



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: BAYARD TAYLOR

DBN (i.e. 01M001): 02M158

Principal: DARRYL ALHADEFF

Principal Email: DALHADE@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: ADA CORDOVA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Darryl Alhadeff	*Principal or Designee	
Melanie Fisher	*UFT Chapter Leader or Designee	
Ignazio Leone	*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	
Lara Pinto	Member/ teacher	
Janice Liao	Member/ coach	
Dina Ercolano	Member/ assistant principal	
Laura Tappe	Member/ parent	
Todd Helmrich	Member/ parent	
Cynthia Wong	Member/ parent	
Sharri Berg	Member/ parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 1, 2014, over 50% of students in grade three will demonstrate an improvement of .5 on scaled score of the Continuum for Information Writing

Comprehensive Needs Assessment

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

This goal naturally builds on our 2012-13 goals that focused on opinion writing to implement the Common Core Learning Standards and align to Citywide Instructional Expectations to move students toward meeting higher standards. (Q1, 1.2, 3.1, 3.4)

Data from Rubric for Continuum for Information Writing – Grade Three; Teachers College (as of September 30, 2013)

Number of Students	Scaled Score
2	1.5
35	2.0
34	2.5
50	3.5

Instructional Strategies/Activities

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

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

1. Two TC consultants will spend 25 days in total at PS 158 conducting lab-sites and meetings with teachers and support staff (principal, AP, coach). The consultants will support teachers in implementing the informational writing unit as well as the assessment.

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

1. Third grade teachers, the literacy coach, parents and administrators will attend TC workshops related to the teaching of writing.

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

1. Students will write an on-demand informational piece at the beginning and end of the unit. The pre-assessment will help determine the teaching throughout the unit. Results will be scored and analyzed. Weekly team meetings will be utilized for this work

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

1. July 1, 2013 to June 1, 2014

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

1. Teachers, the literacy coach, parents and administrators will attend TC workshops related to the teaching of writing, with one third grade teacher will take on a leadership role, attending TC leadership groups, thus building capacity school-wide. Special education liaisons will participate in TC professional development to help turnkey the principles of Universal Design for Learning.

Strategies to Increase Parental Involvement

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

1. Parents are given overview of curriculum on Curriculum Night

2. Parents have access to resources on the Common Core Learning Standards through the school's website

3. Principal and staff developers give grade specific curriculum workshops
4. Common Core Learning Standards discussed at several PA meetings

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

We will use PA funds (\$40,000.00) to pay for professional development

Goal and Action Plan #2

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

Annual Goal #2

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

By June 1, 2014, 50 % of the third grade students will increase by one level in one category on the summative assessment of the Third Grade Multiplication Assessment.

Comprehensive Needs Assessment

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

This goal will deepen the conceptual understanding of grade level math Common Core Learning Standards align to Citywide Instructional Expectations to move students toward meeting higher standards. (Q1, 1.1, 1.2, 1.4, 3.4)

Data from Third Grade Multiplication Assessment Rubric (as of September 30, 2013)

Number of students	Level
30	1
40	2
35	3

Instructional Strategies/Activities

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

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

Teachers will:

1. Meet with consulting math staff developers from Mathematics in the City (MITC) and Generation Ready Learning Communities (GRLC).
2. Participate and lead lab sites with demonstrations of best practices in math conversation and writing.

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

1. In house math coach, staff developers from MITC and GRLC, as well as from the network will collaborate on math curriculum
2. As an inquiry group, teachers and in-house math coach will meet weekly to develop strategies to support this goal. In particular, they will examine student work and formative assessments to keep the tasks focused and aligned with student needs and strengths.

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

1. Grade level teams to develop Common Core aligned performance tasks that include multi-step, multi-concept math problems.
2. Teachers will Use the results of the first performance task to guide their planning and instruction for the second Common Core aligned unit

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

1. July 1, 2013-June 1, 2014

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

1. Coordinate calendar days and in school PD with Math in the City and Generation Ready
2. We will utilize the Department of Education Common Core mathematics library as a resource for curriculum and performance tasks

Strategies to Increase Parental Involvement

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

1. Parents are given overview of curriculum on Curriculum Night and the principal and staff developers give grade specific curriculum workshops
2. Parents have access to resources on the Common Core Learning Standards through the school's website and the Common Core Learning Standards are discussed at several PA meetings

Budget and Resource Alignment

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

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

- 1.PA will assist in funding calendar days
2. PA will support and promote curriculum workshops

Goal and Action Plan #3

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

Annual Goal #3

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

By June 1, 2014, fourth grade teachers will demonstrate improvement in their questioning competency by one level on the Danielson's rubric, domain 3, competency B. (see rubric), as evidenced by observation report data.

Comprehensive Needs Assessment

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

Using Instruction (Domain 3, Competency B), we will continue to build upon our 2012-13 school-wide teacher effectiveness goal of Danielson's questioning competencies align to Citywide Instructional Expectations to implement a new system of teacher evaluation and development. (Q1 4.1, 4.2)

One of the five teachers is assessed as "developing". One of the five teachers is assessed as "effective". Three of the five teachers are assessed as "highly effective".

Instructional Strategies/Activities

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

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

1. Teachers will plan effective questions for units in all curriculum areas. Coaches in reading, writing, social studies, math and science will support the teachers and model in classrooms. Observation cycles will focus on various forms of assessment and feedback in the classroom and conform to the Advance model. The first cycle focuses on writing in K-2 and reading in 3-5. Evidence of feedback will be looked for in student work including writing folders, reading logs and writing about reading responses. Conversations with each teacher will take place after the visit. At least three subsequent observation cycles with a lens of assessment will be scheduled throughout the

year. For each classroom visit feedback will be provided to the teacher, either orally or in writing. The Danielson rubric will be a guide throughout.

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

1. Principal, Assistant Principal, coaches and network leaders collaborate in observation strategies

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

1. Evidence of feedback will be looked for in student work including writing folders, reading logs and writing about reading responses. Conversations with each teacher will take place after the visit. At least three subsequent observation cycles with a lens of assessment will be scheduled throughout the year. For each classroom visit feedback will be provided to the teacher, either orally or in writing.

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

1. September 9-2013 to June 1, 2014

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

1. Advance, Danielson rubric, and the Administration will receive and review feedback on teacher performance, especially in the School Learning Environment Survey

Strategies to Increase Parental Involvement

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

1. School newsletter is given out to parents, and parents are informed about our ongoing work with teachers at monthly SLT and PA meetings and additional grade specific workshops with the principal

Budget and Resource Alignment

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

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

The PA will assist with costs of observations

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Shared and Guided Reading Leveled Literacy Instruction (LLI) Extended morning Writing strategy group Iverson Quick 60	FOR ALL PROGRAMS Small group One-to-one	Before and during school
Mathematics	Extended morning Generation Ready Push-in Pull out	FOR ALL PROGRAMS Small group One-to-one	Before and during school
Science	Shared and Guided Reading Leveled Literacy Instruction (LLI) Extended morning Writing strategy group Iverson Quick 60 Science class (special) & Science staff developer	FOR ALL PROGRAMS Small group One-to-one	Before and during school
Social Studies	Shared and Guided Reading Leveled Literacy Instruction (LLI) Extended morning Writing strategy group	FOR ALL PROGRAMS Small group One-to-one	Before and during school

	Iverson Quick 60		
	Class Social Studies Centers		
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Group counseling Peer Mediation Individual counseling Small group One-to-one	FOR ALL PROGRAMS Small group One-to-one	Before and during school

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

PS 158, 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;
- 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;
- 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 School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff at PS 158 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 observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, Curriculum Night, etc.;

Provide general support to parents by:

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

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;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- 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;
- 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 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
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#)

Part I: School ELL Profile

A. School Information [?](#)

District 02	Borough Manhattan	School Number 158
School Name Bayard Taylor		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Darryl Alhadeff	Assistant Principal Dina Ercolano
Coach Rachel Moramarco	Coach Janice Liao
ESL Teacher Franca Baviello	Guidance Counselor type here
Teacher/Subject Area Lara Pinto 4th grade	Parent type here
Teacher/Subject Area Jamie Goose Science	Parent Coordinator Mary Semack
Related Service Provider Ilana Marks SETSS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	780	Total number of ELLs	19	ELLs as share of total student population (%)	2.44%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	19									19
Total	19	0	0	0	0	0	0	0	0	19

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**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
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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean		1			1	1								3
Punjabi														0
Polish														0
Albanian														0
Other	2	5	2	3	2	1								15
TOTAL	2	7	2	3	3	2	0	19						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	1			2								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		1	1	2	1									5
Advanced (A)	1	4		1	2									8
Total	2	7	2	3	3	2	0	0	0	0	0	0	0	19

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At Ps 158, TCRWP is used to formally assess all students. Through the various components of the assessments, such as language development, miscue analysis, writing development based on a continuum, we are able to determine the child's developmental stage and individualize instructional level. Using the benchmarks for each grade, I am able to develop an ESL program which supports the classroom work as well as modify and differentiate my program.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Upon examination of our NYSESLAT data, we observed that 3-5 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 ELL students in grades 3, 4, and 5 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 April 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 to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The NYSESLAT results will inform instruction for my reading, writing, listening and speaking. I take into account the objectives to help me plan my lessons.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?As they progress through the ESL program the students are becoming more proficient and are moving closer to grade level standards. With the support of the classroom teacher, who works closely with the ESL teacher, the students are able to acquire the skills and strategies necessary to reach their grade level standards. The teachers take into account the results that are provided by the ELL Periodic Assessments to create small groups, strategy groups as well as differentiating instruction. The assessments provide further data to track students' progress and language needs. The ELLs native language is supported by providing books and technology in their native tongue which supports the work done on each grade level.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)
The ESL teacher uses her assessments in conjunction with the classroom teachers' running records and informal and formal assessments to determine whether the student needs further intervention.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) 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 assistant 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 enrollment.
The NYSESLAT is administered by the ESL teacher and other pedagogues to all ELLs in the Springhere:
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.
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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
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.
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
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. 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.  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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) 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.response to questions here:
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)?

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.aste response to questions here:
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

.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 artste response to question here:

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

N/A

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

Students are given periodic assessments to evaluate their English acquisition. There is also collabaoration between the ESL and classroom teacher to track the students' progress and allow for differentitation depending on the needs of each student. The ELL students participate in read alouds to assess comprehension as well as speaking and listening standards. The students are also assessed weekly by running records.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) We do not have any SIFE students.

b) The classroom teachers and the ESL teacher work together to determine the students' strenghts 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 are 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 provides indirect/direct service that supposrts the students at their language development stage by meeting with the teacher as well as using pullout support to release the scaffolding as the students progress.

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

The ESL teacher 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. The ESL teacher gives indirect support by using the ESL strategies together with the IEP goals of the student to create a progrma that meets all the child's accademic and language needs.

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

The ESL teacher carefully plans her program so that there are no scheduling conflicts with other providers. Adaptive materials, multi-sensory activities, shared reading text, read alouds and technology are used. The curriculum is modified according to each child's needs guided by the goals stated on their IEPs.

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

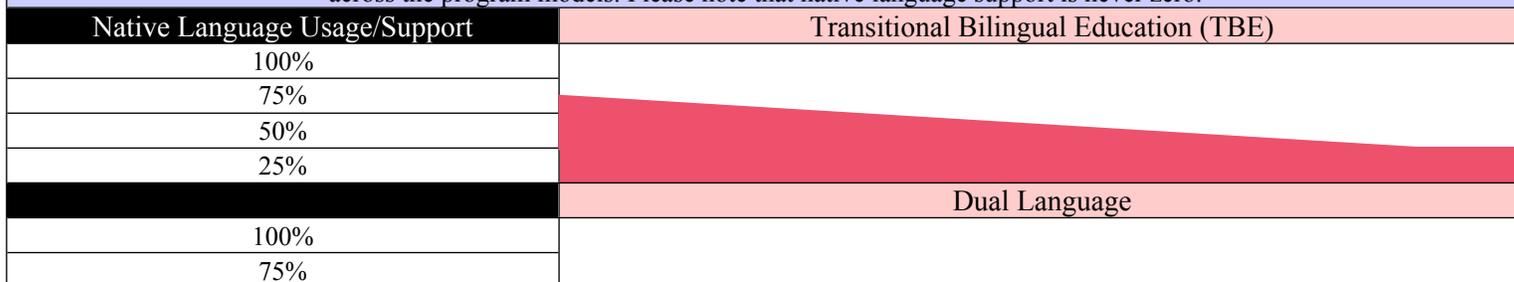
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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 needs are some of the interventions offered. Saturday Academy and Test Prep are also available to our ELL population to help them with ELA preparation.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The students needs are being met in the classroom for both content and language development through the use of technologies, levelled libraries, books in their home language, books on tape and adaptive materials which helps them to be successful. Data collected from running records along with formal and informal assessments help the ESL and classroom teachers to differentiate balanced literacy lessons according to the students' needs in order to help with content and language acquisition.
11. What new programs or improvements will be considered for the upcoming school year?
- There will be no ESL program changes this school year
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are given the opportunity to participate in Extended day, Saturday Academy, Intervention and other after school programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All of our students, including ELLs, have access to the media center. 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Yes. ESL groups are based on proficiency levels age. Resources are also age and grade level appropriate. Some of these resources include leveled books, books on tape, Big Books, poems and chants
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- All newly arrived children will receive extra help during the first 6 weeks of school to adjust to their new environment. Various scaffolding strategies are employed including the use of modeling, graphic organizers and schema building. Realia, picture cards and songs are incorporated into the curriculum. Books in the home language for use during independent reading are also available for our ELLs. The parent coordinator along with the ESL teacher also reach out to our ELL families offering information and any support they may need.
18. What language electives are offered to ELLs?
- Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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.

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.

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.

D. Parental Involvement

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M158 School Name: PS 158 Bayard Taylor

Cluster: 2 Network: CFN 206

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 Japanese at home. We also have students who speak Chinese, Korean, Hebrew and French. These findings were then passes 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.