



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** IS 98 THE BAY ACADEMY FOR THE ARTS AND SCIENCES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K098

PRINCIPAL: MRS. MARIA TIMO      EMAIL: MTIMO@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Mrs. Maria Timo	*Principal or Designee	
Ms. Bridget Cuoco	*UFT Chapter Leader or Designee	
Mrs. Nelly Morrone	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Mrs. Janice Dalton	Member/Administrator	
Mrs. Nicole D’Agosta	Member/Teacher	
Mr. Harold Perry	Member/Teacher	
Mr. Victor Muallem	Member/Parent	
Mrs. Carmen Devito	Member/Parent	
Mrs. Maryanne Russo	Member/Parent	
Mrs. Suanne Schiano	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1 ELA**

- By June 2012, our Hispanic/Latino/Mexican subgroup comprised of students from grades 6-8 will improve their ELA performance by 2% as measured by the New York State Assessment.

### **Comprehensive needs assessment**

- After examining the data from the 2011 ELA exam, we found that as a school the Hispanic population scored lower than the other populations which include White, African American, Asian/Pacific Islander, and American Indian. Grade 6 Hispanic students had 55% of the 44 students tested scored a level 2 on the ELA exam. Grade 7 Hispanic students had 31% of the 42 students tested scored a level 2 on the ELA exam. Based on this data, the ELA department's goal will be to increase our target populations' ELA scores.
- We examined the Item Skills Analysis from the 2011 ELA exam. We found that our students had difficulty with questions that asked them to evaluate examples, details, or reasons used to support ideas. On the grade 6 Item Skills Analysis, we found that 48% of students got questions that asked students to evaluate ideas, themes and opinions in texts by identifying missing information wrong. This is compared to 48% who missed the skill statewide. This does not show progress for our population. On the Grade 7 Item Skills Analysis 55% of students were unable to support their answers with specific details. This is compared to 54% of students statewide who were also deficient in this skill. This is a very narrow margin of success. Grade 8 reflects deficiency in supporting details as well.
- This became one of the main focuses of our ELA Inquiry work for the year. During weekly Teacher Team meetings strategies are devised based on the needs of the students in our study group. These strategies are developed and implemented to assist the students in increasing their ITA scores and NYS ELA score. A 4-5 week Plan of Action is written by the members of the team. This Plan of Action defines the strategies to be implemented over the course of 4-5 weeks. At the end of the plan an assessment is administered to measure the success of the plan. The data is analyzed by the Teacher Team and decisions are made about the curriculum. Adjusts to the curriculum are made if needed. The team then develops a new Plan of Action.

### **Instructional strategies/activities**

Beginning in September 2011 and continuing through June 2012, all teachers in grades 6-8 will:

- Use ARIS to identify the students in our chosen subgroup.
- Use ARIS and Acuity to make informed decisions regarding the instruction of the target population . Teachers will use a variety of data to

group their students to help achieve this goal. This data will include learning styles survey results, ITA results and pre and post assessments.

- Teachers will identify each child's strengths and weaknesses using the available data from ARIS, Formative/Summative assessments, 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 is not limited to; staggered down assignments, challenging homework for the advanced learners and assignments that offer options for the child based on their strengths in ELA.
- Learning Style surveys are administered and results utilized in incorporating technology into the classroom through Interactive White Board presentations and laptops.
- We are collaborating with the Foreign Language Department to increase student vocabulary through the study of roots, prefixes, suffixes, word origin, and specific academic vocabulary.
- 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. Midway through the trimester the goals are assessed to measure progress. If the student is not making progress towards their goal strategies are implemented to assist the student in attaining the goal.
- Increase our student's writing skills through daily engagement in the writing process, conferencing, and graphic organizers as measured by a yearly portfolio, common core task and extended/constructed responses on the ELA exams. This will include listening, note taking and editing skills.
- Students in all grades will be receiving 8 periods of ELA per week. Students will be grouped homogeneously to support student skills.
- Teacher Teams on each grade level meet weekly to identify a target group of students who are struggling in a particular area of ELA and develop strategies so that each child meets the standards.
- Core Inquiry Team will meet weekly and is led by a member of the administration to analyze student work for trends in learning and adjust instruction as needed.
- Members of the Common Core Standards Team meet 2x a month to discuss the implementation of the Common Core Standards and examine sample student work.
- Professional Development based on the needs of the teachers is scheduled to support teachers in curriculum design, lesson planning, data analysis, Common Core Standards, ELL support, Utilizing Interactive White Boards in the classroom
- An after-school English Language Arts tutorial/enrichment program will be offered to all students four days per week.
- We have designated one period a week to focus on ELA skills and strategies that are directly correlated to the ELA exam.
- Students in all grades will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response to the Common Core task set forth by the DOE.

- AIS Services will be mandated for student's at risk of a Level 1 or 2 in ELA
- Interim Assessment and Predictive Assessment data will be utilized to make adjustments in curriculum to better meet the needs of students at risk.

### **Strategies to increase parental involvement**

#### Nontitle I School

- Yearly Parent Orientations are held in September in grades 6-8 to inform parents of the programs offered, to meet the staff and ask questions regarding curriculum.
- High School information meetings are held for Grade 8 parents to discuss the High School Selection Process.
- Monthly PTA meetings are held. Notifications are sent home and posted on Edline. The PTA in collaboration with the Parent Coordinator schedule workshops that can impact a student's progress. These workshops include Bullying, The Adolescent Child, Predators on the Internet, and Understanding The Common Core Standards.
- Parents are kept informed of their student progress by receiving weekly Progress Reports. These Progress Reports contain information regarding the child's progress in ELA.
- Parents can access Edline which contains their child's homework, projects, school news, PTA notices and calendar. Each teacher has an email address posted on their page for parents to communicate with them regarding the progress of their child.
- Twice a year Parent Teacher conferences are held in the daytime and evening. Parents have the opportunity to meet their child's teachers and conference with the teacher regarding their child's progress.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- IS 98 is not a Title I school, but all teachers at IS98 are HQT. Teachers are not considered for hire if they do not hold state certification in English Language Arts.

### **Service and program coordination**

- Although IS 98 is not a Title I school there are many programs which promote and support this goal.
- These programs include: Bullying Presentation with all students in grades 6, 7, & 8 focusing on listening, performing and responding to mock bullying scenarios. The focus will include learning styles results of the subgroup. This data shows that our students in the subgroup are visual, auditory and kinesthetic lessons.
- An Afterschool Program will be offered to the students in this subgroup. In the Afterschool Program the teachers will work in small groups to address the needs of these students. A variety of materials will be utilized such as ELA Coach Books, Measuring Up Test Prep Books as well as teacher made materials.
- Teachers will offer lunchtime tutoring to the students in the subgroup. During this time the teachers will work in small groups on the needs of the students.

### **Budget and resources alignment**

- Tax Levy Fair Student Funding will be used to support the following staff members; administration and teachers. Title III Translation Service Funds will be used to support written communication to the homes of these students.
- A portion of the Tax Levy NYSTL Textbook funds were used to purchase new Coach Common Core Standards books.
- Contract for Excellence funding will be used to support after-school programs and continue with data inquiry work.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2- Math**

- By June 2012, the Hispanic/African American subgroup will improve their Problem-solving skills to enhance their writing performance by 2% as measured by the NYS Math Assessment extended response questions.

### **Comprehensive needs assessment**

- Teachers identify each student's strengths and weaknesses using available data to drive instruction, such as ARIS, Acuity Formative/Summative assessments, as well as teacher observations and interactions with students.
- Teachers observed that students are having difficulty identifying given information and the question within a given problem. In addition, students need guidance in choosing problem-solving strategies to solve the problem. Finally, students need to improve on including detail and correct language in their explanations. The teachers used the items skills analysis from the 2011 NYS math exam data to support the goal. Teachers observed that the students' performance in the short and extended response questions was not exceeding the standards.
- Upon analyzing the NY State data report, the teachers observed the following:  
Grade 6: The Items Performance report shows that our school performed higher than the state in all standards addressed on the 2011 NYS Math exam on the 6th grade level. However, the standard that students had the most difficulty with was NYS Standard 6.N.12: Solving percent problems involving percent, rate and base in the extended response section. Students scored on average 1.1 points out of 2, while in other categories, students scored at least 1.6 points out of 2. Based on this data, we can conclude that 6th grade students have difficulty solving problems in real-life settings, especially regarding percents.
- Grade 7: The Items Performance report shows that our school performed higher than the state in all standards addressed on the 2011 NYS Math exam on the 7th grade level. The standard where the students performed closest to state levels was NYS Standard 7.S.1: Identify and

collect data using a variety of methods. Our school scored a 43%, while the State scored 40%. According to this information, we can observe that 7th grade students have difficulty thinking of different strategies to solve problems, as the majority, 57%, of the students did not perform well on this topic.

- Grade 8: The Items Performance report shows that our school performed higher than the state in all standards on the 8th grade level. The standard that students did not perform well on was NYS Standard 8.N.04: Apply percents to: Tax, percent increase/decrease, simple interest, sale price, commission, interest rates and gratuities. Students on average received 1.4 points out of 2 in this topic. Additionally, 36% of students answered the multiple choice question on this topic incorrectly. Based on this data, we can see that 8th grade students have difficulty with problem-solving in real-life settings, particularly regarding taxes, percents, and interest.

### **Instructional strategies/activities**

Beginning in September 2011 and continuing through June 2012, all teachers in grades 6-8 will:

- 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 assessments throughout the school year. Teachers incorporate Depth of Knowledge (DOK) levels in their lessons and writing tasks. Teachers align their instruction to building English Language Arts (ELA) skills.
- 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. Through the Common Core Standards Task assignments, students are practicing the problem-solving plan in organizing their work, writing clear explanations, and solving using a variety of methods. In addition, students are reviewing other classmate's work within their homogenous groups to develop mastery. The students develop skills on how to analyze work and explanations to build their own understanding. Students complete a "Problem of the Week" assignment each week where they have the opportunity to not only work independently but also share strategies with the students in their groups.
- Apply problem-solving skills to real-world situations. The Computer/Math talent focuses in on analyzing statistical data where the students need to use problem-solving strategies to develop their own survey and compile data.
- Implement a system where the children set SMART goals for each trimester. (Specific, Measurable, Achievable, Realistic and Time-bound) The goals will correlate to the NYS Math standards covered during the grade and trimester. Students complete work toward their goal and determine whether they reached their goal. Teachers encourage their students to reflect on the work in their portfolio at the conclusion of each trimester.
- Monitor the progress of students that are below or approaching the mathematical standards. Teacher teams on each grade level are established. The teams will identify a target group of students who are struggling in problem-solving and develop strategies to help the child meet the specific standard. Through our Inquiry focus, the teachers are working to improve the scores of students who are included in the subgroups, Hispanic and Black, who did not receive a passing level in any of the Math Strands (Algebra, Number Sense and Operations, Geometry, Measurement, Probability and Statistics) on the 2011 NYS Math exam.
- Members of the Common Core Standards Team meet 2x a month to discuss the implementation of the Common Core Standards and examine sample

student work. Decisions on how the Instructional Expectations will be implemented in Math are made. The team analyzes student work to identify gaps between current student work and Common Core aligned work.

- Initiate a designated test prep period each week where the students practice their problem-solving skills with extended response questions similar to those on the NYS Math exam. Teachers use language that is often present on the NYS Math exam.
- Demonstrate modeling to the students through problem-solving strategies. This includes modeling with manipulatives, visual representation, and writing skills. Students develop skills in applying the problem-solving strategies of drawing models, graphs, diagrams, etc. to assist the student in solving the problem. Teachers act as facilitators to make connections from Math to the Arts program. Share exemplary extended response explanations to allow students to understand the expectations.
- AIS services will be mandated for all students at risk for a Level 1 or 2 in Math.
- Interim Assessment and Predictive Assessment data will be utilized to make adjustments in curriculum to better meet the needs of students at risk.

### **Strategies to increase parental involvement Non Title 1**

- Communicate on a weekly basis through Edline website and Easy Grade Pro electronic grade book. Teachers upload progress reports to keep parents apprised of student progress. Progress reports are printed every trimester and kept in student portfolios. Lesson notes and homework assignments are uploaded on a daily basis to inform parents of classroom activities.
- Parents can access Edline which contains their child's homework, projects, school news and calendar. Each teacher has an email address posted on their page for parents to communicate with them regarding the progress of their child.
- Twice a year Parent Teacher conferences are held in the daytime and evening. Parents have the opportunity to meet their child's teachers and conference with the teacher regarding their child's progress.
- Yearly Family Science and Math Night is held in March at our school. Teachers and other outside sponsors plan activities for families to explore together.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- IS 98 is not a Title I school, but all teachers at IS98 are HQT. Teachers are not considered for hire if they do not hold state certification in Math

### **Service and program coordination**

- Although IS 98 is not a Title I school there are many programs which promote and support this goal.
- These programs include: Afterschool Programs, lunchtime tutoring, and AIS services. Students in the subgroup will be offered these programs.

### **Budget and resources alignment**

- Tax Levy Fair Student Funding will be used to support the following staff members; administration and teachers. Title III Translation Service Funds will be used to support written communication to the homes of these students.
- A portion of the Tax Levy NYSTL Textbook funds were used to purchase new Coach Common Core Standards books.
- Contract for Excellence funding will be used to support after-school programs and continue with data inquiry work.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3 Science**

- By June 2012, the identified subgroup (Male & Female African American & Hispanic students across grade levels) will improve their science performance by 10% as measured by post assessments administered by the science department.

#### **Comprehensive needs assessment**

- Data from the NYS ELA and Math Exams was utilized in the Science Teacher Team to identify the needs of the students. In Science ELA and Math skills are developed along with Science skills.
- Analysis of ELA performance exam 2010-2011 school year aggregate performance report identified the African American(60%)/ Hispanic (55%) population scoring as compared to the Caucasian(81%)/ Asian(87%)/ American Indian (82%) population scoring.
- Analysis of math performance exam 2010-2011 school year aggregate performance report identified the African American(79%)/ Hispanic (78%) population scoring as compared to the Caucasian(96%)/ Asian(99%)/ American Indian (100%) population scoring.
- An item analysis of the ELA elicited the lowest performing questions that were based on the performance indicator “interpreting data, facts, and ideas from informational texts by applying thinking skills, such as define, classify and infer”.
- A performance assessment pretest based on the NYS science assessment focusing on questions related to the prevalence/incidence of DOK 1, 2 and 3 skill level questions was administered to the entire student population. After analysis of the resulting data a target population of African American/ Hispanic students were identified who scored low in regards to the skills associated with DOK level 1.

#### **Instructional strategies/activities**

- A)** The instructional strategies the Science Department will use to encompass the needs of identified student subgroups will include the following; long term scaffolded science investigation tasks divided by increasing difficulty, regular analysis of grade appropriate science articles, Core Curriculum aligned task that builds skills related to creating and writing persuasive/expository writing, interpretation of lab data, analysis of charts and graphed data, mandatory involvement in Urban Advantage, and ongoing vocabulary skills and assessments.
- B)** To implement these strategies/ activities, the entire science department is in a cross-curricular collaboration with the ELA and Math departments.
- C)** The steps that are being taken to have teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/ activities are ongoing inquiry team assessment strategies related to interpretation of data, facts or drawing conclusions and post assessments.
- D)** The Science Department’s time line for interpretation is October – May.

#### **Strategies to increase parental involvement**

##### **Non Title 1**

- Communicate on a weekly basis through Edline website and Easy Grade Pro electronic grade book. Teachers upload progress reports to keep parents apprised of student progress. Progress reports are printed every trimester and kept in student portfolios. Lesson notes and homework assignments are uploaded on a daily basis to inform parents of classroom activities.
- Parents can access Edline which contains their child’s homework, projects, school news and calendar. Each teacher has an email address

posted on their page for parents to communicate with them regarding the progress of their child.

- Twice a year Parent Teacher conferences are held in the daytime and evening. Parents have the opportunity to meet their child's teachers and conference with the teacher regarding their child's progress.
- Our school participates in Urban Advantage. Students are given vouchers for their family to visit a cultural institution. This fosters parental involvement with families to assist in the child's research for the Exit Project.
- Yearly Family Science and Math Night is held in March at our school. Teachers and other outside sponsors plan activities for families to explore together.
- As part of Urban Advantage our school hosts a Family Science Sunday trip. Buses leave from IS 98 and take families to one of the cultural institutions involved in Urban Advantage. Families are given free admission to the institution and participate in exciting activities that foster family involvement.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- IS 98 is not a Title I school, but all teachers at IS98 are HQT. Teachers are not considered for hire if they do not hold state certification in Science.

**Service and program coordination**

- Although IS 98 is not a Title I school there are many programs which promote and support this goal.
- Lunchtime tutoring is offered to the students in the subgroup. During this tutoring teachers target the skills that the students need reinforcement in.
- Teacher Team Meetings focus on strategies to improve the scores of the students in the subgroup.
- After-school Programs are offered to the subgroup students in ELA and Math.

**Budget and resources alignment**

- Tax Levy Fair Student Funding will be used to support the following staff members; administration and teachers. Title III Translation Service Funds will be used to support written communication to the homes of these students.
- Contract for Excellence funding will be used to support after-school programs and continue with data inquiry work.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4 Social Studies**

- By June 2012, our subgroup of students performing in the lowest 10% measured by our pre-assessment on cause and effect will improve their understanding of the relationship between cause and effect when studying U.S. history as measured by formal and informal assessments and the New York State ELA Assessment by 5%.

### **Comprehensive needs assessment**

- All students were given an assessment based on cause and effect designed to measure students understanding of the content in relation to their comprehensive analysis of a historical passage Teachers then compared the compiled data to students ELA performance on ARIS. The students who scored in the lowest 20<sup>th</sup> percentile on the Social Studies assessment and did not master cause and effect on the NYS ELA were then placed in a subgroup.
- Teachers identified each child's strengths and weaknesses using the available data from ARIS, Formative/Summative assessments, as well as teacher observations and interactions with students. The information is then utilized in lesson planning. Differentiated groups are formed for instruction based on the child's strengths and weaknesses.

### **Instructional strategies/activities**

- In order to achieve this goal, teachers will rely on the use of primary source and secondary source document analysis. The use of visual aids and small group instruction will allow the students to take a more proactive role in his or her academic achievement.
- Teachers from the social studies and ELA departments meet bi-monthly to make decisions regarding the use of academic assessments to evaluate the effectiveness of strategies/activities.
- Our target date for implementation is May, 2012. However, evaluations will take place monthly to determine the effectiveness of our strategies.
- Also, Students will create working portfolios in which teachers can provide feedback, use of word wall and other vocabulary building strategies.
- Differentiated instruction and homogenous groups will allow teachers to work closely and meaningfully with the target students.

### **Strategies to increase parental involvement**

- Monthly PTA meetings are held. Notifications are sent home and posted on Edline. The PTA in collaboration with the Parent Coordinator schedule workshops that can impact a student's progress. These workshops include Bullying, The Adolescent Child, Predators on the Internet, and Understanding The Common Core Standards.
- Communicate on a weekly basis through Edline website and Easy Grade Pro electronic grade book. Teachers upload progress reports to keep parents apprised of student progress. Progress reports are printed every trimester and kept in student portfolios. Lesson notes and homework assignments are uploaded on a daily basis to inform parents of classroom activities.

- Parents can access Edline which contains their child's homework, projects, school news and calendar. Each teacher has an email address posted on their page for parents to communicate with them regarding the progress of their child.
- Twice a year Parent Teacher conferences are held in the daytime and evening. Parents have the opportunity to meet their child's teachers and conference with the teacher regarding their child's progress.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- IS 98 is not a Title I school, but all teachers at IS98 are HQT. Teachers are not considered for hire if they do not hold state certification in Social Studies

**Service and program coordination**

- Although IS 98 is not a Title I school there are many programs which promote and support this goal. These programs include: Bullying Presentation with all students in grades 6, 7, & 8 focusing on listening, performing and responding to mock bullying scenarios.
- Cyber bullying workshops for all students in grades 6, 7, & 8 conducted by the CFN 405 liaison in conjunction with the Brooklyn DA's office. The focus will include visual, auditory and kinesthetic lessons.

**Budget and resources alignment**

- Tax Levy Fair Student Funding will be used to support the following staff members; administration and teachers. Title III Translation Service Funds will be used to support written communication to the homes of these students.
- Contract for Excellence funding will be used to support after-school programs and continue with data inquiry work.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5** Teacher Effectiveness

- By June 2012 Teacher Effectiveness will improve by the development of a more refined framework for professional practice. This will be reflected by 95% of all teachers achieving a Satisfactory on formal observations and final ratings.

### **Comprehensive needs assessment**

- The administration reflected on formal observations from the previous years. A focus in the past was on teacher practice. This school year the focus will continue with the goal of improving student work by strengthening teacher practice.
- Teacher team minutes and action plans show that our teachers understand the process of examining student work, revising curriculum, assessment and instruction to meet the needs of students.
- Teachers continue to need assistance in articulating how they are going through the inquiry process.
- Lessons require additional modifications to be reflective of rigor.

### **Instructional strategies/activities**

- The principal will join ASCD and purchase the electronic version of Enhancing Professional Practice, A Framework for Teaching (2<sup>nd</sup> Edition) by Charlotte Danielson for all staff members. The electronic book will be emailed to all school community members. Staff will be expected to read and become familiar with the book.
- Professional Development began on September 6, 2011 for all staff members on how to successfully implement the four domains into their everyday teaching practice. The training will include how to transition from Bloom's Taxonomy to Webb's DOK (Depth of Knowledge)
- The research based rubric for teacher observations was distributed to all staff members.
- New Teacher orientation began on August 30, 2011. This included a comprehensive overview reflecting the many different aspects of teaching at IS 98. The Common Core Team Liaisons from ELA and Math, deans and AP were present. New Teachers were given an intervisitation schedule and will meet with the AP once a month to discuss observations.
- Professional Development will be ongoing for all new staff members. Training will include Common Core Standards, Edline/Easy Grade Pro, EdPerformance, Differentiated instruction and SMART Goals.
- Administrators will continue to set-up a formal observation schedule which will include pre-observations, observations and post-observations. Teachers will have the opportunity to reflect and self-assess their teaching practice. Informal observations with feedback will be ongoing.
- Assistant Principals are expected to be in the classroom daily. The administration will conduct focused walkthroughs weekly using a specific lens.
- Teachers were given a revised lesson plan template designed by the Administration and Common Core team.
- Formal and informal observations will serve as a means to determine where a teacher is and where he/she needs to go on the professional practice spectrum.
- Common Core Team and Inquiry Team meetings will serve as the forum to validate and ensure that the critical process of enriching the professional community is actually occurring.

**Strategies to increase parental involvement**

- Yearly Parent Orientations are held in September in grades 6-8 to inform parents of the programs offered, to meet the staff and ask questions regarding curriculum.
- High School information meetings are held for Grade 8 parents to discuss the High School Selection Process.
- Monthly PTA meetings are held. Notifications are sent home and posted on Edline. The PTA in collaboration with the Parent Coordinator schedule workshops that can impact a student's progress. These workshops include Bullying, The Adolescent Child, Predators on the Internet, and Understanding The Common Core Standards.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- IS 98 is not a Title I school, but all teachers at IS98 are HQT. Teachers are not considered for hire if they do not hold state certification in the required subject area.

**Service and program coordination**

- Although IS 98 is not a Title I school there are many programs which promote and support this goal.
- These include Professional Development offered during the school day. The Professional Development focuses on Differentiated Instruction, Utilization of Acuity and EdPerformance, Edline/Easy Grade Pro, Common Core Standards and Incorporation of Technology.

**Budget and resources alignment**

- Fair Student Funding will be allocated to support both an ELA and Math reduced teacher program to work closely with the departments and act as the instructional liaison to the principal
- Fair Student Funding will be allocated to support bi-monthly Common Core Meetings to continually monitor and revise teacher effectiveness.
- Fair Student Funding will be allocated to provide coverage for the new staff members and the trainers.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	48	24	N/A	N/A		35	30	N/A
<b>7</b>	48	24	N/A	N/A		30	30	N/A
<b>8</b>	36	12	N/A	N/A		35	20	N/A
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	ELA teachers provide Academic Intervention Services during the regular school day. Students were selected based on data from the 2010-2011 NYS ELA test. Students at-risk of scoring a Level 1 or Level 2 receive AIS instruction in small groups. Teachers utilize Coach, Measuring Up and Prentice Hall books for instruction. Teachers also utilize Acuity to assign guided practice in areas targeted by ITA 1, ITA 2 and the Predictive Assessments.
<b>Mathematics</b>	Math teachers Academic Intervention Services are provided during the regular school day. Students were selected based on data from the 2010-2011 NYS Math test. Students at-risk of scoring a Level 1 or Level 2 receive AIS instruction in small groups. Teachers utilize Coach, Measuring Up and Impact Math books for instruction. Teachers also utilize Acuity to assign guided practice in areas targeted by ITA 1, ITA 2 and the Predictive Assessments.
<b>Science</b>	N/A
<b>Social Studies</b>	N/A
<b>At-risk Services provided by the Guidance Counselor</b>	The Guidance Counselor provides Academic Intervention Services. The method of delivery based on the need. The guidance counselor provides one- to- one and small group support. The strategies include peer mediation, crisis intervention, and group counseling.
<b>At-risk Services provided by the School Psychologist</b>	The School Psychologist provides Academic Interventions Services during the regular school day . Students receive crisis intervention as needed, short-term counseling on a one-to-one basis, and group counseling when warranted. The School Psychologist has parental contact as needed and consults with teachers on a need to need basis.
<b>At-risk Services provided by the Social Worker</b>	Academic Intervention Services are provided during the school day by the Social Worker. Intervention Services include individual, small group and family group intervention. Services include crisis intervention, short term and long term counseling strategies as needed. The Social Worker consults with the teachers and staff as needed. Referrals to community agencies are made as needed.
<b>At-risk Health-related Services</b>	N/A





**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Chris Groll/William Bonner</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>098</b>
School Name <b>Bay Academy</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Mrs. Maria Timo</b>	Assistant Principal <b>Mr. Mark Goldberg</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Jennifer Cerbone</b>	Guidance Counselor <b>Molly Lynch</b>
Teacher/Subject Area <b>Mrs. Janine Airo/math</b>	Parent <b>Julie Makrigianis</b>
Teacher/Subject Area <b>Mrs. K. Goldberg/ELA</b>	Parent Coordinator <b>Myra Chernick</b>
Related Service Provider <b>Mrs. M. Bracho</b>	Other <b>type here</b>
Network Leader <b>William Bonner</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>4</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1244</b>	Total Number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>1.13%</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. 

1. All new students to the school are greeted by the pupil personnel secretary, the assistant principal of ESL and 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 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. If such a staff member is not present, a phone call is made to the Interpretation services number at the DOE. Based on the results of the HLIS, the student may be administered the LAB-R exam by the certified 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 first ten days of school) to the parents of newly enrolled ELLs when they are established as such. During this meeting, parents are shown a DOE 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 the 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), the parent coordinator and an ELA teacher. It is at this meeting when Parent Survey and Program Selection forms are distributed and fully explained.
3. To ensure that the Parent Survey and Program Selection forms are returned, along with entitlement letters, our ESL teachers calls each parent to see that these forms are returned in a timely fashion. These forms are then kept on file in the ESL's 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 form in accordance with 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 has been the ESL choice.
6. The program model offered at our school at this time is based on parental choice. The trend at our school has been the ESL choice.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program

Yes

No

If yes, indicate language(s):

Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<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 Push-In</b>							7	4	3					14
<b>Total</b>	0	0	0	0	0	0	7	4	3	0	0	0	0	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	5

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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	0	2	0	0	6	0	5	14
<b>Total</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>5</b>	<b>14</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### 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
Russian														0
Bengali														0
Urdu														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
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							1	1	2					4
Chinese								2						2
Russian							4	1	1					6
Bengali														0
Urdu							1							1
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## A. Programming and Scheduling Information

1. The program at our school is a 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. The needs of our school require just one certified ESL teacher who services our 14 ELLs. This teacher is assigned to pull ELL students from non-major subject classes during the school day. The ELLs explicitly receive the proper NYS CR-Part 154 mandated number of units of support.
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 instruction is comprehensible and therefore enriches language development. Our ESL teacher is certified in both ESL and social studies thereby further enriching instruction. And finally, we use the ELA core curriculum and abide by the NYS ELL standards.
4. It has been our experience that ELLs do prefer to be assessed using English language exams. However, if we feel that any of our ELLs needed to be or requested to be assessed in their native language, we do have staff members on board who have expressed the ability to translate exams, quizzes, etc.
- 5a. Our instructional plan for SIFE students includes intensive English language arts tutoring during scheduled AIS 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 to a buddy student who shares the same first language. In addition, these ELLs receive counseling services and AIS. Due to recent NCLB requirements, ELLs are now required to participate in ELA testing after one year. To ensure their success on this exam, students can visit Accuity, EdPerformance and Brainpop. In addition, many of the Glencoe texts used by the ELA department come with chapter summaries in languages other than English.
- 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 and posted ARIS results. During this small group instruction, the teacher relies on graphic organizers to improve student's reading comprehension skills.
- d. For long-term ELLs, our main goal is to have these students reach the proficiency level. 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.
6. Teachers of ELL-SWDs use the following instructional strategies that provide access to academic content and accelerate English development: read and re-read activities, visual aids, oral activities, tactile aids and differentiation. Instructional materials used to achieve above mentioned goals include specialized content area texts from special education catalogs chosen along with the ESL teacher's approval.
7. To meet the needs of ELL-SWDs in the least restrictive environment, our scheduling is based on need, IEP accommodations and CR-Part 154 mandates.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

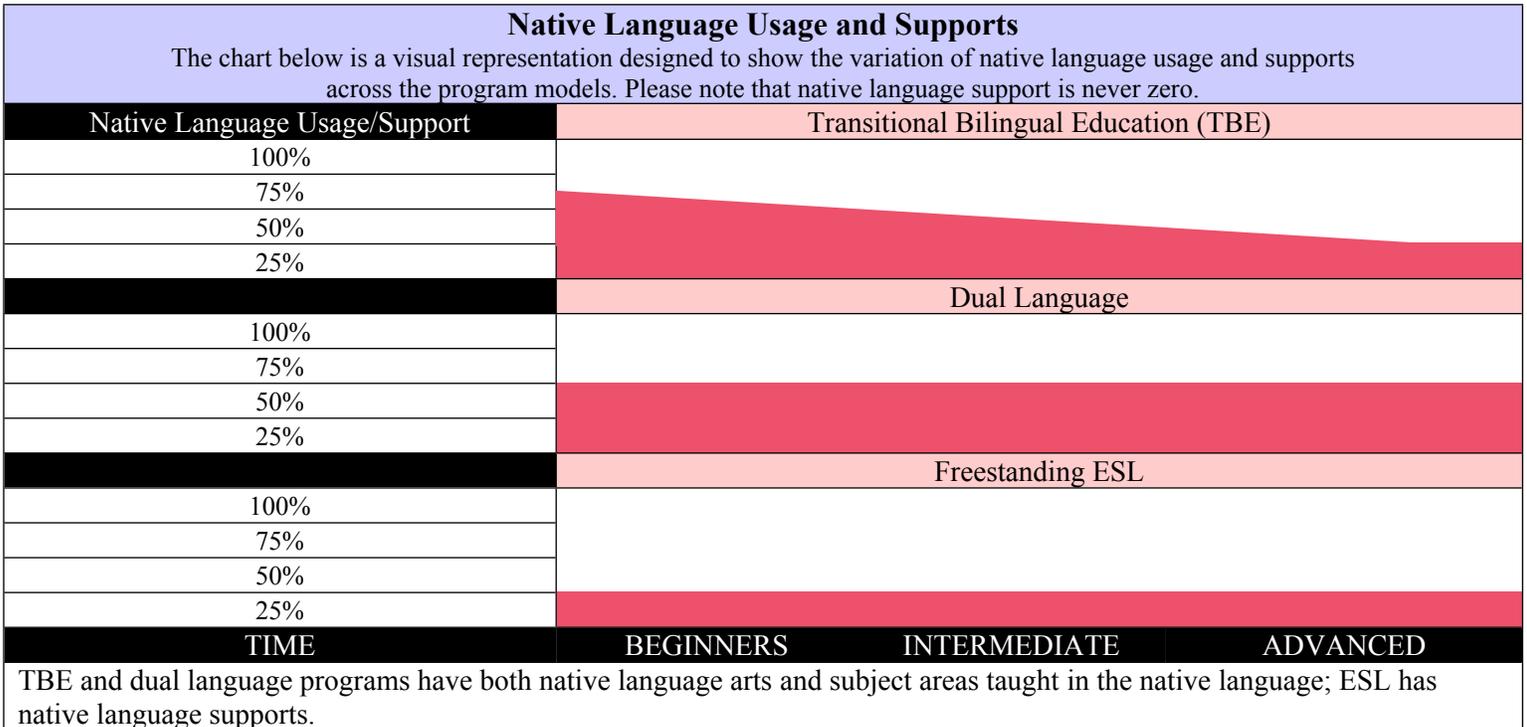
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				



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



- B. Programming and Scheduling Information--Continued**
- 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.
  - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

## B. Programming and Scheduling Information--Continued

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

8. 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.
9. ELL students who have reached proficiency on the NYSESLAT receive transitional support for two 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.
10. For the upcoming school year, we will strive to better our professional development activities for subject teachers of ELLs.
11. None of our programs/services for ELLs will be discontinued. After careful evaluation, we have decided to keep all existing programs intact.
12. ELLs are afforded equal access to all school programs, just as any student does. After-school programs include ELA and Math test prep and extracurricular activities such as sports and drama. In addition, supplemental services include AIS and small-group tutoring.
13. At IS98 we have many successful technological programs that are used to support our ELLs. These include Brainpop, EdPerformance, and Acuity. In addition, native language dictionaries are available in the library for teacher and student use. In addition, all content area teachers have access to an ESL library located in the Assistant Principal's office. This library includes resources such as ELL websites, instructional texts/workbooks, etc....
14. Native language support is made available through native language dictionaries, posted translation websites, and native language books, located both in the school library and in the ESL classroom.
15. Required services support and resources correspond to ELL 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.
16. Newly enrolled ELL students receive a tour of the school building, a buddy partner of the same language, a map of the school, an academic planner and access codes for Edline and ARIS.
17. At this time, Latin is the only language elective offered to ELLs. The main focus of Latin is word etymology which helps students break down words and understand the meaning of words.

## 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

### 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.

1. All teachers of ELLs receive professional development. For the 2011-2012 school year, we have scheduled the following PDs: Election Day-differentiated instruction to serve ELLs; Brooklyn-Queens Day- using ARIS to plan effectively. In addition, during monthly mandated faculty conferences and weekly departmental meetings, teachers receive training on items skills analysis, use of data to drive instruction, the utilization of ARIS in the classroom and the new ELA common core standards.

2. Because our ELL population is small (14), individual teachers receive training by the ESL teacher 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 hrs of ESL 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. These dates are listed in the main office.

### 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?

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, the common core standards and anti-bullying information.

2. Currently, we rely on the Parent Coordinator and the PTA to provide additional workshops and services to ELL parents. Translation services are always utilized.

3. To evaluate the needs of our parents, we rely on the learning survey results as well as 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.j

## 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	2					2
Intermediate(I)							2	0	1					3
Advanced (A)							5	4	0					9
Total	0	0	0	0	0	0	7	4	3	0	0	0	0	14

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	2	0	0	4
7	0	3	1	0	4
8	2	1	0	0	3
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		4		2		1		7
7	0		1		1		2		4
8	0		2		1		0		3
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									0
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
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1.To assess the early literacy skills of our ELLs, we use Acuity, an educational performance series that lets us know which skills ELLs are deficient in. We then use that information to differentiate instruction. The data that we use to assess our ELLs is the

## 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.

N/A

## Part VI: LAP Assurances

**School Name:** Bay Academy

**School DBN:** 21k098

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Maria Timo	Principal		11/29/11
Mr. Mark Goldberg	Assistant Principal		11/29/11
Myra Chernick	Parent Coordinator		11/29/11
Jennifer Cerbone	ESL Teacher		11/29/11
J. Makrigianis	Parent		11/29/11
J. Airo/math	Teacher/Subject Area		11/29/11
K. Goldberg/ELA	Teacher/Subject Area		11/29/11
	Coach		
	Coach		
M. Lynch	Guidance Counselor		11/29/11
William Bonner	Network Leader		11/29/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 21K098

**School Name:** Bay Academy

**Cluster:** CFN405

**Network:** Bonner

**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**

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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.

Children's home language surveys and informal student and parent questionnaires determine the interpretation and translation needs of our school. Language survey forms are reviewed to see which languages are spoken in our students' home. In addition, the parent surveys affords us the opportunity to learn which language parents prefer. Finally, emergency blue contact cards are checked as they contain parent language preference.

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, Chinese and Urdu. Translations issues have never presented themselves. Parents were informed of this information at a recent PTA meeting. In addition, staff members have also received the translation phone line number from the DOE.

## Part B: Strategies and Activities

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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. The school purchased a VARIQUEST Poster Printer Maker to enable the the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the languages identified in our survey. These posters will be out up in our Parent Information Center located in the main lobby and in the Parent Coordinator's Office. We believe that providing this information to parents in their language will increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating this letter contains important school information.

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 employess the ability to communicate with a non-English speaking parents with the assistance of a translator. In addition, we are fortunate to have several staff members who speak Chinese, Spanish, Russian and Italian. They have always offered their help with translation needs when they have arisen.

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 wriiten 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 at our school. Documents and policies sent home are provided by NYC Department of Translation and Interpretation Unit. Staff members can fax or send class contracts in any language.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bay Academy	DBN: 21K098
Cluster Leader: Chris Groll	Network Leader: W. Bonner
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Bay Academy bases Title III supplemental instructional service on student need. We used data from previous ELA/Math scores, NYSESLAT scores and information from Acuity to determine which services will best suit our students each year. The service we offer is in fact supplemental in that it is in addition to ESL mandates. This service includes the following: push-in services by the (certified) ESL teacher to assist long term ELLs, newcomers and beginning level ELLs in their content area classes. The language of instruction used is English, and such sessions vary from week to week based on need and student progress. In addition to this push-in service, Title III monies are also spent on: instructional textbooks, native language dictionaries and books, copy paper (to help support push-in services) and an ELL breakfast meeting to introduce ELL parents to our school and to the ESL teacher. This meeting is designed to make these parents feel comfortable in being connected to their child's school and to foster a positive relationship between teacher and parent. In attendance at this meeting is the principal, ESL assistant principal, ESL teacher and parent coordinator. Booklets containing important websites, NYSESLAT information and translation services are distributed. Finally, there is a question and answer session. As always, translation services are available if the need arises.

### Part C: Professional Development

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

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

Begin description here: At Bay Academy, we believe that professional development fosters growth. Because of this, Title III money is also used to send (and pay for the cost of a substitute) our one ESL teacher to various ELL workshops and training sessions throughout the year. We receive many emails from The Office of ELLs regarding the dates and topics of such workshops/training sessions.. We will work to choose the best workshops/training sessions that best suits the needs of our program and student population.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: At Bay Academy, we are very concerned with offering parent engagement activities for parents of ELLs. We feel that this will directly impact higher achievement for our ELL population. As mentioned in Part B, and because our Title III monies totals only \$2080.00, we offer a parent breakfast in the Fall. Please note that this is in addition to the mandated Parent Orientation. This meeting is directed by the ESL teacher under the supervision of the ESL assistant principal. Parents will be notified of such a meeting via school messenger, letters sent home (translated, if necessary) and on EdLine.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		