

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M158

School Name:

BAYARD TAYLOR

Principal:

DARRYL ALHADEFF

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 02M158
School Type: Non-T1 : STH only Grades Served: Pre-K – 5
School Address: 1458 York Avenue, New York, NY 10075
Phone Number: 212-744-6562 Fax: 212-772-8424
School Contact Person: Elizabeth Cruz Email Address: ecruz@schools.nyc.gov
Principal: Darryl Alhadeff
UFT Chapter Leader: Melanie Fisher
Parents' Association President: Pamela Bernstein and Caren Doucette
SLT Chairperson: Todd Helmrich
Student Representative(s): NA

District Information

District: 02 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue, New York, NY 10001
Superintendent's Email Address: Blaboy@schools.nyc.gov
Phone Number: 212-356-3739 Fax: (212-356-7514)

Cluster and Network Information

Cluster Number: CL02 Cluster Leader: Despina Zaharakis
Network Number: N206 Network Leader: Ada Cordova

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Darryl Alhadeff	*Principal or Designee	
Melanie Fisher	*UFT Chapter Leader or Designee	
Caren Doucette	*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	
Dina Ercolano	Member/ Assistant Principal	
Lara Pinto	Member/ Teacher	
Janice Liao	Member/ Teacher	
Todd Helmrich	Member/ Parent	
Kat Bookbinder	Member/ Parent	
Cynthia Wong	Member/ Parent	
Pamela Bernstein	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 158 is a nurturing, learning community committed to academic excellence. Our school community shares the belief that we encourage the abilities and talents of every child by providing varied opportunities and resources for all children to develop their intellectual, academic, creative and leadership capacities. The social and academic growth of our students is at the forefront of all decisions made in the school. Children and adults participate fully in the school community as responsible lifelong learners.

It was noted in our 2011-12 Quality Review (QR) that we offer a rich and rigorous curriculum, strategically aligned to key State Standards and undergirded by the goals of the Common Core Standards, providing all students the opportunity to become independent learners. As evidenced by the School Quality Guide 2013-2014, our school is "Exceeding Target" with student progress; with our students demonstrating a median adjusted growth percentile of 80.0 in ELA and 62.0 in Math. Our combined state test scores in 2013 have ranked PS 158 second among all District 2 schools.

It was also noted in the QR that across all grades, pedagogical practices reflect a belief that students learn best when instruction is differentiated and aligned to the curriculum, ensuring all students access to content and the ability to produce meaningful work products.

We continue to focus our Professional Development (PD) school wide in specific areas of math, reading and writing and our school was recognized in the QR as a "professional development learning site". All of the goals that we set are thoughtfully aligned to Danielson's rubric.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

On November 24, 2014, the administration and the Professional Development Committee participated in a guided walkthrough to observe patterns, trends and areas for improvement with Kathleen Tolan, the Senior Deputy Director of Teachers College Reading and Writing Project. Informed by the observations and post-walkthrough conversation, it was evident that teachers had made strides to incorporate the structures of student discussions in literacy and math. However, the balance of teacher versus student voice and the students’ ability to analyze others’ ideas and to provide feedback to one another, needed further development.

Our school’s most recent Quality Review in 2011-2012 noted that PS 158 is well-developed in Indicator 1.1: “Incorporating *Habits of Mind* in classroom practice throughout the school provides all students with powerful learning experiences emphasizing rigor. Consistent throughout the school at all grade levels and for all students are high levels of student achievement and progress as evidenced in the school’s yearly State test scores.” To that end to extend the thoughtful practice of rigorous instruction, our school is broadening its scope of rigorous instruction to foster interactive classrooms, rich student discussions and critical thinking when speaking and listening.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 1, 2015, teachers and students will hold a minimum of two rigorous discussions per month across Mathematics and Literacy- teachers will make observations and retain data recorded when students present ideas, respond and build upon classmates’ points in partnership, small group or whole-class conversations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and 			

engagement			
<ul style="list-style-type: none"> Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Teachers will participate in cross-grade Professional Development cycles focused on developing student talk in Math and Literacy with external staff developers. Teachers will differentiate students' needs by providing visual, verbal, and written conversational prompts in small groups and partnerships. Students will participate in 3-4 student book club conversations possibly including discussion around theories, themes, symbolism, and text structures. Students will extend thinking in whole-class, mathematical conversations by connecting strategies, critiquing student work, and proving answers. Parents will observe this collaborative engagement during classroom family time. 	Teachers Students	October 1, 2014 - June 1, 2015	<ul style="list-style-type: none"> Principal Assistant Principal Coaches Staff Developers Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers
- DOE Resources: Common Core
- Teachers College Reading and Writing Project curriculum support

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Parents' Association has a budget line for PD which may be used.

Part 6 – Progress Monitoring

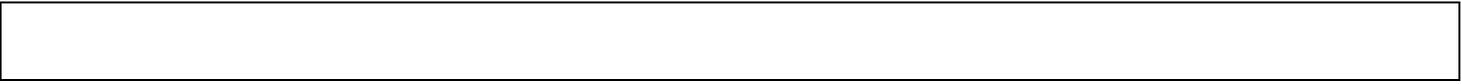
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, teachers and students will hold a minimum of four bi-monthly rigorous discussions across Mathematics and Literacy. Teachers will have records of observations and data when students present ideas, respond and build upon classmates' points in partnership, small group or whole-class conversations during the aforementioned discussions.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Looking at the NYC School Survey Report, teachers and families responded that they feel safe in the school, teachers (“I am safe” 70 Strongly Agree, 21 Agree) and families (“my child is safe” 51 Strongly Agree, 44 Agree). It was noted that teachers responded, as follows, to the statement:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I can get the help I need to address student behavior issues	25	40	35	0

Informed by the Capacity Framework Element – Supportive Environment and the NYC School Survey, in order to foster a supportive classroom environment we need to give teachers clear instruction and tools to address student behavior. The needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 1, 2015, teachers will participate in two workshops to receive specific support on how to address student behavior effectively in the classroom. The participation in and information given at the workshops will be memorialized in sign in sheets and notes will be kept by the SAT and made available to staff at any time.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Student Assessment Team will lead a workshop for teachers on how to address student behavior. • The workshop will include specific strategies for supporting children with special needs. 	Teachers	January 1, 2015 to June 1, 2015	Psychologist, Social Worker, Guidance Counselor

<ul style="list-style-type: none"> Teachers will be given information that can be sent home to parents. Teachers will be guided as to how to make Respect for All relevant and meaningful in the classroom at all times. 			
<ul style="list-style-type: none"> The Leadership Program will lead a workshop for all staff on how to be an “Upstander” not a bystander when faced with bullying. The workshop will allow teacher to ask about specific strategies for supporting children with special needs. Parents will be invited to a follow up workshop by the Leadership Program to reinforce the message teachers give in school. Students will be selected to be trained by The Leadership Academy to model Upstander behavior for the rest of the school community. 	Teachers Staff School Leaders Parents/Guardians Students	September 1, 2014 – June 1, 2015	The Leadership Program Teacher Liaison Parents’ Association

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Student Assessment Team will conduct a workshop
- NYC DOE resources: Discipline Code, Chancellor’s Regulations, Respect for All resources
- The Leadership Program will conduct workshops

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

The Parents’ Association has a budget line to fund The Leadership Program.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, teachers will attend a workshop given by the Leadership Program and students will have received their Upstander training.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Looking at the NYC School Survey Report, teachers indicate a high level of collaboration:

- 95% of teachers responding to the survey agreed that time is provided for collaboration
- 100% of teachers responding to the survey agreed that teachers work together to improve their instructional practice.
- 80% of teachers responding to the survey agreed that professional development experiences during the school year had been sustained and coherently focused, rather than short-term and unrelated.
- 100% of teachers responding to the survey agreed that professional development experiences during the school year included opportunities to work productively with colleagues

Our school’s most recent Quality Review in 2011-2012 noted two Areas For Improvement (AFI) concerning teacher collaboration, specifically indicators 4.3 and 5.1. Indicator 4.3 relates to professional development to support collaboration: “Provides professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes.” Indicator 5.4 also relates to collaboration of teachers: “Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies.”

Informed by the Capacity for Framework Element – Collaborative Teachers, NYS School Survey, and our most recent Quality Review, in order to strengthen teacher capacity to share reflections of classroom practices and provide coherently focused and sustained professional development experiences, we need to engage the teachers of our school in planning and evaluating professional development experiences. If teachers are personally involved in choosing meaningful professional development topics they will be more invested in using this time to collaborate in order to improve student outcomes. This needs assessment informed the development of the goal below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 1, 2015, all teachers will collaborate with members of the professional development committee over four sessions to identify topics for professional development. Participation will be as evidenced through sign in sheets. The collaborative work will be evidenced by agendas, meeting minutes and the school’s professional learning plan. The collaboration will build capacity among teachers and coaches to support student success.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p><i>Who will be targeted?</i></p>	<p><i>start and end date?</i></p>	<p><i>for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Teachers representing each grade level will meet to discuss and evaluate effectiveness of professional development offerings • The professional development (PD) committee will collect questions, ideas, and interest from teachers through surveys and grade level meeting. • The PD committee will select topics that teachers identify through the shared examination of student data. • The PD committee will select topics that address the wide range of needs of diverse learners. • The Principal and Assistant Principal will advise the PD committee on areas that have been highlighted through data as a need. • The PD Committee will conduct walk-throughs of classrooms in our school to identify strengths and needs for focused study. 	<p>Teachers</p>	<p>December 1, 2014- June 1, 2015</p>	<p>Professional Development Committee coaches teachers principal assistant principal principal</p>
<ul style="list-style-type: none"> • Professional Development Cycles will continually be assessed by the PD committee for effectiveness in teacher grade meetings. • Teachers will be asked to share comments and questions about professional development with the grade level representative. • Teachers will turnkey information from professional development groups to the wider community through grade meeting and cross grade planning time. 	<p>Teachers</p>	<p>December 1, 2014- June 1, 2015</p>	<p>Professional Development Committee coaches teachers</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teachers, coaches, Principal, Assistant Principal to conduct meetings and implement professional development cycles
- Professional Development Consultants
- Use of Professional Texts
- Technology

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Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, 2015, all teachers will participate in two working sessions with members of the professional development committee to collaboratively identify topics for professional development with the committee keeping agendas, meeting minutes and the school’s professional learning plan.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Looking at the NYC School Survey Report, while 65% of teachers who completed the survey agreed with the statement:

My school educates students with disabilities in the least restrictive environment,
only 25% teachers strongly agreed.

Our school’s most recent Quality Review in 2011-2012 noted that an Area For Improvement (AFI) was the need for a “plan to build capacity for leadership development” (4.3).

Informed by the Capacity for Framework Element – Collaborative Teachers, NYS School Survey, and our most recent Quality Review, in order to foster effective school leadership, the principal will improve upon her practice of shared leadership by empowering teachers to implement change in the classroom and school community through authentic committee work, specifically targeting an area of education which they expressed through the survey, needed support. This needs assessment informed the development of the goal below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 1, 2015, the principal will create and support the teacher driven Response to Intervention (RTI) committee, focusing on supporting students in the least restrictive environment. Participation will be measured by sign in sheets, agendas and collection of materials distributed at workshops. Teachers will utilize and build upon their knowledge of special education to support student success in the least restrictive environment, thereby building capacity for leadership development .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element 			

of Trust			
<ul style="list-style-type: none"> American Institute on and off site visits to strengthen the implementation of our RTI framework which will maximize the achievement of students with disabilities in the least restrictive environment and reduce the number of Special Education referrals. Decide on areas for ongoing PD support Principal will review recommendations from the committee to revise RTI infrastructure 	Teachers Special Needs Students	October 1, 2014- June 1, 2015	Principal Assistant Principal RTI Committee
<ul style="list-style-type: none"> Meetings will synthesize information from the on and off site visits and develop an action plan to turnkey the plan to all teachers 	Teachers Special Needs Students	October 1, 2014- June 1, 2015	Principal Assistant Principal RTI Committee
<ul style="list-style-type: none"> Classroom teachers will make outreach to families of students with special needs on a regular basis to ensure RTI is meeting the changing needs of the students 	Parents/guardians	October 1, 2014 – June 1, 2015	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers
American Institutes for Research

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
--	-----------------	--	----------------------	--	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

AIR is free of charge
Staff Coverage will be provided where needed

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, 2015, the principal will provide teachers with opportunities to serve on the teacher driven Response to Intervention (RTI) committee. The committee will meet a minimum of 4 times in collaboration with The American Institutes for Research (AIR), as well as a minimum of 4 monthly meetings.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Looking at the NYC School Survey Report, a school strength is that teachers and families report a high level of satisfaction with the school environment and would strongly recommended the school to family and friends (61% Strongly Agree, 21% Agree). This percentage of satisfaction meets or exceeds Citywide standards.

As per NYC School Survey 2013-2014 Report

Area	% Satisfaction	Citywide Average for all Elementary Schools
Instructional Core	93%	92%
Systems for Improvement	89%	89%
School Culture	91%	91%

Our school’s most recent Quality Review in 2011-2012 notes an area for improvement, 2.4 which speaks to engaging families: “Engage families in school decision-making, activities and an open exchange of information regarding students’ progress toward school and class expectations”

Informed by the Capacity Framework Element - Strong Family and Community Ties, NYS School Survey and our most recent QR, in order to strengthen family and community ties we need to engage families with educators to expand their understanding of Common Core standards. If the families understand more about instructional goals they can then better support their children. The needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 1, 2015, the school will hold a minimum of 8 grade specific family workshops and meetings designed to communicate how this school meets the Common Core Standards and the principal and/or coaches will note family participation. Participation will be measured through sign in sheets and content will be memorialized in handouts.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Grade level family workshops will be held focusing on school support of Common Core Standards. The workshops will highlight differentiated and small group instruction and how that method of instruction meets the needs of diverse learners. Meetings will be advertised through flyers, website notices and emails. Parent will be asked for questions ahead of time to insure their needs are addressed. 	Parents/Guardians	December 1, 2014 – June 1, 2015	Principal Assistant Principal Coaches Teachers Parent Coordinator
<ul style="list-style-type: none"> Teacher will moderate presentations at Parents Association meetings targeting specific instructional topics. The presentations will highlight differentiated and small group instruction and how that method of instruction meets the needs of diverse learners. Meetings will be advertised through flyers, website notices and emails. Parent will be asked for questions ahead of time to insure their needs are addressed. 	Parents/Guardians	December 1, 2014 – June 1, 2015	PA Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers, instructional coaches, Principal, Assistant Principal and Parent Coordinator conduct workshop
- NYC DOE resources: Common Core library
- Teachers’ College curriculum calendar
- Technology

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
--	-----------------	--	----------------------	--	------------------	--	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

PA funds will be used to fund workshops and meetings.
Res O A grant will support technology

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, a minimum of five family workshops and meetings will be held to communicate how the school meets the Common Core Standards with family participation noted by the principal and/or coaches.

Part 6b. Complete in February 2015.

- | | | | | |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
--	---------------------------------	--	---	----------	--------------------

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 158
School Name Bayard Taylor		

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

Principal 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	19									19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	19	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	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	
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
Intermediate(I)		1	1	2	1									5
Advanced (A)	1	4		1	2									8
Total	2	7	2	3	3	2	0	19						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 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 differentiation 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 supports 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.

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:			

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

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

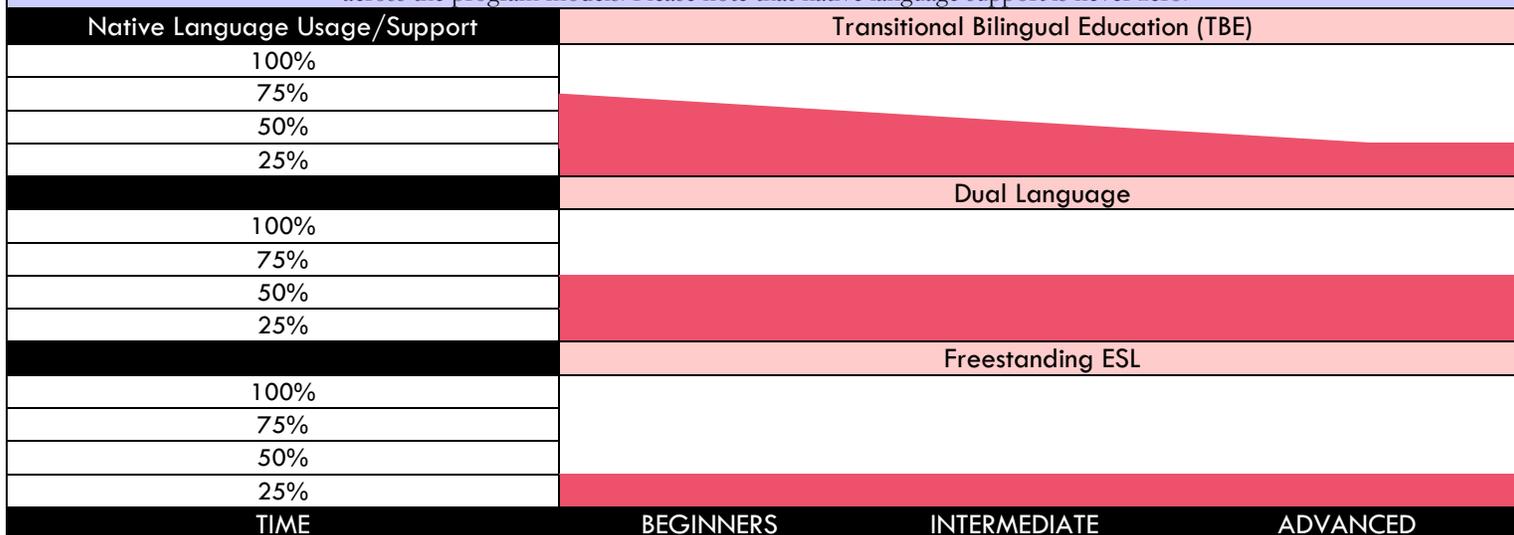
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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)?
 - 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.