



**I.S. 98 BAY ACADEMY**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: I.S. 98 BAY ACADEMY**  
**ADDRESS: 1401 EMMONS AVENUE**  
**TELEPHONE: 718-891-9005**  
**FAX: 718-891-3865**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 332100010098      **SCHOOL NAME:** I.S. 98 Bay Academy

**SCHOOL ADDRESS:** 1401 EMMONS AVENUE, BROOKLYN, NY, 11235

**SCHOOL TELEPHONE:** 718-891-9005      **FAX:** 718-891-3865

**SCHOOL CONTACT PERSON:** MARIA TIMO      **EMAIL ADDRESS** MTimo@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Mrs. Janice Dalton

**PRINCIPAL:** MARIA TIMO

**UFT CHAPTER LEADER:** Bridget Cuoco

**PARENTS' ASSOCIATION PRESIDENT:** Noel Tozzi

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 21      **CHILDREN FIRST NETWORK (CFN):** 405

**NETWORK LEADER:** KAREN DITOLLA/Nilda Kraft

**SUPERINTENDENT:** ISABEL DIMOLA

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Maria Timo	Principal	
Janice Dalton	Admin/CSA	Comments: Approved
Bridget Cuoco	UFT Chapter Leader	Comments: Approved
Nicole D'Agosta	UFT Member	Comments: Approved
Mandi Bracho	UFT Member	Comments: Approved
Sally Musoff	UFT Member	Comments: Approved
Noel Tozzi	PTA President	Comments: Approved
Michael Montemurro	Parent	Comments: Approved
Vicotor Muallem	Parent	Comments: Approved
Jacquie Pagett	Parent	Comments: Approved
Susan Schiano	parent	
Carmen Devito	Parent	

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□ At IS98 students are admitted through a testing procedure. Bay is a gifted and talented school with an emphasis on the Arts, as well as on interdisciplinary instruction. Every student is enrolled in a talent area, which includes art, music, drama, dance, creative writing, athletics, science and math/computer. We have a student-centered learning environment with hands-on instruction, including science and computer labs, art and music instruction. We offer extended day programs in core subjects and Music, Cheer leading, Chess, and Talent Show and Art. We offer Regents Math and Living Environment to students who have met a pre-determined criteria.

We incorporate the Common Core Standards into all lessons.

In ELA, we use a skills-based approach to teaching. Our teachers utilize TeenBiz 3000 a differentiated literacy program and a web-based vocabulary program to increase vocabulary skills

In Science, we utilize an inquiry-based approach that incorporates scientific thinking processes. Teachers are participating members of Urban Advantage. Our school hosted its First Annual Family Science night to which over 400 students and parents attended and participated in hands-on science exploration.

Technology is infused into all areas through the use of desktop computers and mobile laptop labs. The library is open during lunch periods providing students with computer access. Classrooms have SMART Boards or Promethean boards installed.

Our school teams include: Builders Club, Arista/Archon Honor Society, Tennis Team, Library Squad, Chorus, Orchestra and C.H.A.M.P.S. These organizations offer the students experiences from team building to making new friends.

I.S.98 offers AIS to meet the needs of all students. Our programs include: Extended Day, Peer Tutoring, School Assessment Team and differentiation. The attendance coordinator works with school aides and targets the students with excessive absences and lateness. The School Messenger calls the home of every student who is late or absent each day.

We recognize that families are a vital part of all students' academic and social success. Our teachers use Edline/Easy Grade Pro to foster communication between the home and school. Teachers maintain a website on Edline which is updated weekly. Teachers email parents weekly progress reports to keep the parent informed of the student's progress.

IS 98 is a Title 1 school with school-wide programs. We have set aside 5% of our budget to help our teachers become highly qualified. However the set aside allotment might be utilized for professional development needs. Additionally we have set aside 10% for professional development and 1% for parent involvement.

Each teacher is part of a Teacher team that meets weekly during a common planning period to participate in inquiry work. Each member of the team has a clearly defined role and collaboratively on strategies to implement with a selected study group. If it is found that the implemented strategies are successful with the study group they are then implemented across the content area.

We have partnered with The Measures of Effective Teaching project funded through the Gates foundation. Through this 2 year program teachers and students agree to be videotaped. Researchers review the video and develop indicators of success.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	I.S. 98 Bay Academy								
<b>District:</b>	21	<b>DBN #:</b>	21K098	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.4	95.3	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		98.9	98.85	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	315	398	416	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	363	301	386		34.8	32.1	50.3		
Grade 8	323	352	301						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	0	TBD		
Grade 12	0	0	0						
Ungraded	0	0	1	<b>Recent Immigrants - Total Number:</b>					
Total	1001	1051	1104	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					1	0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	22	31	30	Principal Suspensions	20	18	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	1	TBD		
Number all others	15	17	17						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	15	12	14	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	6	7	Number of Teachers	54	57	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	10	TBD
				Number of Educational Paraprofessionals	2	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	TBD	% fully licensed & permanently assigned to this school	94.4	98.2	TBD
				% more than 2 years teaching in this school	85.2	80.7	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	72.2	64.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93	84	TBD
American Indian or Alaska Native	0.2	0.3	1.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.4	90	TBD
Black or African American	15.4	12.3	9.8				
Hispanic or Latino	8.4	8.4	9.1				
Asian or Native Hawaiian/Other Pacific Isl.	18.8	21.2	23.8				
White	57.2	57.8	56.1				
Multi-racial							
<b>Male</b>	45.6	46.1	45.3				
<b>Female</b>	54.4	53.9	54.7				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	65.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	29.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

**The performance trends our school has identified after analyzing data from the 2007 through 2010 are in the area of progress. The 2009-2010 Progress Report indicates a letter grade of A in student progress. Our school received 38 out of 60 possible points which is a 8.3 point increase. This has been an area of concern for our school over the years in both ELA and Math. Our students come to us with levels 3 and 4 and show little progress over the course of three years at our school. Looking at the scores we have found that we do well with moving our level 1 and 2 students up to level 3 but have difficulty maintaining the high 3 and 4 students. A close examination of classroom instruction found that our teachers were gearing their instruction to the below average and average learner. In addition to looking at classroom instruction the Inquiry Team selected a study group which consisted of 25 grade 8 grade students who had a drop from a 4 to a 3. on the state ELA exam. Students were chosen on the largest percentile drop from a 4 to a 3. The students who were selected were students of the Inquiry Team members. The Inquiry team examined the 2009 ELA tests of these students and used the information gathered to develop strategies to implement. The team found that students scored poorly in short response questions. Our students were able to answer the question but did not provide details from the story to support their answer. The first strategy was to implement the use of graphic organizers to help students provide supporting details in their answers. For a span of two months teachers worked on this strategy and to assess its success Part III of the grade 8 ELA from 2005 exam was administered to the students. It was found that this strategy had a positive impact on the student's scores. The core team's next strategy was to keep utilizing the graphic organizer and add the use of a high lighter to pinpoint details within the selection that would later be used in responses. This also had a positive impact on students scores based on additional data derived from Part III of the 2007 ELA exam. The third and final plan of action was to continue implementing the first two strategies and to have the students use a self reflection sheet. After completing a short response students then examined their own answers and were able evaluate and strength their written responses. Throughout the year long inquiry work our team found that utilizing the three strategies improved our student's ability to properly support answers on short response questions. For the 2010-2011 school-year the three strategies will be implement throughout all the ELA classes. Although we gained ground in progress in ELA our median growth percentile was 77%. In the Student Performance category the percentage of students at proficiency levels 3 or 4 was 80.7%. This was a 12% decrease from the 2008-2009 Progress Report. This decrease was not expected because we believed that trough extensive training the staff was differentiating their instruction to meet the needs of all the learners.**

Lessons were no longer geared to the below average learner any longer. This decrease is indicative that more training is necessary so that teachers may find the right balance in the classroom to meet the needs of all the learners. In Math the Progress Reports from the 2009-2010 indicates 77% for median growth percentile. In the Student Performance category the percentage of students at proficiency levels 3 or 4 was 91.2%. This was a 5.4% decrease from the 2008-2009 Progress Report.

Another identified trend is our school's score in the area of communication. Our school's 2009-2010 Progress Reports reflects an overall grade of A. In the category of School Environment a 7.4 out of 15 was received. In the sub-category of communication our score rose from a 6.8 to 7.3. This was a small increase for our school. We expected this rating to be much higher due to our schools use of Edline/Easy Grade Pro Web. We again purchased the program for the 2010-2011 school year. This revolutionary program enables parents to view their child's progress in each subject area on a daily basis. This progress includes test scores, quiz scores, homework, projects, labs and extra credit. Progress reports are emailed home weekly to parents. Mid-quarter progress report are generated to every student in every subject area and after parent acknowledgement, it will be placed in the student portfolio. The Easy Grade Pro program allows both parent and student access to important information. This information also includes a personalized calendar of all homework assignments, project due dates, and upcoming tests. In addition, students have access to the day's lessons. All classroom lessons will be available for viewing via this site. Parents are able to download rubrics for projects and find helpful links to important websites. Parents, teachers and students have the ability to communicate via email. To make more parents aware of the program for the 2010-2011 school year the Assistant Principal will monitor the activation of parent account. Students whose parents have not activated the account will be once again given the activation codes and parents will be called to notify them of the program. This program fosters communication between the school and home whereby we anticipate seeing an overall a 5% increase on the Progress Report in the area of communication.

Our school's NCLS/SED and State accountability status is In Good Standing and our school received a Well Developed on the 2009-2010 Quality Review.

Our school's greatest accomplishments have been in heightening the awareness of teachers to the fact that we lose our level 4 learners. Throughout 2009-2010 the staff participated in 3-4 extended differentiated instruction professional development workshops. In addition at monthly department conferences methods of differentiation were explored in each content area. The increase in our progress scores is indicative of successful training but the decrease in performance shows teachers still require addition professional development in finding the right balance in a lesson. The professional development planned for the 2010-2011 will focus on continuing to utilize data to make informed decisions on instruction. Last school year we began the process of training our teachers how to use data to drive their instruction. We offered professional development on the use of Acuity and ARIS to collect data. Our teachers were trained on data interpretation. This initiative, will continue for the 2010-2011 school year. In building on last year's professional development we will continue to enhance the teacher's skills on utilizing data to differentiate instruction. We are seeing great strides in how our teachers differentiate their instruction by utilizing multiple forms of data. Groups are changed as needed and goal setting has become an integral part of each classroom. In addition to Acuity, we will now begin using Performance Series as another assessment tool. In addition ELA teachers will participate in professional development for Teen Biz 3000. We attribute some of the increase in progress to this program. Our students only utilized the program for three months for the 2010-2011 school year we are starting with the program from the first day of school The ELA teachers will assign Teen Biz 3000 three times a week. One of those nights will require the students to complete the thought question. This program is

differentiated based on lexile scores generated from a level set students take in the classroom via the internet. As student's scores improve the program resets the students reading level articles for the new reading level. If a student is not progressing and the scores on the assignments are low the program will also reset the child's reading level and assign articles on the child's adjusted reading level. It is our belief that this program will continue to assist teachers in improving the individual skills of students.

After examining the data is it clear that in ELA and Math we need to improve the differentiation of instruction. Through differentiation our teachers can meet the needs of the lowest third of our students not making a year's progress and prevent a decline in our 4's going to 3. The vast majority of students enter our school already possessing the basic skills to receive a 3 or 4 on state exams. As such, it is our role as educators to augment and strengthen those skills, as well as work on the higher end of the appropriate skill sets. Our Quality Review recommendations stated that our teachers required assistance in curriculum mapping and goal setting. Our Common Core Standards Team has given professional development to the teachers on the proper way to curriculum map. In addition professional development on how to write SMART Goals with students was given at each department conference.

Our focus for the 2010-2011 school year will be to have both Student Progress and Student Performance increase. The barriers we will encounter will include changes in the ELA tests. Preparing students for a new test will little new test prep available will pose a challenge for teachers. The administration will continue to support the teachers with purchasing new materials as they come available and enrolling the teacher's in any professional development that may be offered. The teacher's will receive more training on utilizing data. Through teacher observations the administration will make informed decision on how the teachers are utilizing the data to make decisions in the classroom pertaining to instruction. We will offer more training on differentiated instruction including balancing instruction to meet the needs of the below average, average and accelerated learner. In order to achieve the needs articulated in this report, we have detailed a variety of goals, outlined in the following section.

□

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By <input type="checkbox"/> June 2011, our Black or African American subgroup will improve their ELA performance by 2% as measured by the New York State Assessment.	<input type="checkbox"/> <input type="checkbox"/> 100% of all ELA teachers will use ARIS, Acuity, Performance Series, Teen Biz 3000 and Get a Clue as a means to collect student data.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, the grade 6 subgroup will improve their Mathematics performance by 2% as measured by the New York State Assessment.	<input type="checkbox"/> <input type="checkbox"/> 100% of all <input type="checkbox"/> math teachers will use a variety of data including ARIS, Acuity and Performance Series to group their students.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, the all student subgroup will improve their Science performance by 1% as measured by the New York State Assessment.	<input type="checkbox"/> <input type="checkbox"/> 100% of Science teachers will utilize data obtained from the NYS Intermediate Level Science test to see an increase in extended response questions.
<input type="checkbox"/> By June 2011, 100% of all teachers will be utilizing technology in the classroom	<input type="checkbox"/> Teachers will create interactive lessons using Active Inspire to make learning engaging and motivating.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, 100% of all teachers will continue to be members of a learning community. They will work together to establish clear goals for students, ensure the creation of rigorous, standards based instruction, and address implementation of the Common Core Standards in the process.	<input type="checkbox"/> <input type="checkbox"/> To maintain learning communities in each department where teachers will establish clear, common and concise standard based lessons aligned to the curriculum.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**ELA**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, our Black or African American subgroup will improve their ELA performance by 2% as measured by the New York State Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Beginning in September 2010 and continuing through 2011, all teachers in grades 6-8 will :</p> <p>Use ARIS, Acuity, and Performance Series to data to make informed decision regarding their instruction. Teachers will use a variety of data to group their students to help achieve this goal.</p> <p>Teachers will identify each child's strengths and weaknesses using the available data from ARIS, Periodic Assessments, Formative/Summative assessments, as well as teacher observations and interactions with students.</p> <p>Incorporate differentiation into each lesson to meet the educational needs of each child. This will include but not limited to, staggered do-now assignments, challenging homework for the advanced learners and assignments that offer options for the child based on their strengths in ELA.</p> <p>"Teen Biz 3000", a differentiated ELA program will used by the ELA teachers. Teacher's will administer the level set on "Teen Biz 3000". The results of the level set will generate a non fiction lexile score for each student. Students will complete three weekly assignments on "Teen Biz 3000" which is differentiated based on the lexile scores. Student levels will be</p>

	<p>adjusted based on the percentages students receive on assignments.</p> <p>"Get A Clue", an Internet-based vocabulary program will be assigned weekly to help improve the vocabulary skills of the students. Students will be assigned five words to complete weekly.</p> <p>Students will set SMART goals for each marking period. (Specific, Measurable, Achievable, Realistic, and Time-bound). The goals will correlate to the ELA standards covered during the marking period.</p> <p>Increase our student's writing skills through daily engagement in the writing process, as measured by a yearly portfolio, and extended/constructed responses on the ELA exams. This will include listening, note taking and editing skills.</p> <p>Students in grade 6 and 7 will receive 8 periods of ELA per week. Students in grade 8 will receive 7 periods of ELA per week. Students will be grouped homogeneously to support student skills.</p> <p>Teacher teams on each grade level will be established. These teams will identify a target group of students who are struggling in a particular area of mathematics and develop strategies so that each child meets the standards.</p> <p>An after school English Language Arts tutorial/enrichment programs will be offered to all students four days per week.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> In September 2009 new textbooks were purchased utilizing NYSTYL funds to support our skills based approach to learning. These books are used in all English classrooms to support differentiation of instruction. Instructional materials include classroom libraries, anthologies, and class sets of novels. Classroom libraries consist of children's literature including fiction, poetry, non-fiction that appeal to a variety of different interests to engage students in reading and writing. Students in grades six and seven will receive 8 of ELA and grade 8 students will receive 7 periods of ELA in. This increase in periods created a need for additional staff members. Tax Levy and Fair Student funds were allocated to fund the cost of the additional teachers.</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Each student's progress will be monitored on a daily basis. This will occur through pre and post assessments, conferencing and portfolio work. In addition, student progress will be monitored by Acuity and Performance Series assessments which teachers will use to help devise and plan effective instruction. Progress Reports will be emailed home weekly by the teacher to keep parents informed of their child's progress. We expect to see a 1% increase overall in ELA in student growth. The performance will be indicated by Acuity, predictive and diagnostic assessments and teacher made assessments. Year end progress will be gauged by predictive assessments given by June 2011.

**Subject Area**  
(where relevant) :

**Math**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By <input type="checkbox"/> June 2011, the grade 6 subgroup will improve their Mathematics performance by 2% as measured by the New York State Assessment.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Beginning in September 2010 and continuing through June 2011, all teachers in grades 6-8 will be responsible to implement the following:  Identify each student's strengths and weaknesses using available data make informed decisions on instruction, such as ARIS, Acuity, Formative/Summative assessments, Performance Series as well as teacher observations and interactions with students.  Incorporate differentiation into each lesson to meet the educational needs of each child. This will include but not limited to, staggered do-now assignments, challenging homework for the advanced learners, and assignments that offer options for the child based on their level as determined by the NYS math exam as well as the mastery of skills as determined by

	<p>assessments throughout the school year.</p> <p>Encourage the children to set SMART goal for each marking period. (Specific, Measurable, Achievable, Realistic and Time-bound) The goals will correlate to the Math standards covered during the grade and marking period.</p> <p>Improve each student's writing skills through daily engagement in the writing process, as measured by journal assignments, a yearly portfolio, and extended/constructed responses on Math exams. This will include listening, note taking and critical thinking skills.</p> <p>Monitor the progress of students that are below or approaching the mathematical standards. Teacher teams on each grade level will be established. The teams will identify a target group of students who are struggling in a particular area of mathematics and develop strategies to help the child meet the specific standard.</p> <p>Students in grades 6, 7 and 8 will receive 7 periods of math.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>☐ Money allocated for mathematics comes through Tax Levy and Fair Student Funding. Fair Student funding is utilized to provide AIS services for students at risk. ☐ Instructional materials include the Impact Math textbook, Quick Review Hot Words/Hot Topics Handbook, NYS Coach Book and NYS Review Series workbook as well as various manipulatives from the Impact curriculum and Integrated Algebra curriculum. Teachers will use SMART boards to provide the students with engaging lessons. Students are introduced to new forms of technology and are proficient in the use of math tools such as scientific and graphing calculators. Math talent classes meet four periods a week and challenge students by exploring advanced areas of mathematics. Teachers incorporate computer technology into lessons. Students in grades 6, 7 and 8 will receive 7 periods of math per week.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ Students will be monitored on a daily basis to ensure that each child's needs are being met. This will occur through formal and informal assessments. Each student's progress will be evident in their journal assignments and portfolio work and clearly shown in teacher-student conferencing. In addition, Acuity assessments will also be used to gauge student progress. Student progress reports will be distributed to the parent/guardian of each child mid-quarter. Signed progress reports will be placed in student portfolios. We expect to see at least a 1% increase in math performance as measured by the NYS Mathematics exam as well as predictive assessments given in June 2011.</p>

**Subject Area**  
**(where relevant) :**

**Science**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, the all student subgroup will improve their Science performance by 1% as measured by the New York State Assessment.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Beginning in September 2010 and continuing through June 2011, teachers in grades 6-8 will be responsible to implement the following:</p> <p>Identify each child's skills, strengths and weakness using available data to drive instruction such as Acuity and ARIS as well as Pre and Post tests, teacher observations and interactions with the students.</p> <p>Incorporate differentiation into each lesson to meet the educational needs of each child. This will include but is not limited to, staggered do-now assignments, challenging homework for the advanced learner and assignments that offer options for the child based on their levels as determined by classroom assessments.</p> <p>Encourage students to set SMART goals for each marking period. (Specific, Measurable, Achievable, Realistic and Time-bound) The goals will correlate to the Science standards covered during the marking period.</p> <p>Classroom instruction will be inquiry based with investigations that emphasize hands-on materials. Interactive instruction will support students understanding of Science concepts.</p> <p>Monitor the progress of students that are below or approaching science standards. Teacher teams will be established. The teams will identify a target group of students who are struggling in a particular area of science and develop strategies so that each child meets the specific standard.</p> <p>Weekly progress reports will emailed to the parents/guardians of each child. Mid-quarter progress reports will be sent home to parents/guardians. The signed progress report will be placed in the student's portfolios.</p>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Funding for science is allocated through Contract for Excellence. This funding supports science instruction both during the day and after school. <input type="checkbox"/> Instructional materials include Glencoe Core Curriculum. Teachers use SMART boards to provide students with engaging lessons. Students are introduced to many forms of technology. Classroom libraries consist of non-fiction and fiction books aligned with the curriculum. Students receive four periods of science in grade 6 and five periods in grades 7 and 8. Seven teachers are participants in Urban Advantage.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Students will be monitored on a daily basis to ensure that each child's needs are being met. This will occur through formal and informal assessments including pre and post tests, projects, presentations and portfolios. Assessments will be on going through June 2011. Grade 8 success will be measured with the Intermediate Level Science test administered in June 2010. We expect to see a 1% increase Science performance.

**Subject Area**  
(where relevant) :

**Technology**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 100% of all teachers will be utilizing technology in the classroom
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Starting in September and continuing through June 2011 the members of the faculty and administration will implement the following:  Teachers will be trained on the operating an interactive whiteboard. Training will be scheduled for all teachers  Teachers all received a laptop computer with the necessary software to plan and execute

	<p>lessons interactively.</p> <p>Teachers will utilize web-based programs in the classroom such as Brain Pop.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Easy Grade Pro Web will be purchased for teachers using school funds. Professional development will be offered before school hours and during 2 lunch periods each day on a rotating schedule. In addition to the administration, two teachers have been given extensive training and designated as specialist to be contacted if additional support is needed.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student portfolios will contain all parent signed quarterly Progress Reports. Department supervisors will include these updated portfolios in their formal and informal walk-throughs and include in observations. Signed attendance sheets from department meetings and faculty conferences will serve as confirmation that this has occurred. We hope to see an increase of at least 5% in the school environment portion of our Progress Report in June 2010.</p>

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, 100% of all teachers will continue to be members of a learning community. They will work together to establish clear goals for students, ensure the creation of rigorous, standards based instruction, and address implementation of the Common Core Standards in the process.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Beginning in September 2009 and continuing through June 2010 the administration will implement the following:</p> <p>Once a month each department will meet for a mandated department conference led by the</p>

	<p>department supervisor.</p> <p>Teachers will meet once a week during their common preparation time where they will craft, refine and share the best of what they already know.</p> <p>Intervisitation will be ongoing in each department. At least one teacher per department will volunteer to use their classroom as a model for demonstration lessons.</p> <p>The principal will meet informally with all departments to support, encourage and foster a passion for learning communities.</p> <p>The Assistant Principals will support the ongoing initiative of creating professional learning communities.</p> <p>Teams will use ARIS, Acuity, Predictive Assesments, and teacher made assessments to gather data to formulate a study group.</p> <p>Teacher Teams will record their process on the Inquiry Team ARIS space.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Teachers schedules will reflect common preparation time.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Supervisors of each department will monitor the progress of each teacher team.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	17	20	8	10	15	10	10	2
7	30	38	11	16	10	5	6	2
8	20	15	9	11	10	8	13	1
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/></p> <p><b>During the regular ELA class period, targeted students are given Academic Intervention through differentiated instruction. Teachers analyze data from EdPerformance and Acuity to determine the student's strengths and weaknesses. Teachers use a combination of group work and individual conferencing to meet the needs of these students, building on the strengths to eliminate the weaknesses. Peer tutoring and lunchtime tutoring are also used. Leveled books are used for independent reading so the students are able to participate comfortably in all classroom activities.</b></p> <p><b>After the school day we offer additional tutoring and small group instruction in the after school program for students who can attend.</b></p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/></p> <p><b>Targeted students are given Academic Intervention through differentiated instruction during the school day in math class. Teacher individually and during teacher team meetings analyze data from EdPerformance and Acuity to determine the student's strengths and weaknesses. Teachers use a combination of group work, and individual conferencing to meet the needs of these students. Workbooks and manipulatives help the students participate comfortably in all classroom activities. Peer tutoring and lunchtime tutoring are other methods used to help these students.</b></p> <p><b>After the school day we offer additional tutoring and small group instruction in the after school program for students who can attend.</b></p>
<p><b>Science:</b></p>	<p><input type="checkbox"/></p> <p><b>Our science program focuses on the state standards, providing the students with a rich variety of investigative opportunities. Student's are given a pre-assesemnt to determine standards students have not yet met. This allows teachers to group students for instruction. Teacher's provide one on one instruction during lunch to provide Academic Intervention for identified students. Differentiation is based upon the data teachers have compiled on each student's strengths and weaknesses.</b></p> <p><b>After the school day we offer additional tutoring and small group instruction in the after school program for students who can attend.</b></p>

<b>Social Studies:</b>	<input type="checkbox"/> <b>During the school day teachers use differentiated instruction in their classrooms, based upon formal and informal assessments. Academic intervention often takes the form of group work, or one on one conferencing with the teacher. A variety of activities are included in the lessons to meet the needs of all the students. The use of the interactive Smart board, teacher websites, and textbooks with computer links to additional instructional materials all help the students learn.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <input type="checkbox"/> <b>The Guidance Counselor works with at risk students who are struggling in their academic subjects. Individual counseling, small group meetings, and parent involvement all are part of the regular routine of the Guidance Counselor. At monthly pupil personnel meetings the administration discusses individual student who they feel are in need of services.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> <input type="checkbox"/> <b>The School Psychologist meets with students recommended by the school's administration. If he deems it necessary, he makes regularly scheduled appointments with the at risk students. At monthly pupil personnel meetings the administration discusses individual student who they feel are in need of services.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> <input type="checkbox"/> <b>Students are brought to the School Social Worker by the administration for at risk services when educational problems appear to be caused by problems outside the school. At monthly pupil personnel meetings the administration discusses individual student who they feel are in need of services.</b>
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> <b>The school nurse becomes involved with those students who have a 504.</b>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**  
**not applicable**

**Number of Students to be Served:**  
**LEP not applicable**  
**Non-LEP not applicable**

**Number of Teachers not applicable**  
**Other Staff (Specify) not applicable**  
**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative** **Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

not applicable

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

no applicable

**Section III. Title III Budget**

—

**School: not applicable**

**BEDS Code: 332100010098**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	not applicable	<input type="checkbox"/> not applicable
<b>Purchased services</b> - High quality staff and curriculum development contracts	not applicable	<input type="checkbox"/> not applicable

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	not applicable	<input type="checkbox"/> not applicable
<b>Educational Software (Object Code 199)</b>	not applicable	<input type="checkbox"/> not applicable
<b>Travel</b>	not applicable	<input type="checkbox"/> not applicable
<b>Other</b>	not applicable	<input type="checkbox"/> not applicable
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

### **Part A: Needs Assessment Findings**

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

CHILDRENS' HOME LANGUAGE SURVEYS, AS WELL AS INFORMAL STUDENT AND PARENT QUESTIONNAIRES DETERMINE THE INTERPRETATION AND TRANSLATION NEEDS.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

OUR SCHOOL HAS A DIVERSE POPULATION OF STUDENTS. OUR PARENTS SPEAK RUSSIAN, SPANISH, ITALIAN AND CHINESE.

### **Part B: Strategies and Activities**

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

DOE employees and parent volunteers provide written translation services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided by the over-the-phone translation service. This service gives teachers and other DOE employees the ability to communicate with a non-English speaking parent with the assistance of an interpreter.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Students will be informed of the availability of translation services, and written notices will be sent home. School Messenger provides attendance and lateness information in three languages-Spanish, English and Russian. For information related to school activities and functions translation is provided for all languages represented in school ie; Chinese Urdu, etc. Documents and policies sent home are provided by New York City Department of Translation and Interpretation Unit. Staff members can fax or send class contracts in any language to be translated.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$724,743	\$724,743	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7248		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
98.3%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**All teachers who are not highly qualified are in the process of taking the required courses to become highly qualified.**

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

### Title I Parent Involvement Policy

#### **I. General Expectations**

*The Bay Academy* agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. *The Bay Academy* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
  - *Encourage the parents to become actively involved in their students' education*
  - *Provide the parents/guardians with information necessary to this end*
  - *Maintain an open line of communication with the home*
  - *Ensure that the parent members of the SLT are relaying all pertinent information to their constituency (the other parents)*
2. *The Bay Academy* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - *Consult with the parent members of the SLT as well as with the PTA Board*
  - *Provide all parents the opportunity to become active participants through a series of email, telephone, and backpack requests .*
3. *The Bay Academy* will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - ***Parent workshops will be held to inform parents***
    - ***School staff will be involved in the training***
    - ***Outside agencies or private vendors will be called in***
  - ***Parents will be invited to join with the students in special activities, such as the Reading Ambassadors' Program which promotes literacy.***
  - ***Parents of special needs students (ESL students and Special Education Students) will be invited to workshops aimed at improving their students' academic achievement and school performance.***
4. *The Bay Academy* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - *This evaluation will be conducted through a survey*
  - *The Parent Coordinator, in conjunction with the PTA Board, will be responsible for this assessment*

5. *The Bay Academy* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - The State's academic content standards;
    - The State's student academic achievement standards;
    - The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators;
    - We will Provide:
      - *Workshops, Conferences, and/or classes.*
      - *Any equipment and other materials necessary to ensure success will be provided by the school, whenever possible (i.e. sound and video equipment, interactive Smart Boards, computers, textbooks used in the school).*
  - b. *The Bay Academy* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
    - Providing workshops and /or classes with the help of the school's Parent Coordinator
    - Providing space for parents to run their own workshops, under the auspices of the PTA
  - c. *The Bay Academy* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by providing training by DOE staff and outside agencies
  - d. *The Bay Academy* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
    - *scheduling meetings that include topics of interest to many parents*
    - *providing refreshments and/or meals with the meetings, enabling working parents to attend an evening meeting*
    - *scheduling meetings at various times during the day and evening to reach out to as many parents as possible.*

e. *The Bay Academy* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- *We will use the Department of Education’s Translation Services to send out written material in the students’ home languages.*
- *Use our “School Messenger” telephone messaging service with multiple languages to reach the parents in their home language.*

### **III. Discretionary School Parental Involvement Policy Components**

Other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement:

- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by \_\_\_\_\_. This policy was adopted by the *The Bay Academy* on October 22, 2009 and will be in effect for the period of ten months. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 24, 2009.

Principal’s Signature: \_\_\_\_\_

Date \_\_\_\_\_

### **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The

compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

### **School Parent Compact**

*The Bay Academy*, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

#### **Required School-Parent Compact Provisions**

##### **School Responsibilities**

*The Bay Academy* will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

*The Bay Academy will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment, by providing differentiated instruction and Academic Intervention Services for those students who require them.*

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*November 17, 2009 and February 25, 2010. Information will be sent home with students, and will be available on the school's website (IS98.info).*

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

*Progress reports will be sent out each quarter.*

*Parents may access the ARIS Parent Link for additional information.*

*The Homework Planner is used as a tool for communication between the school and the home.*

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*Teachers are available to meet with parents during their preparation periods. Parents should contact the teacher through email, telephone, or written correspondence to arrange for an appointment convenient to both the teacher and the parent. The administration is available to parents at all times during the regular school day.*

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

*Parents are always welcome to make appointments to view their children's classe. During special assemblies and field trips we welcome parent involvement.*

- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any Schoolwide Program plan in an organized, ongoing, and timely way.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

### **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;

- ⇒ promoting positive use of my child's extracurricular time.
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

**Optional Additional Provisions**

**Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Name	Signature	Date
School – The Bay Academy for the Arts and Sciences, IS 98		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

**(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged)**

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**Please see Needs Assessment in section IV.**

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

**Please see Action Plan, section VI.**

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

**We have instituted an after school program which includes instruction in English Language Arts, Science, and Math. All students at risk of failing have been mandated to attend these sessions, which are held on Tuesday, Wednesday, Thursday, and Friday from 2:45Pm-4:45 PM. Other students are welcome to opt in to the program.**

- o Help provide an enriched and accelerated curriculum.

**Please see Action Plan, section VI.**

- o Meet the educational needs of historically underserved populations.

**Through the use of disaggregated data, we have pinpointed the needs off all students, and are working to meet their needs. Please see the Action Plan, Section VI.**

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

**We have instituted an after school program which includes instruction in English Language Arts, Science, and Math. All students at risk of failing have been mandated to attend these sessions, which are held on Tuesday, Wednesday, Thursday, and Friday from 2:45Pm-4:45 PM. Other students are welcome to opt in to the program.**

**Our school guidance counselor, psychologist, and social worker all anticipate working with a number of at risk students to help them meet the standards in all areas.**

- o Are consistent with and are designed to implement State and local improvement, if any.

**See the Action Plan.**

3. Instruction by highly qualified staff.

**Teachers who are not highly qualified will be encouraged to complete the needed coursework and file the necessary paperwork in a timely fashion.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

**Outside agencies, network personnel, school staff and other DOE personnel will provide professional development in a variety of areas. See Action Plan.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**N/A**

6. Strategies to increase parental involvement through means such as family literacy services.

**We are increasing communication with the home by using progress reports, teacher websites, and electronic gradebooks (see action plan). In addition interesting workshops with refreshments will be offered to entice parent involvement.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**N/A**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**All staff members have been trained in the use of data to drive instruction. Teacher groups will work together to help in the decision making progress.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

☐ **AIS services include in class and during lunch time. Students are recommended for afterschool components Students who can attend an afterschool components are given permission by the parent . Articulation with the regular classroom teacher will make afterschool more effective.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

☐ **Our violence prevention program involves enrolling students in afterschool programs that foster a sense of community. We offer set design, talent show, jazz band, orchestra, cheerleading in addition to the usual academic subjects. These special areas require that students learn to work together without violence to accomplish the end result.**

**Guidance personnel will be conducting a series of workshops for the students, and for the staff on some of the common concerns, such as bullying.**

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP) 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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			724,743	True	1,2,3,4,5
Tax Levy	Local	Yes			4,807,497	True	1,2,3,4,5

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<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

0

2. Please describe the services you are planning to provide to the STH population.

**N/A**

### **Part B:**

#### **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).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_21K098\_020311-141537.doc

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 4</b>	District <b>21</b>	School Number <b>098</b>	School Name <b>Bay Academy</b>
Principal <b>Mrs. Maria Timo</b>		Assistant Principal <b>Mr. Mark Goldberg</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Mrs. Janine Airo/ math</b>		Guidance Counselor <b>Mrs. M. Lynch</b>	
Teacher/Subject Area <b>Mrs. K. Goldberg/ELA</b>		Parent <b>Noelle Tozzi</b>	
Teacher/Subject Area <b>Mrs. Jill Vero-Kipp/soc. stud.</b>		Parent Coordinator <b>Ms. Myra Chernick</b>	
Related Service Provider <b>Mrs. T. Schneider</b>		Other <b>N/A</b>	
Network Leader <b>Karen Ditolla</b>		Other <b>N/A</b>	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>5</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>1213</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>1.73%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. All new students to the school are greeted by the pupil personnel secretary, the assistant principal of ESL and when allowed by scheduling, the certified ESL teacher. The parent of the potential ELL student is first administered the HLIS, in their native language, if necessary. Afterwards, the parent/student are informally interviewed (orally) by the ESL teacher if English is spoken. If English is not spoken, a translator (usually a native speaker from our staff) conducts this interview under the guidance of the ESL assistant principal. Based on the results of the HLIS, the student may be given the LAB-R exam which is administered by the ESL teacher. This is done within the first ten days of school. To annually evaluate ELLs using the NYSESLAT, the ESL teacher administers said exam under the leadership of the ESL assistant principal.
2. Our school offers an orientation meeting in September (within the 1<sup>st</sup> ten days of school) to the parents of newly enrolled ELLs when they are established as such. During this meeting, parents are shown a Department of Education video outlining the ESL programs offered by the department and receive a meeting agenda. This video is made available in different languages, if needed. In addition, parents have an opportunity to ask any questions they may have. In attendance at this meeting are the ESL teacher, the ESL assistant principal, a paraprofessional (when applicable) and the parent coordinator. It is at this meeting when Parent Survey and Program Selection forms are distributed and fully explained. In order to ensure that parents are notified of the previously mentioned meeting, letters are sent home in parents' native languages. If there is no response, phone calls are made with the use of the translation office. This is done during the first week of school.
3. To ensure that Parent Survey and Program Selection forms are returned, along with entitlement letters, our ESL teacher calls each parent to see that these forms are returned in a timely fashion. These forms are then kept on file in the ESL teacher's office. Let it be noted that when a form is not returned, the default program for ELLs is TBE as per CR Part 154.
4. To place identified ELL students in the appropriate program, we rely on the Parent Survey and Program Selection forms in accordance with the CR Part 154 guidelines. At times, this may include a consultation with the ELL parent in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend for program selection has been the ESL program.
6. The program model offered at our school is based on parental choice. The trend for program selection has always been and continues to be ESL.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K ● 1 ● 2 ● 3 ● 4 ● 5 ●

Check all that apply

6\* 7\* 8\* 9● 10● 11● 12●

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							13	5	3					21
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	13	5	3	0	0	0	0	21

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	5
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 5	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 12	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/>	21
<b>Total</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 12	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 5	<input type="checkbox"/>	21

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

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

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	2	1					5
Chinese							2	1	0					3
Russian							4	2	1					7
Bengali														0
Urdu							3	0	0					3
Arabic							0	0	1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1	0	0					1
Albanian							1	0	0					1
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. The program at our school is an ESL pull-out program in which students are heterogeneously grouped according to proficiency levels

into one class. The ESL teacher then groups students for cooperative learning activities through their "learning style" as assessed through a multiple intelligences survey.

2. Our school requires just one certified ESL teacher who services our 21 ELLs. This teacher is assigned to pull ELLs students from non-major subject classes. The ELLs receive the proper NYS CR Part 154 mandated number of units of support. Instruction is based on student proficiency levels as well as state mandates for specified amounts of service. Explicit ESL and ELA instructional minutes are delivered in our ESL program via standard-based curriculums.

3. Content area instruction is delivered in our ESL program through English only. All lessons are differentiated and utilize the cooperative learning method so that content is comprehensible and therefore enriches language development. Our ESL teacher is certified in both ESL and social studies thereby enriching instruction. And finally, we use the new ELA common core standards.

4. Differentiated instruction is provided to ELL subgroups based on individual learning styles. They are grouped based on the results of a learning style survey. Our instructional plan for SIFE students includes intensive English language arts tutoring during scheduled AIS (academic intervention services) periods. In addition, the ESL teacher would also increase communication on a regular basis with the subject teachers of SIFE students in order to determine specific areas of weakness. As with all students, SIFE students are encouraged to participate in after-school activities, which include math and ELA review.

b. ELLs, who are classified as newcomers, are assigned a buddy student who share in the same first language. In addition, these ELLs receive counseling and AIS services. Due to recent NCLB requirements, ELLs are now required to participate in ELA testing after one year. To ensure their success on the exam, these students are required to participate in the following differentiated computer-based programs: TeenBiz, Achieve 3000 and Get A Clue, all of which are supervised by the ELA department.

c. For ELLs receiving 4-6 years of service, our ESL teacher provides small group instruction based on their specific area of weakness as outlined by their NYSESLAT scores and posted ARIS results.

d. For long-term ELLs, our main goal is to have these students reach proficiency levels. This is done by identifying their area of weakness in ELA and work specifically on the necessary skills. The ESL teacher remains in close contact with all subject teachers of these ELLs, particularly their ELA teachers.

e. For ELLs with special needs, we provide the necessary test accommodations, AIS services, counseling, support services and after-school tutoring programs.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	

50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

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

Paste response to questions 5-14 here

5. Through departmental teacher teams, the targeted ELL population receives intervention strategies in all content areas. If successful, these strategies are implemented with the entire ELL population in content area instruction. Delivered in English, these intervention services include AIS, small-group tutoring as performed as a professional assignment for ELA teachers and, finally, after-school enrichment programs. These programs offer small group assistance with math and ELA. This is delivered in English.

6. ELL students who have reached proficiency on the NYSESLAT receive transitional support for 2 years. This is done through classroom word walls with content area vocabulary, the use of differentiated lesson planning in all departments, cooperative learning activities, peer tutoring and buddy pairs. In addition, our ESL teacher meets with the subject area teachers of all ELLs to determine strategies that will

help former ELL students to improve.

7. For the upcoming school year, we will strive to better our professional development activities for subject teachers of ELLs.

8. None of our programs/services for ELLs will be discontinued. After careful evaluation, we have decided to keep all existing programs intact.

9. ELLs are afforded equal access to all school programs, just as any student of IS98 does. After-school programs include ELA and math prep and extracurricular activities such as sports or drama.

10. At IS98 we have many successful technological programs that are used to support our ELLs. These include Brainpop, Achieve 3000, Get a Clue and Edline. In ELA, Teenbiz and Get a Clue are used while in math, Aleks is used.

11. Native language support is made available through native language dictionaries, translation websites, and native language books, located both in the library and in the ESL classroom.

12. Required services support and resources correspond to ELLs ages and grade levels. Materials are carefully chosen to be aligned with state curriculum standards and ESL guidelines. NYSESLAT test scores are also used to determine the appropriate level resources.

13. Newly enrolled ELL students receive a tour of the school building, a buddy partner of the same language, a map of the school, a planner and access codes for Edline and ARIS.

14. Latin is offered to all students at IS 98. It is believed that the study of Latin will promote a greater understanding of the English language.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

N/A

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. All teachers of ELLs receive professional development. For the 2010-2011 school year, we have scheduled the following PDs: Election Day: differentiated instruction; Brooklyn/Queens Day: Achieve 3000 and lastly, during monthly mandated faculty conferences and departmental meetings: training on items skills analysis, use of data to drive instruction, how to utilize ARIS in the classroom and the new ELA common core standards. In addition, the ESL teacher attends OELL workshops. Finally, the administration and SBST are trained through CSA professional development workshops. They then turnkey that information to the staff.

2. Because our ELL population is small ( 21 ), individual teachers receive training as per their professional assignment to work with ELLs as they transition from elementary school.

3. As per Jose P., all new teachers must once in their career complete 7.5 hours of ELL training. In accordance with this mandate, new teachers may observe our ESL teacher during instruction to satisfy this requirement. They may also attend workshops offered by the DOE or Office of ELLs. In addition, a number of ESL books are available for teacher perusal in the Assistant Principal's office. These books focus on ESL methodology and philosophy. Records of minutes/hours are maintained by the ESL teacher. Once the 7.5 hours are completed, a copy is given to the secretary to place in the teacher's file.

### E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parental involvement is ongoing at IS 98. All parents, including those of ELLs, are invited to attend evening PTA meetings and workshops where translators are made available. Topics at these functions include internet safety and anti-bullying information.

2. Currently, we rely on the parent coordinator and PTA to provide workshops and services to ELL parents. Translations services are always utilized. In addition, we are also partnered with Heartshare. This organization works with parents to provide general family support. Again, translation services are provided.

3. To evaluate the needs of our parents we rely on the learning survey results and feedback from PTA meetings.

4. Our parental involvement activities addresses the needs of parents in that they focus on student achievement and overall well-being. Activities are chosen based on past feedback from the learning surveys, timely topics that affect young children and also applicable DOE mandates.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						0	1	0					1
Intermediate(I)							0	1	2					3
Advanced (A)							13	3	1					17
Total	0	0	0	0	0	0	13	5	3	0	0	0	0	21

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0				
	I							0	0	0				
	A							3	3	3				
	P							10	2	0				
READING/ WRITING	B							0	1	0				
	I							0	1	2				
	A							12	3	1				
	P							1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8			1						1
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8					1				1
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8			1						1
NYSAA Bilingual Spe Ed									0

New York State Regents Exam					
		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

ELLs refer to elementary school test scores via ARIS and then use that data to drive instruction.

2. Data patterns across proficiency levels and grades (on the NYSESLAT) reveal that most of our ELLs are at the advanced level. While this is promising, we realize that we must look deeper to see why these advanced level ELLs are not reaching proficiency. It seems as though our ELLs score lower in the reading/writing portion of the exam. Necessary adjustments to our program have been made so that ELLs receive more instruction in these areas.

3. Instructional decisions are made (by the ESL Assistant Principal and ESL teacher) according to patterns across NYSESLAT modalities. The ordering of ESL instructional materials may be affected, the scope of AIS may be altered and the availability of after-school programs are based partially on these scores so that all ELLs are guaranteed equal educational opportunities and the chance to succeed. Suggestions are approved by the principal.

4. A.) Patterns across proficiencies and grades were discussed in question #2 of this section. Our students do not take exams in their native languages.

B. Results of the ELL Periodic Assessments are shared with all teachers through the School Leadership team. This information is used in curriculum planning, program scheduling, after-school program offerings, and employee hiring.

C. From the Periodic Assessments, we have learned that reading comprehension is a weakness among our ELLs. Results from the Periodic Assessments are shared with the administration and determinations are made to see if additional services (SETTS) are needed. Native language instruction is not used at our school.

5. N/A

6. To evaluate the success of our ELL program, we compare and study the results of NYSESLAT scores from year to year. We also study the results of our ELLs' ELA state exam grades and conferences with the ELA teachers of our ELLs.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 98 Bay Academy					
<b>District:</b>	21	<b>DBN:</b>	21K098	<b>School</b>		332100010098

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.4	95.3	95.1
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.9	98.8	99.2
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	398	416	431	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	301	386	401		34.8	50.3	50.3
Grade 8	352	301	380				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	0	3
Grade 12	0	0	0				
Ungraded	0	1	0	<b>Recent Immigrants - Total Number:</b>			
Total	1051	1104	1212	(As of October 31)	2007-08	2008-09	2009-10
					1	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	30	27	Principal Suspensions	20	18	18
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	1	0
Number all others	17	17	26				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	54	57	59
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	10	8
# receiving ESL services only	12	14	TBD				
# ELLs with IEPs	6	7	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	2	1	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	2	% fully licensed & permanently assigned to this school	94.4	98.2	100.0
				% more than 2 years teaching in this school	85.2	80.7	79.7
				% more than 5 years teaching anywhere	72.2	64.9	67.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	84.0	84.8
American Indian or Alaska Native	0.3	1.2	0.9	% core classes taught by "highly qualified" teachers	97.4	90.0	90.8
Black or African American	12.3	9.8	8.1				
Hispanic or Latino	8.4	9.1	9.5				
Asian or Native Hawaiian/Other Pacific	21.2	23.8	26.9				
White	57.8	56.1	54.6				
<b>Male</b>	46.1	45.3	46.6				
<b>Female</b>	53.9	54.7	53.4				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				WD	
<b>Overall Score:</b>	62.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data				WD	
School Environment:	7.4	Quality Statement 2: Plan and Set Goals				WD	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P	
School Performance:	14.4	Quality Statement 4: Align Capacity Building to Goals				WD	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				WD	
Student Progress:	38						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)