Math. Observations, portfolio work, oral and written reports, parent conferences and collaboration between the ESL teacher and classroom teachers serve as our assessment tools. The Literacy portion of our Saturday Academy will focus on developing students' literacy strategies and skills needed when engaging in non-fiction text while developing reading and writing skills. In addition, activities will focus on helping children express their critical thinking skills in the English language. The materials and general supplies will help literature come alive for students. Children will be selecting from a full library of "just right books" to take home and read. The Math portion will focus on problem solving, algebraic thinking and test taking strategies, with a focus on written and oral responses.

### Part C: Professional Development

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

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

Begin description here:

Staff Development 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 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.

### Part C: Professional Development

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.

A small study group of 8 teachers, of which only 2 will be paid, will meet bi-monthly to discuss the book *What Really Matters for Struggling Readers*, by Richard L. Allington and Danling Fu's book *An Island of English*. These teachers will participate in this study group and meet twice a month during the school year for two hours from January to May for a total of 10 sessions. The study group will discuss instructional models and methods for providing fluency. Each teacher will choose a student to study throughout the year (case study). The group will discuss the child's progress and share strategies to support learning and instruction. Through the use of a case study it is hoped that teachers will have a better understanding of how to teach ELL students.

### Part D: Parental Engagement Activities

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

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

Begin description here:

To ensure that parents of our LEP/ELL students are fully informed about the ESL program at PS 158 and to ensure full participation in the education of their children and to help assess their progress, the following steps have been taken:

-All parents of ELLs are familiarized with Word Walls, bulletin boards depicting both language and math concepts, calendar work, journals, classroom displays, experience charts, picture files, books on tape and computers. Books on tape are sent home for parent/child home assignments

-Parent orientations are conducted in September for parents of newly enrolled ELLs to provide them with information about the program. Opportunity is available for parents to ask questions regarding ELL



**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		for a total of \$3358.40
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$4819.04	Red Rocket Readers, Books on Tape, Listen and Read set, math manipulatives and games, walkman, pocket folders for work, paper, pencils, crayons
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$11,200.00	