2018-19
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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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Bayard Taylor</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>02M158</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>02M158</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K - 5</td>
</tr>
<tr>
<td>School Address:</td>
<td>1458 York Avenue, New York, NY 10075</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-744-6562</td>
</tr>
<tr>
<td>Fax:</td>
<td>212-772-8424</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Elizabeth Cruz</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:ecruz@schools.nyc.gov">ecruz@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Dina Ercolano</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Monique Ogando</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Pamela Bernstein</td>
</tr>
<tr>
<td>Jill Daino</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Katherine Bookbinder</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Not applicable</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 02 |
| Superintendant: | 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 |

### Field Support Center (FSC)
FSC: Manhattan

Executive Director: Yuet Chu

Executive Director's Office Address: 333 7th Avenue, New York, NY 10001

Executive 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dina Ercolan</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Monique Ogando</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Jill Daino</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Janice Chao-ChingLiao</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Jamie Hoenig</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Lori Rosenfeld</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Sara Vanderbrouk</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Ryan Lefton</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Diana Harfouche</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Alexandra Minicone</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Betsy Piombino</td>
<td>Member/Teacher</td>
<td></td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:
- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1</th>
<th>What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

We are a large school of nearly 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 very culturally diverse community, representing families from six continents. Our melting pot community lends itself to our focus on equity within our school, as reflected in our students, staff and instruction.

3. Describe any special student populations and what their specific needs are.

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.

4. Identify 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.

It was noted in our 2017-2018 Principals Performance Observation (PPO) that our school has a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and supported by the entire community. In addition, across classrooms, teachers use or create assessments, rubrics and grading policies that are aligned with the school's curricula and offer a clear portrait of student mastery. Student discussions reflect high levels and student thinking, participation and ownership of learning.

We continue to focus our Professional Development (PD) school wide in specific areas of math, ELA and social-emotional learning 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.
### School Demographics and Accountability Snapshot for 02M158

#### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 793
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 4
- **# SETSS (ELA)**: 39
- **# Integrated Collaborative Teaching (ELA)**: 103
- **# Special Classes (Math)**: 4
- **# SETSS (Math)**: 26
- **# Integrated Collaborative Teaching (Math)**: 89
- **Types and Number of Special Classes (2018-19)**
- **# Visual Arts**
- **# Music**
- **# Foreign Language**
- **# Dance**
- **# CTE**

#### School Composition (2017-18)
- **% Title I Population**: 12.0% (Attendance Rate: 95.3%)
- **% Free Lunch**: 10.0% (Reduced Lunch: 1.9%)
- **% Limited English Proficient**: 4.8% (Students with Disabilities: 14.8%)

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.8%
- **% Hispanic or Latino**: 7.8%
- **% White**: 72.0% (Multi-Racial: 5.8%)

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 3.59
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching with Fewer Than 3 Years of Experience**: 23%
- **Average Teacher Absences (2014-15)**: 7.7

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 83.7%
- **Mathematics Performance at levels 3 & 4**: 85.1%
- **Science Performance at levels 3 & 4 (4th Grade)**: 100%
- **Science Performance at levels 3 & 4 (8th Grade)**: N/A

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **Regents Diploma w/ Advanced Designation**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: Yes
- **In Good Standing w/ Advanced Designation**: Yes
- **Focus District**: Yes
- **Focus School Identified by a Focus District**: No
- **Priority School**: No
- **Focus Subgroups**: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: YES
  - Economically Disadvantaged: YES

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

2018-19 CEP
**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**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

In the 2017-2018 school year, the School Leaders and the Professional Development Committee participated in fours guided walkthroughs in literacy and math to learn patterns, trends and areas for improvement with the contracted vendors in literacy and Informed by the observations and post-walkthrough conversations, it was evident that teachers had made growth in the area of small group instruction. To deepen and extend this work, continuous work on small group instruction, will create rich opportunities for students to engage in conversation, in which they synthesize, question, justify, critique, and examine each other’s ideas.

According to our school’s most recent PPO in 2017-2018, PS 158 is highly effective in aligning curriculum to the common core and provide students with consistent opportunities to engage in learning. 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**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 1, 2019, teachers will design or revise a minimum of ten conferences per week. Teacher observations and recorded data of small group conversations will measure the rigorous work students will engage in based on these conferences and a rubric co-created by the professional development committee, school leadership and staff developers will be used to quantify students’ engagements in conferring.</td>
</tr>
</tbody>
</table>
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Teachers</td>
<td>9/7/18 - 6/1/19</td>
<td>School leaders</td>
</tr>
<tr>
<td>Students</td>
<td>6/1/19</td>
<td>Teachers</td>
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<tr>
<td>Families</td>
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</table>

Teachers will participate in Professional Development cycles focused on conferring. Teachers will participate in cross-grade Professional Development cycles focused on developing strategic literacy conferences. Teachers will differentiate students’ needs by providing visual, verbal, and written conversational prompts and other supports in conferences. Each student will participate in 3-4 literacy conferences. Teachers will utilize various note-taking strategies, such as checklists and conference notes to retain data. To address the needs of students with disabilities, we have technology and adaptive materials to assist the access of the small groups. To address the needs of our English language learners, our ESL teacher will provide direct and indirect supports in small group instruction.

To address the needs of students with disabilities, we have technology and adaptive materials to assist the access of the small groups.

To address the needs of our English language learners, our ESL teacher will provide direct and indirect supports in small group instruction.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will be invited to Curriculum Night, Open School week, monthly family mornings, and Tuesday morning parent-engagement time to learn about small group instruction and how to support their children.

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.
- Teachers, Coaches, Staff Developers
- DOE Resources: Common Core
- Teachers College Reading and Writing Project curriculum

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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 2019, teachers will have participated in one professional development opportunity about conferring.

Teachers will have designed or revised a minimum of ten conferences per week. Teacher observations and recorded data of small group conversations will measure the rigorous work students will engage in based on these conferences and a rubric co-created by the professional development committee, school leadership and staff developers will be used to quantify students’ engagements in conferring.

#### Part 5b
Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

School leaders and coaches will utilize running records, conference notes and observations as well as the co-created rubric to review the goal and meet with staff tasked with implementing the goal.

#### Part 5c
In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Looking at the 2018 NYC School Survey Report

- 57% of teachers say that adults at their school have access to school based supports to assist in behavioral and emotional escalations.
- 68% of teachers say that adults at their school teach students the skills they need to regulate their behavior (by focusing their attention, controlling their emotions, managing their thinking, behavior and feelings).

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 2018-19 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, 2019, the principal, assistant principal and staff developers will receive training through the RULER program and corresponding Yale Center for Emotional Intelligence to support staff with strategies to address students' social and emotional skills effectively in the classroom in order to reduce the number of level 4 and 5 incidents in the OORS portal to 40 or less. 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 special education coach 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 informal surveys.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Teachers</td>
<td>September 5, 2018 - June 1, 2019</td>
<td>School leaders</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td></td>
<td>Staff Developers (TCIP)</td>
</tr>
<tr>
<td>School Aides</td>
<td></td>
<td>Special Education Coach</td>
</tr>
<tr>
<td>Mental Health Professionals</td>
<td></td>
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</tr>
</tbody>
</table>

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, including but not limited to, professional development cycles focusing on restorative practices with RULER and Yale Institute.

In conjunction with special education coach, the ESL teacher and the school leadership, teachers will have established restorative justice routines in the classrooms to provide strategies for the social-emotional needs of all students.

Through our partnership with a contracted vendor, its staff developer, will work one-on-one with teachers who require special needs strategies.

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.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The school leadership, special education coach and teachers will share their strategies with families through workshops during Family Engagement time, with an emphasis on educating families about distinguishing bullying behavior from conflicts.

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.

- Parent Association resources to support Professional Development
- Substitute coverage for Professional Development
- 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<td>SIG</td>
<td>PT A Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, 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. OORS data will be analyzed to determine if strategies utilized correlate to few level 4 and 5 incidents.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School leaders and coaches will review the goal and meet with staff tasked with implementing the goal as well as number of documented OORS incidents.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
</table>

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Looking at the 2018 NYC School Survey Report, teachers indicate a high level of collaboration:

- 77% of teachers responding to the survey agreed that teachers at this school take responsibility for improving the school.
- 80% of teachers responding to the survey agreed that at this school the principal, teachers, and staff collaborate to make the school run effectively.
- 56% of teachers responding to the survey agreed that professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas.

Our school’s PPO in 2017-2018 noted that although every teacher participates in many collaborative efforts that center on improving student outcomes and teaching practice. Teachers are empowered to lead their colleagues in both formal and informal ways. The teachers and school leadership agreed that perhaps the implementation of more structured protocols and agendas might help them strengthen their use of time even more and guarantee everyone’s equitable participation.

Informed by the Capacity for Framework Element – Collaborative Teachers, NYC 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

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
</table>

By June 1, 2019, 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 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Teachers</td>
<td>October 1, 2018-June 1, 2019</td>
<td>Professional Development Committee</td>
</tr>
<tr>
<td>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).</td>
<td>Teachers</td>
<td>October 1, 2018-June 1, 2019</td>
<td>Coaches</td>
</tr>
<tr>
<td>● A Professional Development Committee designed to be representative of each grade and specialists will meet to discuss and evaluate effectiveness of professional development offerings.</td>
<td></td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>● The Professional Development (PD) Committee will collect questions, ideas, and interest from teachers through surveys and grade level meetings.</td>
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<td></td>
<td>Principal</td>
</tr>
<tr>
<td>● The PD committee will select topics that teachers identify through the shared examination of student data.</td>
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<td>Assistant Principal</td>
</tr>
<tr>
<td>● The PD committee will select topics that address the wide range of needs of diverse learners.</td>
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<td>● The Principal and Assistant Principal will advise the PD committee on areas that have been highlighted through data as needs.</td>
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<tr>
<td>● The PD Committee will conduct walkthroughs of classrooms using low-inference observation protocols to identify strengths and needs for focused study.</td>
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<tr>
<td>● 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.</td>
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<tr>
<td>Meeting protocols will be developed and implemented to insure equity of voice and shared responsibility in teacher team meetings.</td>
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2018-19 CEP
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Throughout the school year the members of the PD committee will have the opportunity to present various topics from the PD cycles to the parent body during Parent Association meetings.

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.

- 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.

<table>
<thead>
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<td>SIG</td>
<td>X</td>
<td>PTA Funded</td>
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</tbody>
</table>

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, 2019, 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 Google-tracking attendance at the working sessions, the agendas and any work product developed during the sessions.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School leaders and coaches will review the meeting agendas and sign in sheets that correspond with the goal and meet with staff tasked with implementing the goal. They will look for and document evidence of PD goals being put into practice during classroom observations.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td><strong>2.</strong> What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Looking at the 2018 NYC School Survey Report, 52% of teachers say that they receive support around how they incorporate students' cultural and linguistic backgrounds in their practice.

Informed by the Capacity for Framework Element – Collaborative Teachers, NYC 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 collaborative school community so that all staff members are included in shaping the school community.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By June 1, 2019, the principal will have established an Equity Team to ensure equity and access for all learners, including our priority subgroups: ENLs, SWDs, BLack and Latino students, by setting high standards for teaching and learning in every classroom. The Equity Team will attend district-level and city-level professional development opportunities on implicit bias, social justice and Equity and Access for All.</strong></td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>• 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).</td>
<td></td>
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</tr>
<tr>
<td>• School leaders will discuss the purpose and responsibilities of the HR Committee with entire staff.</td>
<td>Teachers</td>
<td>October 1, 2018 - June 1, 2019</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assistant Principal</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Once committee is formed they will create an email account within our server.</td>
<td>Teachers</td>
<td>October 1, 2018 - June 1, 2019</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Special Needs Students</td>
<td></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>HR Committee</td>
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<tr>
<td>The HR committee will compose postings for potential positions and share with graduate universities.</td>
<td>Teachers</td>
<td>October 1, 2018 - June 1, 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>Committee will sit with school leadership to discuss criteria by which candidates will be selected for interviews</td>
<td>School leadership</td>
<td></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HR Committee</td>
</tr>
<tr>
<td>The committee will set up interviews, demonstration lessons and will coordinate with the school leadership calendar.</td>
<td>Teachers</td>
<td>October 1, 2018 - June 1, 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>The committee will compose interview questions on a shared Google document and conduct interviews alongside school leadership.</td>
<td>School leadership</td>
<td></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>The committee will take into consideration the needs of families when interviewing new candidates.</td>
<td></td>
<td></td>
<td>HR Committee</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The HR Committee, with input from the school leaders, will speak to parents at a PA meeting and share some of their experiences in the hiring process as well as share an overview of the qualities they look for in shaping the community.

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.

Teachers

TCICP

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

<table>
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<tr>
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<td>Other</td>
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</tbody>
</table>

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, 2019, the Hiring Committee will have added two staff members, met with school leadership two times to review interview questions and hiring criteria.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School leaders and coaches will memorialize notes from meeting with HR Committee and will look at the interview questions in the shared document and offer feedback to the HR Committee.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Looking at the 2018 NYC school survey, teacher and family responses were 96% positive regarding the school’s outreach to parents. That percentage was commensurate with the district average and slightly greater than the Citywide average.

Informed by the Capacity Framework Element - Strong Family and Community Ties and the NYC School Survey, in order to strengthen family and community ties we need to engage families with educators to expand their understanding of the instructional and social emotional goals we are setting for our community. If the families understand more about these 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 2018-19 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, 2019, the school will hold a minimum of eight 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. The focus of these workshops and family events will parenting education on a variety of topics, such as; equity, digital citizenship, purposeful play, Mathematical Mindsets, puberty, home learning and conflict v. bullying. Participation will be measured through sign in sheets and content will be memorialized in handouts and media presentations. The information will be made available through our school website. 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 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Guardians</td>
<td>October 1, 2018 - June 1, 2019</td>
<td>Principal, Assistant Principal, Coaches, Teachers, Parent Coordinator</td>
</tr>
</tbody>
</table>

- 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 fliers, website notices and emails.

- Topics may include, interactive math workshops, book clubs, instruction for diverse learners, and social groups.

- Teachers will moderate curriculum 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 fliers, website notices and emails.

Teachers and staff will expand their efforts to ensure that communication made to families is accessible in the language they are most comfortable using.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Parent will be asked via website surveys for topics ahead of time to insure their needs are addressed.

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.
Families are invited to email staff members to set up meetings or communicate about the class or student.

The School Leadership will also share the unique aspects of the school, the school’s educational approach and vision, relating to current school events and professional events through ongoing newsletters.

Teachers will participate in professional development learning opportunities about classroom websites and blogs.

**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.

- 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>x</td>
<td>PTA Funded</td>
<td>x</td>
</tr>
</tbody>
</table>

**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 2019, 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.** Indicate the specific instrument of measure that is used to assess progress.

School leaders and coaches will review the goal and meet with staff tasked with implementing the goal.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Assessment Based NYSELAScores Running Records (2 levels below grade level) NFA(1/2 year below grade level)</td>
<td>Shared and Guided Reading Leveled Literacy Instruction (LLI) Extended morning Writing strategy group Iverson Quick 60</td>
<td>FOR ALL PROGRAMS Small group One-to-one</td>
<td>Before and during school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Assessment Based NYSMath Scores NFA(1/2 year below grade level)</td>
<td>Extended morning Generation Ready Push-in Pull out</td>
<td>FOR ALL PROGRAMS Small group One-to-one</td>
<td>Before and during school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Assessment Based NYSScience Test</td>
<td>Shared and Guided Reading Leveled Literacy Instruction (LLI) Extended morning Writing strategy group Iverson Quick 60</td>
<td>FOR ALL PROGRAMS Small group One-to-one</td>
<td>Before and during school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Assessment Based On Demand assessments</td>
<td>Shared and Guided Reading Leveled Literacy Instruction (LLI) Extended morning Writing strategy group Iverson Quick 60 Class Social Studies Centers</td>
<td>FOR ALL PROGRAMS Small group One-to-one</td>
<td>Before and during school</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Assessment Based PPT</td>
<td>Group counseling Peer Mediation Individual counseling Small group One-to-one</td>
<td>FOR ALL PROGRAMS Small group One-to-one</td>
<td>Before and during school</td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

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

### Part B: FOR NON-TITLE I SCHOOLS

| 1. | Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year). | 0 |
| 2. | Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. | |
In the event the school has STH the Title 1 set-aside funds would be used to supplement the specific needs of the student(s) and provide them with all the opportunities open to the student population. These needs could include, clothing, school supplies, books, after school care, funding for field trips, etc.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

Not applicable
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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 codes. 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 consolidated. 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.

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

Explanation/Background:
Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. P.S 158, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 158 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

### Parental Involvement and School Quality

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., ESSA/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 1 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 Every Student Succeeds Act (ESSA);

- 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;

### Encouraging School-Level Parental Involvement

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)

School-Parent Compact (SPC) Template

PS 158, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

## I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

II. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) 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

**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.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Enter name]</td>
<td>[Enter DBN]</td>
</tr>
</tbody>
</table>

This school is (check one):
- [ ] conceptually consolidated (skip part E below)
- [x] NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>[x]</td>
</tr>
<tr>
<td>After school</td>
<td>[x]</td>
</tr>
<tr>
<td>Saturday academy</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Total # of ELLs to be served: [ ]

Grades to be served by this program (check all that apply):
- [x] K
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [ ] 6
- [x] 7
- [ ] 8
- [x] 9
- [x] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: [ ]

# of certified ESL/Bilingual teachers: [ ]

# of content area teachers: [ ]
## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ____

We have noticed that our younger ENL students need support in their oral language skills as well as their fluency and reading comprehension through studying NYSESLAT results and Teachers College MOSL running records as well as through informal classroom observations. Therefore, these students will be invited to attend a morning Reader's Theater program for 60 minutes twice a week, where they will participate in reading poetry, listening to stories, reading stories, and then writing scripts and acting out stories of their own. The ENL students in grades 1-2 will be invited to attend a before school program on Thursdays and Fridays from 7:30-8:30 am for a total of 2 hours per week. There will be 16 students including 5 new comers and 11 developing ELLs. The group will be co-taught by the ENL teacher and 2 general education teachers and the program will run from January 16, 2019 through May 31, 2019 for a total of 18 weeks. The students will be co-taught by two licensed teachers and one ENL teacher with the direct instruction model in 1:6 or 1:7 teacher student ratio. The ENL teacher will provide the same amount of instruction as the teachers in the program. The integrated instruction model will also be used to support the needs of our ELLs provided ENL strategies by the ENL teacher in a small group setting. We have noticed that our ELLs in grades 1-2 need support in developing their listening skills, their fluency and their reading comprehension. Therefore, this program will use Reader's Theater as a way to support students’ listening and reading comprehension, and give students the opportunity to also practice their writing and speaking skills. We want the program to be fun and engaging for students while also supporting their English language development. Throughout the program, students will use listening centers to listen to stories as well as participate in shared reading and read-aloud experiences. They will then work collaboratively in groups in order to write scripts and perform Reader's Theater pieces. We will use and purchase Nursery Rhyme Reader’s Theater scripts (nursery rhyme set) to support students in fluency work and to introduce them to reading and performing scripts. We will also purchase chart paper and art supplies that students can use to make masks and set designs to perform their stories. These nursery rhyme scripts will be purchased and used exclusively in the Title III program for the duration of the plan.

In addition, upon studying classroom assessments as well as NYSESLAT results, we observed that our 4-5 graders need to perform better in the areas of reading and writing. This shows that our ELL students need additional support in reading comprehension as well as writing essays. We have also noticed through classroom observations that students tend to be stronger in reading and writing about fiction texts and need support in reading, comprehending and writing about non-fiction texts. Additionally, our math assessments and classroom observations have showed that while many of our ELLs have strong number sense, they need support with solving story problems and approaching math problems in different ways. To help improve these areas and to show gains in NYSESLAT and math assessment results, all the ENL students in grades 4-5, total of 13 students including 3 new comers and 10 developing ELLs, will receive supplemental support in an after school program which will focus on Literacy and Math. The program will begin Wednesday January 9 and run through Wednesday May 8, 2019 for a total of 15 weeks. Students will attend the program on Wednesdays for 2 hours (2:50-4:50 pm), and
Part B: Direct Instruction Supplemental Program Information

will be co-taught by an ENL certified teacher, a 4th grade classroom teacher and a 5th grade classroom teacher. Each 120 minute session will be divided into two 60 minute sessions, where one session will be devoted to Literacy and the other to Math. The 4th grade students will work on math first with the 4th grade teacher, while the ENL teacher works on literacy with the 5th graders and the 5th grade teacher. In the second hour, the ENL teacher will work on literacy instruction with the 4th graders and the 4th grade teacher, while the 5th graders work on math instruction with the 5th grade teacher. The Literacy portion of our program will focus on developing students’ literacy strategies and skills needed when engaging in non-fiction text, while developing reading and writing skills. In addition, activities will focus on helping children express their critical thinking skills in the English language. Necessary materials will include books of various reading levels from reading A to Z and reading passages that align with the Common Core expectations from Readworks and Time for Kids. We will also use technology such as projectors and Brainpop in order to support student engagement and comprehension by providing the visual support. The Math portion will focus on problem solving, algebraic thinking and test taking strategies, with a focus on written and oral responses. The only supplies that we intend to purchase are composition notebooks, where students will practice writing about reading and note-taking when reading non-fiction texts.

Part C: Professional Development

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

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

Begin description here: ________________

There will be continuous collaboration between the ENL teacher and classroom teachers throughout the school year. We will implement six study group sessions for the ENL teacher and 6 classroom teachers who are supporting ENL students in the Title III program and in the classrooms. During these sessions, the teachers will discuss and develop teaching strategies through the texts and sharing their teaching experiences. The ENL teacher will also turn key the new information from the ELL related workshops, meetings and conferences.

Since we have noticed that many of our upper grade ELL students are struggling to independently read and comprehend complex texts, during the first three sessions, the study group will focus on effective ENL teaching strategies and methods and close reading techniques to support our ENL students’ achievement. The group will meet on November 5, 12 and 19 from 2:50-4:10 during our school-wide weekly Monday PD time. The texts that will be reviewed and discussed are Close Reading for the Whole Class by Sandra Athans and Reading, Writing, and Learning in ESL by Suzanne Peregoy and Owen Boyle. The topics that the teacher will study and discuss include: Language Proficiency levels and matching questioning and teaching techniques to each language proficiency level, using Close Reading to tackle difficult vocabulary and using Close Reading to help students strengthen their independent reading skills.

In addition, the study group will also focus on supporting lower grade ENL students’ fluency and reading comprehension. We have noticed that our lower grade students’ fluency has affected their comprehension, so we hope that the Reader’s Theater program will support both their fluency and reading comprehension and allow them to begin independently reading and more difficult books. The group will meet on January 7, 14 and 21 from 2:50-4:10 during our school-wide weekly Monday PD time. We plan on using Reader’s Theater as well as the text, From
Part C: Professional Development
Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency by Timothy V. Rasinski, to incorporate and develop teaching strategies. The topics will include: Language Proficiency levels and why fluency may be difficult for students at each level, using Reader's Theater to teach language skills such a vocabulary and grammar structures as well as develop fluency, and how Reader's Theater can help students practice listening, speaking, reading and writing. This study group will be at no cost to the Title III program.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.
- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ____

Since parent support is a key determinant of child's education, their involvement is an essential component in the program. In order to support ELL parents, we will develop a series of ENL parent workshops. The ENL teacher will plan and provide the workshops to the parents. On December 11, before the Title III program starts, parents will be invited to participate in the informative sessions for before school and after school ENL programs, which will be about 4-5 Grade Literacy & Math program and 1-2 Grade Reader's Theater program. Parents will be informed of the focus of each program and teaching strategies students will be learning to improve their English skills. Parents will be also invited to attend workshops on February 12, March 12, and April 16, 2019 from 7:30-8:30am during parent engagement time. Through these workshops, parents will have the opportunity to learn and discuss the following topics; understanding the needs of ELL students to build their second language acquisition(February 12), effective ENL strategies, games and materials that they can use to help their children at home(March 12), and learning ways to prepare their children for the NYS Standardized Exams and NYSESLAT(April 16). We plan to use $200 to provide refreshments for parents on the first and the last day of the parent workshops. We hope that these workshops will help our ELL parents to gain a better understanding of ways to support their children at home. Parents will be invited to the workshops by receiving a flyer notifying them of the time and the place for each workshop. All letters and flyers will be distributed according to parents' language requests.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

| Allocation Amount: $ _____ |
| --- | --- | --- |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) | 1-2 Before school program: Per session:$6550.20 | Title III monies will be used to fund a Reader's Theater before-school program which requires 3 |
| Per session | | |

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### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Per diem</td>
<td>4-5 After school program:Per session: $5458.50Total direct instruction: $12008.70Per Session: $12008.70</td>
<td>licensed teachers @ $60.65 an hour for 1 hour twice a week for 18 weeks for a total of $6550.20 60.65x 1 hours x 2 times a week x 3 teachers x 18 weeks = $6550.20 The monies will also be used to fund 3 licensed teachers @ $60.65 an hour for 2 hours a day once a week for 15 weeks for a total of $5,458.50 for the after school Literacy and Math program. 60.65 x 2 hours x 3 teachers x 15 weeks = $5458.50</td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td>____________________________________________________________________________________</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>Supplementary materials for Title 3 Programs: $158Refreshments for parent program: $200Total: $358</td>
<td>Materials for Title III programs: Primary and traditional composition notebooks ($50), nursery rhyme sets ($80), chart paper and art supplies (about $28)Refreshments for parent engagement: $200</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$12,366.00</td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>2</th>
<th>Borough</th>
<th>Manhattan</th>
<th>School Number</th>
<th>158</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Bayard Taylor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Dina Ercolano</th>
<th>Assistant Principal</th>
<th>Janice Liao</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Lara Stein</td>
<td>Coach</td>
<td>Susannah Plunkett</td>
</tr>
<tr>
<td>ENL/BL</td>
<td>Wonhae Maria Koh, ENL</td>
<td>School Counselor</td>
<td>Maria Ramos Faulkner</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Maya Pariser, 3rd grade</td>
<td>Parent</td>
<td>type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Jamie Goose, Science</td>
<td>Parent Coordinator</td>
<td>Mary Semack</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Ilana Marks, SETSS</td>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>type here</td>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>0</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>0</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
<td>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]</td>
<td>0</td>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

**D. Student Demographics**

| Total number of students in school (excluding pre-K) | 799 | Total number of ELLs | 38 | ELLs as share of total student population (%) | 4.76% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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, quickly acquire English language decoding skills that far outpace their capacity to comprehend what they’re reading. 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.

2. What structures do you have in place to support this effort?
We have 4 formal assessment periods per year, where classroom teachers are required to give students formal assessments in literacy and math, and then share students' data, compared to grade- level benchmarks, with the administration and support staff. The assessment data is disseminated through grade team meeting and used to plan instruction for ELLs. The ENL teacher works with classroom teachers to administer these assessments and analyze student results. Additionally, the formal assessments that we use are consistent across grade levels, so that teachers are familiar with the assessments and students' reading skills can be compared to other students across the grade, regardless of their language and proficiency level. We then use the data from these assessments to guide our small group instruction, which consists of strategy groups, guided reading, shared reading, and interactive writing. Each of these types of small groups help students to improve their reading and writing levels by focusing on fluency, reading comprehension, and both encoding and decoding skills. The assessment data also informs the ENL teacher about next steps for her instruction, including ways to support students' reading and writing skills along with their language development.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
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 EDAT 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. NYSESLAT results show that our students have strong speaking skills. Students require more support in reading and writing.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The ENL teacher meets regularly with parents and classroom teachers to monitor students' progress and determine when students require interventions, as well as how students are responding to these interventions. The ENL teacher also works with the intervention and SETSS teachers to determine which students require more consistent small-group instruction and targeted intervention. She then meets regularly with these teachers to monitor students' progress and modify ENL instruction, as needed. This targeted intervention consists of small group instruction, focusing on word work strategies, writing skills, and shared reading experiences. The intervention and SETSS teachers frequently assess students in order to monitor their progress and request additional interventions, if necessary. Additionally, the ENL teacher uses the EDAT and NYSESLAT data to inform the classroom teachers about modifying their instruction in order to meet students' needs and support students' language and academic development. She also uses this data to inform her own instruction and plans both unit and lesson plans that address students' needs.

5. How does your school use 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. We also review the number of instructions in ENL/bilingual services and literacy level in their home language. For students that require 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
Upon examination of our NYSESLAT and NYSITELL data, we discovered that most of our students that have been here for 2 or more years scored at the Commanding or the Expanding Level. Students that have only been learning English for the past year or so scored at the Emerging and Transitioning level. The only students that scored as Entering are newcomers who are new to the school, the country, and to English language in general. Therefore, students' performance on the NYSESLAT shows that most students are making progress in their English language use, and that our ENL program is supporting students in developing both their English and academic skills. However, upon further examination of the data, we realized that many of our students perform very well on the speaking component of the NYSESLAT, and may need more support in reading and writing. We will also incorporate ELA and math scores to evaluate ENL program holistically.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
When developing unit and less plans for both push in and pull out instruction, the ENL teacher ensures that every lesson has a Reading, Writing, Listening and Speaking component. This allows students to practice all four modalities consistently, while also studying content-based material. Additionally, The ENL teacher accesses RLAT data from ATS for NYSESLAT scores and the EDAT to determine which areas students may require more instruction, whether individually or as a group. These data are also reviewed by the ENL teacher to identify focus of instruction and adjust the ENL program to meet students' need. All adjustments are consulted with administrators. These adjustments are made after NYSESLAT scores are released. Given that analysis of the data reveals that students seem to require additional support in Listening and Writing, the ENL teacher is careful to regularly target these skills by planning tasks and assignments that focus on students' listening and writing development. For example, students learn strategies like previewing vocabulary and picture supports in order to help them improve their listening comprehension. Students also receive targeted instruction around planning and organizing writing pieces, which helps them to develop their English writing skills. The ENL teacher also works with classroom teachers and other specialists to discuss and implement ways that all teachers can support students in these skills throughout the day, and how they can target this instruction for students.

Part IV: ELL Programming

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.
not applicable.
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 integrated ENL instruction. 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 consists of stand alone and integrated instructions that are designed to meet NYS Learning Standards for each grade, and is also tailored to address each student’s individual language needs. The stand alone instruction is aligned with grade-level Literacy, 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 non-fiction leveled books, big books that are used for shared reading, ipads, and language development games and puzzles. The integrated instruction is aligned with the NYS Learning 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 non-fiction leveled texts, as well as the use of word banks, 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 integrated instruction 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. These ENL instructions and practices are designed to aligned with the NYS Learning standards and foster ELL students to become lifelong readers and writers.

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 SETSS 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. Students can access books in their home language from the library as well as online resources using ipads so that ENL teacher can evaluate their home language. In addition, ENL teacher interviews the parents for student home language proficiency. ELL students are also paired with peers who speak the same native language to assess their home language.

5. 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, a small group setting and extended time.

c) We currently have only 1 developing ELL. (students that have been receiving instruction for 4 years). His instruction includes an emphasis on reading comprehension and writing organization and conventions. This student also receives 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 ENL teacher includes Former ELL 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.

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

The ENL teacher meets with all service providers for those students and is aware of all necessary accommodations. The ENL 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. Additionally, some students use an ipad with headphones to listen to books and stories that their classmates are reading independently, as well as laptops to help them write easier. 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. In order to build vocabulary skills, ENL teacher provides word cards with visuals, antonyms, synonyms and high-frequency words.
7. 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-SWDs 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.

8. 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. After school 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Our data indicates that ELL students need more support in their writing. Therefore, ENL teacher will focus on students' academic writing skills. Instruction will focus on using both fiction and non-fiction texts to improve on writing and grammar skills.

10. If you had a bilingual program, what was the reason you closed it?

Not applicable.

11. 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. Additionally, our Title III program is a Readers Theater program specifically for ELLs that meets before school. Students in all grades and of all ELL subgroups are invited to this program, and many do.

12. 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 classrooms include books on tape, smart board technology, cameras to take pictures for meaningful language experiences, Ipads and computers. Web-based translation and English story telling apps are sued to support ELL students. Additionally, students have access to native language books and articles as well as ipad and computer apps that support their native language development.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

We give importance to honoring our ELLs' native language and culture. In the ENL classroom each child is given the opportunity to share aspects of his/her culture whether it be through pictures, stories or celebrations. The ENL classroom
offers various materials such as: leveled books, 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 by giving students the opportunity to share information about their native language and countries, and by giving students access to dictionaries and ipads that allow them to read and writing in their native language. 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 Workshops. 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.

14. 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 getting stand alone instruction 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 non fiction 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

We share our school building with Yorkville East Middle School. ENL teachers from two schools collaborate in planning and share resources. All of our students, including ELLs, have access to the media center, the gym and the science room. 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. 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. Whenever needed, ENL teacher meets with newly enrolled ELL students individually to provide check-in sessions to support smooth transition. New ELL students will get support in familiarizing themselves through school tours. 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.

17. What language electives are offered to ELLs?

There are no language electives at this time.

18. 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) ELPs 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.

**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 and non-pedagogic staff.) 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?

   The ENL 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.

   All teachers have been given copies of the NYS Learning Standards 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 NYS Learning Standards 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 NYS Learning Standards and how to support students with these standards.

2. 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.

   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. All teachers work with curriculum staff developers 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. The ENL teacher also provides different ENL instructional strategies with the staff and also disseminate information on translation services provided by NYCDOE. In addition, teachers on the grade and across grades spend 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.

   Additionally, in order to be in compliance with the CR Part 154.2 requirements, General Ed teachers will be provided with professional development from an ENL certified teacher/PD provider. This will include workshops run by the ENL teacher that focus on the Second Language Acquisition continuum, supporting ELLs with literacy development, and using technology to support ELLs. These workshops will be conducted during PD time before or after 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 PD in ENL 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.

### 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?**

   The 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 accommodated, including translation and any tools or handouts they may require. If parents cannot attend a meeting, they are contacted by phone call, email, or written letter.

2. **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, instructional 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 school year to teach parents about school resources, policies and programs and to explain the NYS standards and assessments and the school's expectations regarding the students' attaining standards. We recognize the importance of the Home-School Connection for all students, including ELLs. In order to foster ELL parent involvement, we host international breakfast for ELL parents.

   In terms of parent involvement we provide the following activities: Principal Curriculum Chats, Family Mornings, Math Parent Workshops, Literacy Parent Workshops, monthly PA meetings and outreach by our ENL teacher.

### 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:
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Dina Ercolano, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status, relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# 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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
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<tbody>
<tr>
<td>Dina Ercolano</td>
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<td></td>
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<tr>
<td>Janice Liao</td>
<td>Assistant Principal</td>
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<td>10/10/17</td>
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<tr>
<td>Mary Semack</td>
<td>Parent Coordinator</td>
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<td>10/10/17</td>
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<td>Wonhae Maria Koh</td>
<td>ENL/Bilingual Teacher</td>
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<td>Parent</td>
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<td>Maya Pariser, 3rd Grade</td>
<td>Teacher/Subject Area</td>
<td></td>
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<tr>
<td>Jamie Goose, Science</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Lara Stein</td>
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<td>Maria Ramos Faulkner</td>
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<td>Bonnie Laboy</td>
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<tr>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tr>
<td>Mary</td>
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<tr>
<td>Wonhae Maria</td>
<td>Koh</td>
<td>ENL Teacher</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
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<td>.12</td>
<td>1</td>
<td>.12</td>
</tr>
<tr>
<td>Spanish</td>
<td>6</td>
<td>.73</td>
<td>6</td>
<td>.73</td>
</tr>
<tr>
<td>Urdu</td>
<td>1</td>
<td>.12</td>
<td>1</td>
<td>.12</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Handbooks</td>
<td>First week of school</td>
<td>Submitted to the Translation and Interpretation team 2 weeks before</td>
</tr>
<tr>
<td>Monthly calendars</td>
<td>monthly</td>
<td>Submitted to the Translation and Interpretation team 2 weeks before</td>
</tr>
<tr>
<td>Grade- wide newsletters</td>
<td>monthly</td>
<td>Submitted to the Translation and Interpretation team 2 weeks before</td>
</tr>
<tr>
<td>A letter explaining the ELA, Math test, Science test, NYSESLAT</td>
<td>March</td>
<td>Submitted to the Translation and Interpretation team 2 weeks before</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum conference</td>
<td>September</td>
<td>We use staff members and volunteers from the community</td>
</tr>
<tr>
<td>Parent-teacher</td>
<td>November; March</td>
<td>We use staff members and volunteers from the community</td>
</tr>
<tr>
<td>Parent engagement</td>
<td>May</td>
<td>We use staff members and volunteers from the community</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We always have access to the blue cards during emergency drills, including fire drills and lockdown drills. In case of an emergency, we would use the blue cards to contact parents. For translation, we would use people in the building, and the translation and interpretation line.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

We distribute letters to all teachers at the beginning of the year that explains that parents are entitled to translation and how they can use the translation and interpretation line to provide this translation. We send reminder emails before Parent Teacher conferences to remind parents about using the Translation and Interpretation line during their conferences.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.