

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M158

School Name:

P.S. 158 BAYARD TAYLOR

Principal:

DINA ERCOLANO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bayard Taylor School Number (DBN): 02M158
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: Dina Ercolano
UFT Chapter Leader: Elizabeth Gordon
Parents' Association President: Pamela Bernstein and Caren Doucette
SLT Chairperson: Todd Helmrich
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Not applicable
Student Representative(s): Not applicable

District Information

District: 02 Superintendent: Bonnie Laboy
Superintendent's Office Address: 333 7th Avenue, Room 713, New York, NY 10001
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1756

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dina Ercolano	*Principal or Designee	
Elizabeth Gordon	*UFT Chapter Leader or Designee	
Caren Doucette	*PA/PTA President or Designated Co-President	
Not Applicable	DC 37 Representative (staff), if applicable	
Not Applicable	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Janice Chao-Ching Liao	Member/ Assistant Principal	
Lara Pinto	Member/ Teacher	
Todd Helmrich	Member/ Parent	
Kat Bookbinder	Member/Parent	
Cynthia Wong	Member/Parent	
Pamela Bernstein	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alexandra Minicone	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 158 is a nurturing, learning community committed to educating the whole child. Our inclusive school environment encourages the abilities and talents of our students by providing varied opportunities and resources for each child to develop social-emotional, academic, creative, and leadership potential. This belief drives all decisions made at the school. We are a large school of over 800 students, but create a congenial and familial community through the emphasis on small group instruction, art enrichment and family engagement. We have a very active parent body that we welcome into the school for numerous occasions, including fundraisers, monthly family mornings in the classroom, workshops, PA meetings and conferences.

We have a diverse student population, comprised of children with special learning needs, English Language learners as well as students at all levels of the general education population. To meet the needs of all our students our SETSS teacher, ELL teacher, Special Education staff developer, literacy and math coaches all work closely with the classroom teachers to support each students specific learning needs. With respect and trust, students, faculty, staff and families, are committed to developing life-long learners in school and beyond.

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 assessment-based, differentiated and aligned to the curriculum, ensuring all students access to content and multiple means 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, which is the backdrop for what our school considers to be rigorous instruction.

02M158 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	762	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	1.1%	% Attendance Rate		95.6%
% Free Lunch	10.2%	% Reduced Lunch		3.1%
% Limited English Proficient	3.5%	% Students with Disabilities		22.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American		4.0%
% Hispanic or Latino	10.3%	% Asian or Native Hawaiian/Pacific Islander		10.4%
% White	71.6%	% Multi-Racial		2.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.19	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	72.5%	Mathematics Performance at levels 3 & 4		81.9%
Science Performance at levels 3 & 4 (4th Grade)	97.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

On May 28, 2015 and June 11, 2015, the School Leaders and the Professional Development Committee participated in two guided-walkthroughs to learn patterns, trends and areas for improvement with the contracted vendors in math and literacy and Informed by the observations and post-walkthrough conversations, it was evident that teachers had made growth in the area of balancing teacher versus student voice as well as developing students’ ability to analyze others’ ideas and to provide feedback to one another. To deepen and extend this work, continuous work on open-ended tasks will create rich opportunities for students to engage in conversation, in which they synthesize, question, justify, critique, and examine each other’s ideas.

The informal feedback from our school’s most recent Quality Review in 2014-2015 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

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

By June 1, 2016, teachers will design or revise a minimum of one open-ended task per month in either Mathematics or Literacy (total of 8 open-ended tasks per year) and students will engage in rigorous discussions based on these tasks -- which will be measured by teachers observations and recorded data of when students present ideas, respond and build upon classmates’ points in partnership, small group or whole-class conversations. A rubric co-created by the professional development committee, school leadership and staff developers will be used to quantify students’ engagements in the rigorous discussions.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will participate in Professional Development cycles focused on designing or revising open-ended tasks to promote discussion and analysis. • Teachers will participate in cross-grade Professional Development cycles focused on developing student talk in Math and Literacy with external staff developers and will be extended by in-house coaches. • Teachers will differentiate students' needs by providing visual, verbal, and written conversational prompts and other supports in small groups and partnerships. • Teacher Teams will document tasks in electronic, shareable form. • Students will participate in 3-4 student book club conversations or partnership discussions. • Students will extend thinking in whole-class, mathematical conversations by connecting strategies, critiquing student work, and proving answers. • Teachers will utilize various note-taking strategies, such as checklists and conference notes to retain data. <p>- Families will be invited to Curriculum Night, Open School week, monthly family mornings, and Wednesday morning parent-engagement time to learn about the open-ended tasks and how to support their children and their rigorous discussion.</p>	<p>Teachers Students</p>	<ul style="list-style-type: none"> • September 9, 2015 - June 1, 2016 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Coaches • Staff Developers • Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Teachers, Coaches, Staff Developers • DOE Resources: Common Core • Teachers College Reading and Writing Project curriculum and Math in the City Context for Learning curriculum support 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers will design three open-ended tasks and students will engage in rigorous discussions based on these tasks. Teachers will have records of observations and data recorded when students present ideas, respond and build upon classmates’ points in partnership, small group or whole-class conversations during the aforementioned discussions.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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, *I can get the help I need to address student behavior issues*, as mostly agree (40) then disagree (35) then strongly agree (25).

Informed by the Capacity Framework Element-Supportive Environment and the NYC School Survey, in order to foster a supportive classroom environment we need to equip our teachers with strategies to proactively address the social-emotional needs of the student. The needs assessment informed the development of the annual goal listed below.

Part 2 – Annual Goal

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

By June 1, 2016, the principal, assistant principal and staff developers will provide at least four different professional learning opportunities to equip our staff with strategies to address student behavior effectively in the classroom. The participation in and information provided during these professional learning opportunities will be memorialized in sign-in sheets and notes will be kept by the SAT and made available to staff at any time. The principal and assistant principal will assess the effectiveness of the professional development opportunities by monitoring staff feedback through grade-level meetings and the number and nature of incidents entered into the OSYD OORS portal.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
Two 6-week inquiry groups on Monday and Tuesday mornings will be devoted to studying evidence-based social and emotional learning programs	Teachers Paraprofessionals	September 9, 2015 to June 1, 2016	School Leaders Inquiry Group Leader
Inquiry Group participants will come together in a whole staff share-out where inquiry groups that have studied evidence-based social and emotional learning will present information and materials gathered throughout the study.	Teachers Paraprofessionals	September 9, 2015 to June 1, 2016	School Leaders
Through our partnership with a contracted vendor, its staff developer, will work one-on-one with teachers who require special needs strategies.	Teachers	September 9, 2015 to June 1, 2016	School Leaders Staff Developer from TCICP
<p>In conjunction with special education coach and the school leadership, teachers will have established restorative justice routines in the classrooms to provide strategies for the social-emotional needs of students.</p> <p>Teachers will be guided as to how to make restorative justice practices relevant and meaningful in the classroom at all times. The school leadership, special education coach and teachers will share their strategies with families through workshops during Family Engagement time.</p>	Teachers Families	September 9, 2015 to June 1, 2016	School Leaders Special education coach teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<input type="checkbox"/> Parent Association resources to support Professional Development <input type="checkbox"/> Substitute coverage for Professional Development <input type="checkbox"/> NYC DOE: Discipline Code, Chancellor’s Regulation, Respect for All resources

Instructional Resources which include Responsive Classroom books such as The Power of Our Words , The Morning Meeting Book , Yardsticks

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

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

Part 5 – Progress Monitoring

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

By January 2016, the school will provide at least 2 different professional learning opportunities to equip our staff with strategies to address student behavior effectively, and teachers who participated in those opportunities will be asked to provide feedback to the principal (either written or verbal) as to the effectiveness of the professional development and the teachers' feeling additional support in addressing student behavior in the classroom.

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

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

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

Part 1 – Needs Assessment

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

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 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 5.1 also relates to collaboration of teachers: “Use data to regularly evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies.” For our most recent Quality Review in May 2015, we received informal feedback that we need to develop protocols to ensure effective use of time and equity of voice in teacher team meetings.

Informed by the Capacity for Framework Element – Collaborative Teachers, NYS School Survey, and 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. We need protocols to insure equity of voice and effective use of time within teacher team meetings and pathways to turnkey information to the larger learning community. This needs assessment informed the development of the goal below.

Part 2 – Annual Goal

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

By June 1, 2016, teacher members of the professional development committee will meet over a minimum of eight sessions to identify topics of professional development, evaluate ongoing work, and to plan pathways to turnkey information to the larger learning community using a variety of protocols to insure equity of voice for meeting participants. Participation through equitable protocols will be measured through sign-in sheets, meeting minutes, and agendas.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • A Professional Development Committee designed to be representative of each grade 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 meetings. • 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 needs. • The PD Committee will conduct walk-throughs of classrooms using low-inference observation protocols to identify strengths and needs for focused study. 	<p>Teachers</p>	<p>October 1, 2015-June 1, 2016</p>	<p>Professional Development Committee</p> <p>Coaches</p> <p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p>

<ul style="list-style-type: none"> The PD committee will develop a variety of pathways to communicate areas of strengths and needs for our learning community including cross-grade jigsaws and grade level meetings. 			
Meeting protocols will be developed and implemented to insure equity of voice and shared responsibility in teacher team meetings.	Teachers	October 1, 2015-June 1, 2016	Professional Development Committee Coaches Teachers Principal Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Use of teachers, coaches, Principal, Assistant Principal to conduct meetings and implement professional development cycles Professional Development Consultants Use of Professional Texts Technology 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016, the PD Committee will participate in four working sessions to collaboratively identify topics of professional development, evaluate ongoing work, and to plan pathways to turnkey information to the larger learning community. The PD Committee will have developed a variety of protocols to insure equity of voice for meeting participants. The PD Committee will keep a binder tracking attendance at the working sessions, the agendas and any work product developed during the sessions.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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.

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.

Our need is to become a more inclusive school community so that all students with disabilities receive special education services in the least restrictive environment – for all subjects throughout the school day all while being included with their peers. We feel that it is extremely important to create a school-wide flexible service delivery model so that special education is viewed as a service and not a place. It is our intention to carefully create an individualized program for each student based on each individual student’s needs and goals. Developing this kind of model will require additional support for our teachers. The principal, assistant principal, and the special education School Implementation Team will continue to grow in partnership with outside vendor and provide the teaching staff with staff development and in-class coaching as we work towards our goal of inclusivity.

Part 2 – Annual Goal

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

By June 1, 2016, the principal will create and support the special education School Implementation Team, focusing on grade 3, 4 and 5 students who receive special education services in the least restrictive environment, and the professional development of the teachers. The principal and the School Implementation Committee will hold a minimum of 1 meeting per month. Participation will be measured by sign-in sheets and agendas.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Partnership with Teachers College Inclusive Classrooms Project (TCICP) will provide professional development to create a school-wide flexible service delivery model. • Decide on areas for ongoing PD support • Principal will review recommendations from the committee to revise infrastructure 	Teachers Special Needs Students	October 1, 2015- June 1, 2016	Principal Assistant Principal special education School Implementation Team
Meetings will synthesize information from the latest needs assessments, student feedback and teacher feedback.	Teachers Special Needs Students	October 1, 2015- June 1, 2016	Principal Assistant Principal special education School Implementation Team
Classroom teachers will make outreach to families of students with special needs on a regular basis to ensure the special education School Implementation Team is meeting the changing needs of the students.	Parents/guardians	October 1, 2015- June 1, 2016	Teachers special education School Implementation Team

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
Teachers										
TCICP										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other
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Part 5 – Progress Monitoring

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

By February, 2016, the principal will provide teachers with opportunities to serve on the special education School Implementation Team. The special education School Implementation Team will meet a minimum of 4 times in collaboration with the outside vendor. Sign in sheets and agendas will be maintained by the Special Education Committee to monitor participation and professional growth as evidenced by the evolving topics covered in each meeting.

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

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

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

Part 1 – Needs Assessment

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

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

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

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

By June 1, 2016, the school will hold a minimum of 8 family engagement events designed to deepen the home/school connection and give parents/guardians tools and strategies to support their child(ren)’s instructional and social/emotional growth. Participation will be measured through sign in sheets and content will be memorialized in handouts. The impact of these events will be seen in stronger and more authentic parent/guardian support of their children’s performance throughout the school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Family engagement events will be held throughout the school year, including but not limited to, Family Engagement time, Curriculum Night and a culminating Family Engagement spring event. • The events will offer a menu of topics decided upon collaboratively with teachers, school leaders, the Parents’ Association and the SLT. Meetings will be advertised through flyers, website notices and emails. • Topics may include, interactive math workshops, book clubs, instruction for diverse learners, and social groups. 	<p>Parents/Guardians</p>	<p>October 1, 2015 – June 1, 2016</p>	<p>Principal Assistant Principal Coaches Teachers Parent Coordinator</p>
<ul style="list-style-type: none"> • Teachers 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 via website surveys for topics ahead of time to insure their needs are addressed. <p>Materials will be made available to families unable to attend an event. The impact of these events will be seen in stronger and more authentic parent/guardian support of their children’s performance throughout the school year.</p>	<p>Parents/Guardians</p>	<p>October 1, 2015 – June 1, 2016</p>	<p>Principal Assistant Principal Coaches Teachers Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Teachers, instructional coaches, Principal, Assistant Principal and Parent Coordinator conduct workshop • NYC DOE resources: Common Core library • Teachers’ College curriculum calendar • Technology 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the school held a minimum of five family workshops and meetings designed to deepen the home/school connection and give parents/guardians tools and strategies to support their child(ren)’s instructional and social/emotional growth. Progress will be measured by the Parent Coordinator meeting with teachers to assess the growth of family support in the student’s instructional and social/emotional growth.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Assessment Based	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	Assessment Based	Extended morning Generation Ready Push-in Pull out	FOR ALL PROGRAMS Small group One-to-one	Before and during school
Science	Assessment Based	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	Assessment Based	Shared and Guided Reading	FOR ALL PROGRAMS Small group	Before and during school

		Leveled Literacy Instruction (LLI) Extended morning Writing strategy group Iverson Quick 60 Class Social Studies Centers	One-to-one	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Assessment Based	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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS158**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 158 will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 2	Borough Manhattan	School Number 158
School Name Bayard Taylor		

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

Principal Dina Ercolano	Assistant Principal Janice Liao
Coach Lara Stein	Coach Susannah Plunkett
ENL (English as a New Language)/Bilingual Teacher Alana Gerstein, ENL	School Counselor Maria Ramos Faulkner
Teacher/Subject Area Maya Pariser, 3rd grade	Parent type here
Teacher/Subject Area Jamie Goose, Science	Parent Coordinator Mary Semack
Related-Service Provider Ilana Marks, SETSS	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	781	Total number of ELLs	40	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	4
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	40									0
Total	0	0	0	0	0	0	0	0	0	0

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

**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	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
At Ps 158, TCRWP is used to formally assess all students. Throughout the year, every student is assessed using spelling inventory, writing on demand, and TC running records. Aside from the four formal assessment periods throughout the year, students are also assessed as needed to determine their progress in meeting benchmarks. These assessments are valuable in disclosing to classroom teachers that many of our ELLs, already quite literate in their home languages, and some precociously so, quickly acquire English language decoding skills that far outpace their capacity to comprehend what they're reading, since their mental lexicons take far longer to develop. Our students' decoding competency sometimes takes only a few months, while the vocabulary development requires many years even for those children with extensive L1 lexicons. Without these assessments, classroom teachers would otherwise overestimate ELLs' reading, since in some cases their oral reading may even sound more competent than their monolingual peers'. Additionally, the ENL teacher has access to these assessments and uses students' progress and performance on them in order to inform her own instruction and planning. She also works collaboratively with teachers to analyze assessments in order to determine students' language needs and how they can best be supported in the classroom by both the ENL teacher and the classroom teacher.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Upon examination of our NYSESLAT and NYSITELL data, we discovered that most of our students that have been in our school for some time scored at the Expanding level, and only a few scored at Transitioning or Emerging. The only students that scored as Entering are newcomers who are new to the school, the country, and to English language in general. Upon further examination of the data, we realized that many of our upper grade students perform very well on the Speaking and Reading components of the NYSESLAT, and may need more support in Listening and Writing. Therefore, the ENL teacher will be sure to target these skills in her curriculum and when working with teachers and students in the general education classrooms.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We studied the Annual Measurable Achievement Objectives in order to determine the progress our students have made on the NYSESLAT as well as how many have achieved proficiency. Upon examining the data, we found that many of our students achieved proficiency. However, there are few students that took the NYSESLAT for 2 or more years, so it was difficult to determine how much

progress has been made on the NYSESLAT specifically. But when looking at students' NYSITELL and Lab- R scores, and how they performed on the NYSESLAT, we determine that there are some cases where students advanced in only one year from beginner on the NYSITELL or Lab-R to exit proficiency or Advanced level on the NYSESLAT. The AMAO tool also allowed us to look at each child's results on each modality and see how proficient or far from proficient their raw score are in listening, speaking, reading or writing. Most students achieved proficiency in at least one modality, and no child scored lower overall than on previous tests. When looking at the specific modalities we notice that students seemed to reach proficiency most often in speaking, and may require the most support in writing. Therefore, the ENL specialist will make writing an important focus of her program and support classroom teachers in developing strategies to support their writing development.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - a. Many of our students have a home language that is not available in translated versions; so it is difficult to compare their English test results with their home language test results. However, in general, our ELL students seem to perform very well both on tests taken in English as well as tests taken in the home language, so we feel that whether a student takes the state test in English or their home language does not seem to determine their scores.
 - b. Results from the period assesments help us to develop language goals for our students that support the development of their academic and language skills. The assessments are discussed by the ENL teacher and classroom teachers in an attempt to collaborate on determining students' needs and setting goals that address these needs.
 - c. The school learns a lot about students from the various assessments that we give. They highlight students' specific strenghts and the areas where they require more support. At times, when we identify an area where a student needs additional support, we think about ways to incorporate the home language to support the student. This mayinclude the use of bilingual dictionaries and books or translation technology. This can help support students building skills in their native language, as well as making the transfer into English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*] Students' results on the NYSESLAT and NYSITELL are used in conjunction with assessments given by the classroom teacher in order to determine which students may require RTI support. For students that reuquire RTI support, the ENL teacher and classroom teachers work collaboratively to determine a specific area or skill that should be targeted in order to best meet the student's needs. The student is then given a "double dose of instruction" that includes extra attention, activities and experiences to target their needs. This instruction is in addition to the core instruction and ENL instruction the student is already receiving. After a few weeks, the student is then assessed again on the skill that was being targeted. This assessment, as well as more recent classroom assessments and observations, are used by the ENL teacher and classroom teacher to decide if the student still requires the extra instruction, or if they can return to receiving the core instruction and ENL instruction they had originally. These assessment results also determine if students require intense intervention, where they receive more individualized instruction in small groups or 1:1. After another few weeks, students are assessed again to determine progress and additional next steps.
6. How do you make sure that a student's new language development is considered in instructional decisions?

The ENL teacher works with the classroom teachers to determine where the student is in the stages of language acquisition and what supports or next steps he or she might require. We work together to study language acquisition progressions and determine where a student is on that progression, based on assessments and observations. We also use student work in their home language along with information from the HLIS to consider students' educational history and cultural background and how that may affect instructional decisions around language development. We then talk about ways to differentiate instruction in the classroom in order to meet that students' needs. For example, a newcomer that is still in his silent period would require visual support and an instructional program that leans towards building vocabulary by using pictures, videos, and manipulatives during lessons. A more advanced student may benefit from a focus on grammar rules and writing skills that are connected to the content. These instructional decisions effect how instruction is being delivered both in the student's classroom as well as when the student is with the ENL teacher.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

The ENL teacher is in regular contact with parents and classroom teachers in order to monitor and discuss any difficulties or struggles students may be experiencing. We analyze assessments regularly in order to determine how students are progressing and if they would benefit from any additional supports or changes to the program. Additionally, portfolios of student work and in- class assessments are maintained by the ENL teacher and are analyzed regularly and shared with classroom teachers and parents at

meetings. These dated portfolios assist in monitoring students' progress and determining if there should be any program changes in order to better support the child. In order to evaluate the program as a whole, we also diligently study students' NYSESLAT results as well as their Math and ELA state test results in order to determine how our ENL program currently supports students' performance on these exams and where we may be lacking. We also use the AMAO tool to help us identify which students are not making annual progress on the NYSESLAT and how we may be able to adjust the ENL program in order to accommodate these students' needs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
HLIS forms are used to determine which students are eligible for NYSITELL assessment and subsequent ELL placement. Students are eligible to take the NYSITELL when the HLIS indicates a language other than English or in addition to English one time in the first four questions and twice in the last four questions; as well as when the interview conducted at registration suggests that the students should take the NYSITELL. Upon registration parents of students new to the New York Public School System complete the HLIS forms. Alana Gerstein, the ELL teacher, and/or our assistant principal is present to ensure accuracy of the information and conduct an informal interview with the child. When needed, translators are also available to help with this process or we use the translation line provided by the DOE. Once students are given the NYSITELL, those that do not reach proficiency and are Spanish speakers are given the Spanish LAB. 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 Spring
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
At this time we do not have any SIFE. However, at PS 158 we do have a system in place that would help us identify SIFE within 30 days of enrollment. When we interview the student during the HLIS, we would ask about educational background and be sure to notice any students that may have received interrupted education. We have a questionnaire that we would then administer to the student and we would also look at the student's current and prior schoolwork, both in English and in the native language if we can access it. We would use age and grade appropriate assessments that are culturally sensitive to gain further information about whether or not the student is a SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The LPT (ESL teacher, Related-Service Provider, Special Education Coach Katie Diamond, and the Principal and/or Assistant Principal) meets with the parent and reviews student work in English and the native language (when available) as well as the student's interview. If necessary, a translator is also present, or the LPT uses the translation services provided by the DOE. They also discuss other aspects of the student's history of language use, including past schooling and language use at home. The team then decides if the student may have second language acquisition needs and if they should take the NYSITELL. If it is determined that the student should take the NYSITELL, he or she takes it and their ELL status is determined based on their results. The student is also placed in an ENL program within 10 days of enrollment. If the decision is that the student should not take the NYSITELL, the LPT team makes their recommendation to the principal, who can either accept or reject the recommendation. If accepted, she then sends the recommendation to the superintendent and the superintendent has 10 school days to either accept or reject the recommendation. If the final decision is for the student to not take the NYSITELL, a letter is sent home to parents in their native language within 5 school days alerting them of the decision and the student's ATS LEP indicator will show that they are not NYSITELL- eligible, as determined by a formal LPT.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ENL teacher uses the NYSITELL scores to determine which students should receive entitlement and non-entitlement parent notification letters. She then prints and administers these letters as soon as possible after scanning the NYSITELL. Letters are given to classroom teachers, who send home the letters with students. All letters are written and sent home in parents' preferred language.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
At the ENL Parent Orientation, the ENL teacher explains that parents have the ability to appeal ELL status within 45 days of enrollment. At this meeting, all information is given in parents' preferred languages, either through the use of a translator or through the DOE translation services. Also, any parents that express concern about their child's ELL status are asked to have a one-on-one

meeting with the ENL teacher to discuss their concerns and the appeal process, which also includes translation, when necessary. Any letters that are received by the principal or the ENL teacher are filed and stored in the ENL classroom. Additionally, copies of these letters are placed in students' cumulative folders.

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

After all ELLs are identified and NYSITELL tested, a Parent Orientation meeting is held by the ENL teacher, Alana Gerstein (TESOL certification K-12), in September for the parents of those students who have been identified as being eligible for ENL 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 ENL. The ENL 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 within 5 days of the Parent Orientation. They are reviewed and then kept on file. PS 158 offers a Freestanding ENL program and the trend here has been that of choosing the Freestanding ENL program. All students are placed in an program within 10 school days of enrollment.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are given the Parent Surveys and Program Selection forms in their native language at the Parent Orientation meeting, and most parents fill out and return the forms immediately following the meeting. However, parents are contacted by phone by Alana Gerstein, or through a translator when necessary, when they have not returned the forms within 5 days of the Parent Orientation. She maintains a spreadsheet where she writes down parents' choices as indicated on the Parent Surveys, and monitors which programs parents tend to select. Once collected, all Parent Surveys and Program selection forms are stored in the ENL classroom, and a copy is placed in each student's cumulative folder.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

At the orientation meeting, all parents are given the Parent Surveys and Program Selection forms in their preferred language. The ENL teacher gives parents the option of filling out the form at the end of the meeting or taking it home and returning it one week later. If parents have not returned the form a week after the meeting, the ENL teacher and classroom teacher work together to contact the parent and encourage them to complete and return the forms, using a translator when necessary. Once collected, all Parent Surveys and Program selection forms are stored in the ELL compliance binder in the ENL classroom and a copy is placed in each student's cumulative folder.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL teacher and Parent Coordinator work together to make sure all letters are distributed in parents' language preference. Letters are given to classroom teachers that send them home with the child. A copy of these letters is maintained in the ELL compliance binder in the ENL classroom, and copies are also placed in students' cumulative folders.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Copies of ELL documentation are filed and maintained by the ENL teacher in an ELL compliance binder. Relevant documentation is also maintained in the students' cumulative folder. All teachers and staff have access to cumulative folders and may find relevant ELL documentation there. If necessary, they may also reach out to the ENL teacher in order to review students' ELL documentation.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ENL teacher generates the NYSESLAT eligibility report from ATS to determine which students are eligible to take the NYSESLAT. The ENL teacher creates a schedule of when eligible students in each grade can take each session of the NYSESLAT. The speaking portion is administered one-on-one. Students take the other four sections, which include reading, writing, and listening, in small groups with students from their same grade level. Parents are informed months in advance, as soon as dates for NYSESLAT administration are set by NYSED, so that they can avoid taking children out of the country or on vacation during testing. They are then reminded again a few days beforehand so that they can prepare students for testing and so that they know which days their children will be taking tests.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ENL teacher uses NYSESLAT scores to determine which students receive entitlement letters and which receive transitional support letters. These letters are drafted in parents' preferred language and given to the classroom teacher, who sends the letters home with students. The ENL teacher keeps the signed continued entitlement letters, as well as copies of all letters that are sent home, on file. Copies of these letters are also placed in students' cumulative folders.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will

you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend here has been that parents have most often requested a Freestanding ENL program. Therefore, the current program offered has been fully aligned with parent request. If, in the future, parents begin to request another program, or 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 and consider forming a bilingual program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Students at "entering" and "emerging" levels are pulled out for "standalone ENL" in groups that are made up of students from 2 grades but different classes. These lessons involve thematic language instruction that aligns with the work that students are doing in their classrooms. The ENL teacher then pushes in to work with ELL's that are on the same grade level but different proficiency levels in a general education classroom, where students receive "integrated ENL" with both the ENL teacher and a classroom teacher. The ENL teacher collaborates with the classroom teacher, along with all classroom teachers on the grade, to determine how to best meet the instructional needs of the students and what aspect of the core curriculum should be addressed during "integrated ENL." Usually, this involves literacy instruction, supporting students with their reading, writing and language needs.

ENL in both situations 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.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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 Entering and Emerging stages receive standalone ENL 4 periods a week for 180 minutes and integrated ENL 4 periods a week for an additional 180 minutes. The students that are Transitioning and Expanding receive Integrated ENL 4 periods a week for 180 minutes. Students that are Commanding receive 2 periods a week for 90 minutes of instruction. At times, if it seems that students at the Transitioning level may require additional support, they receive an additional 2 periods a week of standalone ENL. The ENL teacher, along with classroom teachers and interventionists, work together to make sure there are no conflicts with the ENL schedule.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ENL program relies on both pull- out and push- in instruction that are designed to match the Common Core Learning standards for each grade, and is tailored to also address each student's individual language needs. The pull- out instruction is aligned with grade- level Social Studies and Science curriculum. The ENL teacher supports students with vocabulary and grammar development, along with reading writing listening and speaking skills that are required to understand the topics being covered in both Social Studies and Science. Tools used to support this work include the use of a TV monitor, both fiction and nonfiction leveled books, big books that are used for shared reading, ipads, and language development games and puzzles. The push- in instruction is aligned with the ELA Common Core standards for each grade level. The ENL teacher focuses on balanced literacy, where shared, independent, and guided reading, as well as independent and shared writing are emphasized; along with additional scaffolds to support students' language development. Tools used for this work include differentiated writing paper, both fiction and nonfiction leveled texts, as well as the use of sentence strips, highlighter tape, wiki stix, realia when appropriate, and ipads. All instruction is

in English, but many classroom teachers use online translators when appropriate to assist students with comprehension. Additionally, students are encouraged to spend some of the classroom time reading, writing, or speaking in their native language around a content area that the class is studying, when necessary and appropriate. Also, additional push-in and small-group support in language arts and math is provided by the ENL teacher, intervention teachers, and other personnel with expertise in English language arts.

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

When appropriate, we use bilingual staff members and volunteers, including student teachers and America Reads volunteers, to assist with evaluating students in their home languages. Additionally, when students are evaluated for SETTS or speech services, we request a bilingual evaluation for the student. If any standardized exam is available in a student's native language, that translated exam is ordered as an option for the student unless the parent requests the child be evaluated in English as the dominant academic language.

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

All ELLs are continually evaluated in all four modalities throughout the year. The NYSITELL and NYSESLAT raw scores are considered as baseline assessments, and regular informal and formal assessments are performed throughout the year by both the ENL teacher and classroom teacher as a way to monitor students' progress. For entering and emerging students that are receiving pull-out instruction, the ENL teacher administers a performance assessment 3 times a year in order to evaluate students' reading, writing, listening and speaking progress. This also helps to determine any struggles or supports that students may require, and students' scores on these tasks are shared with parents in order to reflect on progress. When working with students in the general education classroom, the ENL teacher uses a language acquisition checklist as a way to monitor and assess students' progress in listening and speaking skills. She also consults with classroom teachers on administering and analyzing formal reading and writing assessments at least 3-4 times a year in order to track students' progress in these areas.

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a) PS158 has never had any SIFE students, so no SIFE program model is used. If a SIFE student were to register, the student would be age-appropriately placed in a classroom. Then that student would be served individually to suit literacy needs, using relevant scaffolding techniques.

b) All of our ELL students right now are considered newcomers. The classroom teachers and the ENL teacher work together to determine the students' strengths and weaknesses, and how we can differentiate the classroom instruction for them. The students are paired and grouped with more proficient readers and speakers of English. Both the classroom teacher and the ENL teacher also make use of visuals and graphic organizers in order to support students' understanding of classroom tasks and content. These students also receive instruction in pull-out ENL around vocabulary and language development that supports their understanding of classroom content in order to support them in their classroom work. Students also receive testing accommodations on formal assessments and state tests. Examples of accommodations include the use of bilingual dictionaries, and extended time.

c) We do not currently have any developing ELLs (students that have been receiving instruction for 4 years). However, if we did have any developing ELLs in the future, their instruction would include an emphasis on reading comprehension and writing organization and conventions. Students would also receive testing accommodations on formal assessments and state tests. Examples of accommodations include the use of bilingual dictionaries, and extended time.

d) We do not have any Long-Term ELLs, and given that our school is K-5, we would only have a long-term ELL if a student repeated a grade. However, if we did have a Long-Term ELL in the future, we would do an intensive study of their NYSESLAT and assessment scores in order to determine an area of weakness and design instruction to target that area. Students would also receive testing accommodations on formal assessments and state tests. Examples of accommodations include the use of bilingual dictionaries, and extended time.

e. The ESL teacher includes Former ELLs students in her grade-level groupings and provides integrated ENL instruction 90 minutes a week. Additionally, the ENL teacher works collaboratively with the classroom teacher to determine any areas of weakness and to help provide scaffolds that best support that student's needs. Former ELLs are also provided ELL exam accommodations on standardized tests, including the use of bilingual dictionaries and extended time.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will review assessments, student work, and teachers' observations and notes about the student to determine if their work has been adversely affected. She will also consult with the ENL teacher, the classroom teacher, the parent/guardian, and the student in order to discuss student's progress. Because the ENL teacher is the staff member responsible for managing both the initial identification process and the re- identification process, she can also provide insight into the students' language and academic needs and if there have been any adverse affects caused by re-identification.

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

The ENL teacher articulates with all service providers for those students and is aware of all necessary accommodations. The ESL teacher and the Special Education teachers and service providers meet regularly in order to discuss students' progress and to collaborate on scaffolds and supports for the student. We also collaborate with the classroom teacher in order to plan appropriate instruction for students, based on their language level and IEP goals. We also discuss tools and other strategies that can be used in the classroom in order to support students and ensure that they are understanding the material and able to perform classroom tasks independently. Some materials we have used to support students in this work include English language games on ipads, as well as English storytelling apps, which help students in their listening and oral language development. We also use age- appropriate board games and card games in order to support these students in mastering vocabulary as well as building sentences and using appropriate syntax and oral communication skills. These materials are determined grade and age- appropriate based on the skill that they target as well as students' interest in using the materials and ability to use them independently.

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

We use curricular, instructional and scheduling flexibility in order to best meet the diverse needs of the ELL- SWD's within the least restrictive environment. When receiving ENL services, these students are grouped with students at similar age groups and similar language levels, that allow them to receive instruction that supports both their language development and IEP goals. The ENL teacher works with the Special Education teachers and service providers to ensure that scheduling is done in a way that students are receiving ENL services as well as the mandates required by their IEPs. Additionally, the ENL teacher works with the Special Education teachers and classroom teachers in order to discuss curriculum and instructional modifications that may be appropriate for students in order to best support them in attaining English proficiency but also achieve their IEP goals. Students' language levels and proficiency in the four modalities is considered as well as the information from their IEP when making these decisions.

Chart

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

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

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

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



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

Chart

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

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

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

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

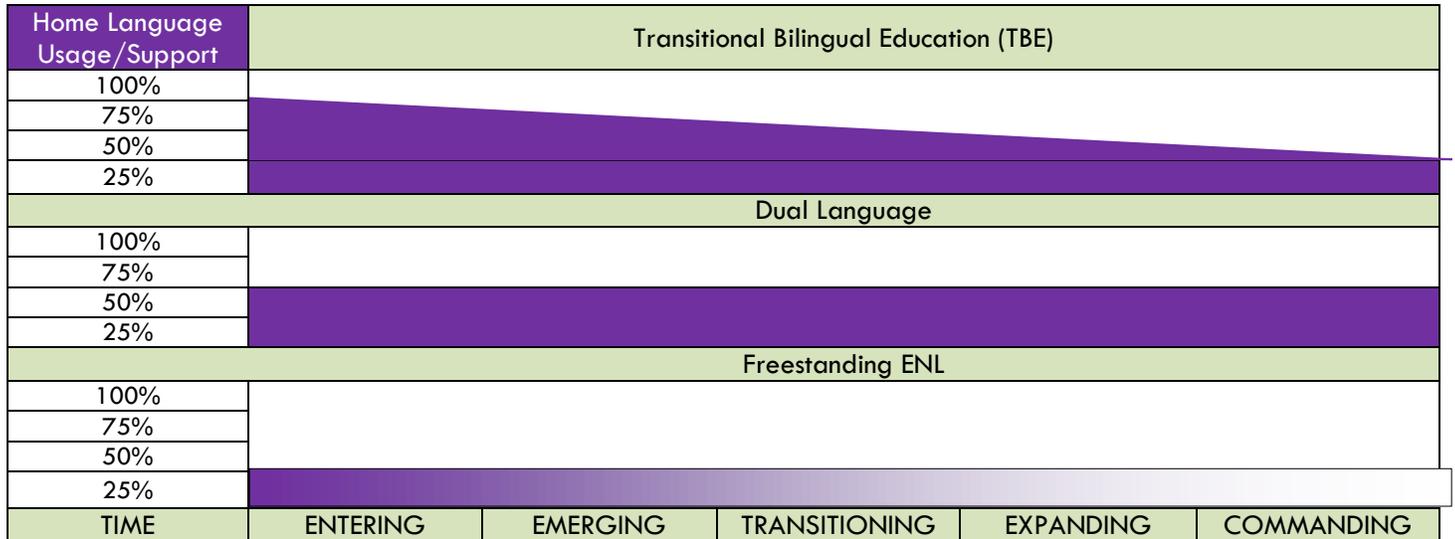


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Regular formal assessments as well as informal observations and anecdotal notes are used in all content areas in order to determine the effectiveness of instruction and the intervention program for all students. Additional at-risk intervention is also available for those who qualify. Intervention services are offered to ELLs who need additional help in ELA, Math, Science or Social Studies. Afterschool programs, small group instruction and customized lessons to meet their needs are some of the interventions offered. These interventions include targeted instruction in English, as well as the incorporation of materials and information in the native language, when necessary and appropriate. Saturday Academy and Test Prep are also available to our ELL population to help them prepare for the state tests.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In-school assessments as well as standardized tests have shown that the ELLs in our school continually make considerable progress in both content and language development. NYSESLAT results show that even newly arrived ELL students move up in proficiency level from year to year, and many reach proficiency after only being in the program for 1-2 years. Additionally, both informal and formal classroom assessments reveal that ELL students make consistent progress in all content areas, including ELA, Math, Science and Social Studies, and many achieve grade-level expectations after participating in the ENL program for 1-2 years.
12. What new programs or improvements will be considered for the upcoming school year?
Due to the changes in Chancellor's Regulations part 154, Integrated ENL will now be a considerable part of the ENL program and students will be participating in more frequent push-in instruction.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Information is sent home to ELL students about after school programs, and students are given the opportunity to enroll and participate in these programs. After school programs focus on sports, technology, and visual arts. Additionally, ELLs are given information about Saturday Academy and Intervention programs and are given the opportunity to participate. Most ELLs participate in at least one after school program, or Saturday Academy.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
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, Ipads and computers. Additionally, students have access to native language books and articles as well as iPad and computer apps that support their native language development.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELLs are grouped based on proficiency level and age. Most often, students are taught in a grade level group that has students of various proficiency levels. However, there are also groups of Entering and Emerging students that are pulled out in groups that consist of students in 2 contiguous grades. All resources are also age and grade level appropriate. Some of these resources include leveled books, books on tape, Big Books, poems and chants; as well as nonfiction articles, grammar and vocabulary games as well as visual charts and tools. Through observation and assessment, we can determine which resources are best appropriate for which students, and design or find additional resources that support students' grade-level knowledge and language development.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All newly arrived children will receive extra help during the first 6 weeks of school to adjust to their new environment. The ENL teacher visits those students' classrooms regularly to observe students, and determine specific areas where they may require more

support or particular interests or strengths they have. She then works with the classroom teacher in order to differentiate the routines and classroom work at the beginning of the year to be appropriate for newcomers. This includes using visuals in order to introduce routines and expectations, scaffolding the written language used in charts and instructions so that it is comprehensible for ELLs, and planning community building activities that allow newcomer ELLs to participate. The ENL teacher also works with parents, in order to address any specific concerns or thoughts they might have about their child's language and social needs, and to make a plan together about how to best support the student for the first six weeks of school.

19. What language electives are offered to ELLs?

There are no language electives at this time.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We don't have a dual language program at PS 158.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ESL teacher has the option of attending the literacy PD that classroom teachers attend in order to support her knowledge of the literacy standards and curriculum; as well as to offer support to teachers of ELLs. She also receives an email newsletter from the Office of English Language Learners that lists PD opportunities for ELL educators in the region, and attends the sessions that seem most appropriate and beneficial. Any information gained from these meetings is reported to staff, including teachers of ELLs and administration, guidance counselors and the parent coordinator, in order to ensure that necessary steps are taken to follow the compliance regulations. The ENL teacher meets with colleagues, including other ENL teachers in District 2, for a monthly peer consultation group. This group regularly discusses changes to compliance regulations, various teaching methodology, and testing information. We also discuss any workshops and conventions that we have attended in an attempt to support each other with new instructional techniques and ELL compliance information.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All teachers have been given copies of the CCSS and the staff refers to the standards regularly when discussing curriculum planning and instruction. The ENL teacher has access to curriculum guides for all grades K-5, which includes information about how the curriculum aligns to the CCSS and how to support students in mastering these standards. Additionally, the ENL teacher attends workshops and conferences throughout the year that support her knowledge of the CCSS and how to support students with these standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ESL teacher and 4th and 5th grade teachers work collaboratively to discuss specific students and the best ways to aid their transitions from elementary to middle school. We also work with families to discuss new expectations and changes that may impact students in middle school. Additionally, both teachers and parents work closely with the guidance counselor in order to ensure a smooth transition to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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 that focus on ELLs and second language development. Bilingual and ENL specific strategies will also be addressed during faculty conferences, staff development days, and monthly grade meetings. These meetings are attended by administration, classroom teachers, ICT teachers, paraprofessionals, coaches, and speech and language providers.

Additionally, staff developers will be working with teachers in groups and individually to model best literacy practices, including how to best support ELLs with their literacy development. In these workshops, they will address specific issues that teachers may encounter when working 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 ENL strategies. Our September staff development days included strategies for assessing all children, including ELLs, through conferencing and observations. In addition, teachers on the grade and across grade spent time analyzing assessments and planning for instruction. The ENL teacher participates in these grade-level meetings in order to support teachers with analyzing ELL's assessments and determining appropriate next steps. 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 ENL strategies through the content area. In order to be in compliance with the CR Part 154.2 requirements, General Ed teachers will be provided with 7.5 hours of professional development from an ESL certified teacher/PD provider. This will include workshops run by the ENL teacher that focus on the Second Language Acquisition continuum and supporting ELLs with literacy development. These workshops will be conducted during our PD time in the morning before school, and will be supplemented by sessions during our Professional Development time on Election Day in November and Chancellor's Day in June. Additionally, the ENL teacher hosts "open office hours" where she is open to meet with classroom teachers about specific questions or concerns they might have regarding their ELL students. During these meetings, she also provides teachers with resources that may assist them in understanding Second Language Acquisition and in scaffolds and supports for their students. Special Ed. teachers will be provided with 10 hours of PD in ESL strategies and theory, and will engage in discussions with the ENL teacher regarding ways to support ELLs that are also SWD. The ENL teacher keeps a record of the number of times she meets with each classroom teacher, and what was discussed. Additionally, all PD agendas and sign-in sheets are kept in the main office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
aThe ENL teacher reaches out to parents in January to arrange these meetings, either by making a phone call and using interpretation when necessary, or by sending a letter in the parent's native language. At the meetings, she discusses students' language progress in all four modalities based on assessments, observations and classroom work. She also references students' scores on the NYSESLAT or NYSITELL in order to show progress and areas where the student may continue to need support. She also includes information about the instruction that students have been receiving both in the pull- out setting and when pushing into the classroom. She works with parents to set goals for students, and discusses how both she and the parents can support students in achieving these goals. The DOE Interpretation services are used when necessary. Sign- in sheets and letters inviting parents to these meetings are kept on file with the ENL teacher. When arranging meetings, the ENL teacher works with the parents and the classroom teacher to ensure that parent needs are accomodated, including translation and any tools or handouts they may require.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Parents and the ENL teacher communicate frequently through email and phone calls in order to discuss students' progress and any specific concerns or questions parents may have. When appropriate, classroom teachers or other school staff are cc'ed on these emails as well, and meetings are scheduled as necessary. All emails are kept in electronic form and other records from individual meetings are stored in a file in the ENL teacher's classroom. Additionally, the ENL teacher maintains a parent meeting log, where she logs information from each parent meeting, in order to track parent involvement and ensure that all ELL teachers attend at least one annual meeting.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. A conference is conducted each Fall before Parent Teacher Conferences to orient ELL parents on program requirements, instuctional standards, assessments to be implemented and school expectations. ELL parents are encouraged to meet with teachers regarding their child's performance at least three times each year, during parent teacher conferences in November and March as well as one additional time with the ENL teacher to discuss language progress. Translators are provided. Our parent coordinator will facilitate a series of parent outreach workshops that will be held throughout the 2015-2016 school year to teach parents about school resources, policies and programs and to explain the NYS standards and assessments and the school's expecatations 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 ENL teacher.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here:
5. How do you evaluate the needs of the parents?
The ENL teacher and parent coordinaor evaluate the needs of parents through surveys, curriculum chats and literacy parent workshops. These surveys and workshops allow parents to express their questions and concerns about the ENL program, their child's language development, and the school curriculum in general. Additionally, regular contact through email, phone calls, and face-to-face conversations between the teachers, the parent coordinator and parents can reveal information about parents' needs. All staff uses the translation services provided by the DOE to communicate with parents in their preferred language about their needs.
6. How do your parental involvement activities address the needs of the parents?
The ENL teacher runs parent workshops that focus on supporting ELL students at home, as well as information about second language development and school curriculum expectations. The parent coordinator and guidance counselor both run workshops and meetings that are used to address school activities, middle school information and other concerns that parents may have. We use bilingual staff members to assist with translation at all of these meetings and workshops, when necessary.

D. Additional Information

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

Part VI: LAP Assurances

School Name: Bayard Taylor

School DBN: 02M158

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dina Ercolano	Principal		10/30/15
Janice Liao	Assistant Principal		10/30/15
Mary Semack	Parent Coordinator		10/30/15
Alana Gerstein	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
Maya Pariser, 3rd Grade	Teacher/Subject Area		10/30/15
Jamie Goose, Science	Teacher/Subject Area		10/30/15
Lara Stein	Coach		10/30/15
Susannah Plunkett	Coach		10/30/15
Maria Ramos Faulkner	School Counselor		10/30/15
Bonnie Laboy	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: = School Name: **PS 158 Bayard Taylor**
Superintendent: **Bonnie Laboy**

Before you begin, please check the following:

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

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

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

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

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

We use the language preference requested on the HLIS, along with the Preferred Language Report from ATS and the information on blue cards in order to determine parents' language preferences. Classroom teachers also send home surveys at the beginning of the year asking parents about their children as well as language requests. Additionally, the ENL teacher asks parents for language preference requests when they sign in for the parent orientations in September.

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

Mandarin, Spanish, Japanese, Russian, German, Italian, Portuguese, French, Korean

Part B: Creating a Communications Calendar

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

Parent Handbooks are distributed at the beginning of the year. Monthly calendars are distributed at the beginning of every month. Teachers administer regular newsletters that update parents about the curriculum, the work that is being done in their classrooms and any exciting class news. A few weeks before the ELA and Math tests; as well as the NYSESLAT, letters are given to parents with the testing dates and information about what to expect during testing. There is also regular communication between the PA and the administration and parents and families about exciting events as well as important information about the PS 158 community. All documents that require translation are sent to the Translation and Interpretation Unit at least two weeks before they're expected to be sent home to families.

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

There was a curriculum conference held in September, parent- teacher conferences are held in November, March. There is a parent engagement activity in May. There may also be in- person interactions and phone calls between the guidance counselor or school psychologist with parents; or between the parent coordinator and parents.

Part C: Providing Language Assistance Services

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

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

Oral interpretation services are used for the administration of city wide/state testing. We use The Translation and Interpretation unit phone number, recommended by the DOE. In addition, we also use in-house school staff members. We keep a list of bilingual staff members and these individuals help interpret parent- teacher conferences and daily communication between staff members and

families. Additionally, there are times that parents request to bring their own friend or family member to translate for them during meetings with teachers or during parent- teacher conferences.

Part D: Training Staff on Policies and Procedures

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

All staff members will be given copies of the Translation and Interpretation brochure, which explains parents' rights to receiving information in their native language and how to get documents translated as well as how to use the over-the-phone interpretation. Language Palm cards will also be distributed at staff meetings in order to support teachers in working with parents to identify their language request and get the appropriate interpretation and translation needs. The ENL teacher also sends emails to staff before parent- teacher conferences, reminding staff members of how to use the over-the-phone interpretation service. She is also available to meet with staff members that have questions about the interpretation service.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Welcome Poster will be hung at the entrance of the school. Parents will receive copies of the Parents' Bill of Rights and Parents' Guide to Language Access, in their native languages, at the beginning of the year. The Language ID Guide will be placed at the security desk and the main office to assist parents with identifying that they need translation.

Part F: Monitoring and Quality Control

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

Parents will receive the School Survey for Parents, which they can fill out in order to communicate if the school is able to communicate with them in their native language. Additionally, we are in the process of forming a small group of parents of various cultures and languages that can provide feedback about our translation and interpretation.

