Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : PUBLIC SCHOOL 169 ~ BAY TERRACE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q169

PRINCIPAL: VANESSA ROSA **EMAIL:** VROSA@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

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
Vanessa Rosa	*Principal or Designee	
Kathryn Pandazis	*UFT Chapter Leader or Designee	
Stacey Mack	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Shauna Prudenti	Member/Parent	
Lois Kaye	Member/Parent	
Allan Jennings	Member/Parent	
Neil Borg	Member/Parent	
Jason Rivers	Member/Staff	
Audrey Homer	Member/Staff	
Sandy Kaufman	Member/Staff	
Sepidah Steinhandler	Member/Staff	

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
By June 2012, 100% of classroom teachers will develop and administer at least one literacy task strategically aligned to the Common Core State Standards in order to improve teacher effectiveness.

Comprehensive needs assessment
- This need was determined based on the NYCDOE's 2011-2012 instructional expectations.

Instructional strategies/activities
- Administrators to imbed common planning periods into the school day
- Administrators to allocate per-session funds for monthly after school grade level planning sessions
- Teachers College Reading and Writing Project staff developers to meet with grade level teams to develop and implement CCSS aligned tasks
- Teachers will develop a CCSS aligned literacy task
- Teachers will develop a rubric aligned to the task
- Teachers will administer a pre-assessment to provide baseline data
- Teachers will plan cognitively demanding and differentiated lessons/activities in order to facilitate students' successful completion of the task based on data provided by the pre-assessment.
- Teachers will administer a post-assessment
- Teachers will use the post-assessment data to identify trends and evaluate their level of planning and instructional practices and strategies

Strategies to increase parental involvement
- Parent meetings – administration, teachers and the parent coordinator will attend regularly scheduled parent meetings (PTA, SLT) to share information and respond to parent questions and inquiries
- School events – curriculum night, parent-teacher conferences, unit of study culminating celebrations will give families opportunities to discuss what their children are leaning with teachers
- Parent workshops – workshop based on feedback from families and needs seen by school staff
- Parent Resource Room – a room where the parent coordinator is available to assist families and that contains user-friendly instructional materials and guides
- Handbook – the school has created and distributed a handbook to all families which outlines school programs, protocols and procedures
- Monthly grade-level newsletters – these newsletters detail the units of study being taught each month so that families can support their children at home
- Class websites – each class has a website on the school webpage that facilitates regular communication with families regarding things happening in both the school and classroom

Strategies for attracting Highly Qualified Teachers (HQT)
- Currently, all teachers are highly qualified.
    - In the event of any vacancies, administrators will attend hiring fairs to identify and recruit highly-qualified teachers.

Service and program coordination

- Administrators have imbedded common planning periods into the school day
- Administrators have allocate per-session funds for monthly after school grade level planning sessions
- The school has developed a partnership with Teacher's College Reading and Writing Project.
- All classroom teachers will participate in the planning of at least one literacy task strategically aligned to the Common Core State Standards.

Budget and resources alignment

- Tax Levy Fair Student Funding and ARRA RTTT Citywide Instructional Expectation funds will be used to implement this actions plan as indicated below:
    - Teacher per session for afterschool planning sessions
    - Partnership with Teachers College Reading and Writing Project

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
By June 2012, 100% of classroom teachers will develop and administer at least one math task strategically aligned to the Common Core State Standards in order to improve teacher effectiveness.

Comprehensive needs assessment
- This need was determined based on the NYCDOE's 2011-2012 instructional expectations.

Instructional strategies/activities
- Administrators to imbed common planning periods into the school day
- Administrators to allocate per-session funds for monthly after school grade level planning sessions
- AUSSIE math staff developers to meet with grade level teams to develop and implement CCSS aligned tasks
- Teachers will develop a CCSS aligned math task
- Teachers will develop a rubric aligned to the task
- Teachers will administer a pre-assessment to provide baseline data
- Teachers will plan cognitively demanding and differentiated lessons/activities in order to facilitate students' successful completion of the task based on data provided by the pre-assessment.
- Teachers will administer a post-assessment
- Teachers will use the post-assessment data to identify trends and evaluate their level of planning and instructional practices and strategies

Strategies to increase parental involvement
- Parent meetings – administration, teachers and the parent coordinator will attend regularly scheduled parent meetings (PTA, SLT) to share information and respond to parent questions and inquiries
- School events – curriculum night, parent-teacher conferences, unit of study culminating celebrations will give families opportunities to discuss what their children are leaning with teachers
- Parent workshops – workshop based on feedback from families and needs seen by school staff
- Parent Resource Room – a room where the parent coordinator is available to assist families and that contains user-friendly instructional materials and guides
- Handbook – the school has created and distributed a handbook to all families which outlines school programs, protocols and procedures
- Monthly grade-level newsletters – these newsletters detail the units of study being taught each month so that families can support their children at home
- Class websites – each class has a website on the school webpage that facilitates regular communication with families regarding things happening in both the school and classroom

Strategies for attracting Highly Qualified Teachers (HQT)
- Currently, all teachers are highly qualified.
    - In the event of any vacancies, administrators will attend hiring fairs to identify and recruit highly-qualified teachers

Service and program coordination

- Administrators have imbedded common planning periods into the school day
- Administrators have allocate per-session funds for monthly after school grade level planning sessions
- The school has developed a partnership with AUSSIE.
- All classroom teachers will participate in the planning of at least one math task strategically aligned to the Common Core State Standards.

Budget and resources alignment

- Tax Levy Fair Student Funding and ARRA RTTT Citywide Instructional Expectation funds will be used to implement this actions plan as indicated below:
    - Teacher per session for afterschool planning sessions
    - Partnership with AUSSIE

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
By June 2012, 100% of classroom teachers will be involved in revising curriculum maps to ensure rigor and alignment with the Common Core State Standards, leading to improved teacher effectiveness.

Comprehensive needs assessment
- This need was determined based on the NYCDOE's 2011-2012 instructional expectations.

Instructional strategies/activities
- Professional development on Common Core State Standards
- Professional development on 'rigor' e.g. Webb's Depth of Knowledge Levels
- Professional development provided by the Teachers College Reading and Writing Project staff developers on providing rigorous literacy instruction
- Professional development by the AUSSIE math consultant on providing rigorous mathematics instruction
- Teacher teams will use the CCSS, student work and assessment data to analyze the level of rigor of each unit of study
- Teachers will participate in monthly grade level planning meetings where teachers teams will look at the current curriculum maps/units of study for the upcoming month and revise based on CCSS, student work and assessment data
- Teachers will participate in weekly grade level planning sessions where teacher teams will look at their planned lessons/activities for the upcoming week and revised based on CCSS, student work and assessment data

Strategies to increase parental involvement
- Parent meetings – administration, teachers and the parent coordinator will attend regularly scheduled parent meetings (PTA, SLT) to share information and respond to parent questions and inquiries
- School events – curriculum night, parent-teacher conferences, unit of study culminating celebrations will give families opportunities to discuss what their children are leaning with teachers
- Parent workshops – workshop based on feedback from families and needs seen by school staff
- Parent Resource Room – a room where the parent coordinator is available to assist families and that contains user-friendly instructional materials and guides
- Handbook – the school has created and distributed a handbook to all families which outlines school programs, protocols and procedures
- Monthly grade-level newsletters – these newsletters detail the units of study being taught each month so that families can support their children at home
- Class websites – each class has a website on the school webpage that facilitates regular communication with families regarding things happening in both the school and classroom

Strategies for attracting Highly Qualified Teachers (HQT)
- Currently, all teachers are highly qualified.
    - In the event of any vacancies, administrators will attend hiring fairs to identify and recruit highly-qualified teachers

Service and program coordination

- Administrators have imbedded common planning periods into the school day
- Administrators have allocate per-session funds for monthly after school grade level planning sessions
- The school has developed a partnership with the Teacher's College Reading and Writing Project and AUSSIE
- All classroom teachers will participate in the revision of curriculum maps to ensure rigor and alignment with the Common Core State Standards

Budget and resources alignment

- Tax Levy Fair Student Funding and ARRA RTTT Citywide Instructional Expectation funds will be used to implement this actions plan as indicated below:
    - Teacher per session for afterschool planning sessions
    - Partnership with Teachers College Reading and Writing Project and AUSSIE

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
By June 2012, administrators will improve teacher effectiveness by conducting four cycles of short, frequent classroom observation providing timely, specific, evidence-based feedback teachers can act on to develop a shared understanding of instructional excellence.

Comprehensive needs assessment
- This need was determined based on the NYCDOE's 2011-2012 instructional expectations.

Instructional strategies/activities
- Administrators to attend ongoing professional development
- Administrators to allocate funds to purchase Teachscape, a tool to assist in providing timely feedback
- Administrators to provide professional development to teachers on strengthening teacher practice through feedback
- Administrators and teachers to select four focus domains based on school-wide needs
- Administrators to develop a schedule for teacher observation and feedback using Danielson's Framework for Teaching
- Administrators to provide teachers with timely and actionable feedback
- Administrators and teachers to work together to development and implementation of a coherent PD plan for each teacher based on feedback

Strategies to increase parental involvement
- Parent meetings – administration, teachers and the parent coordinator will attend regularly scheduled parent meetings (PTA, SLT) to share information and respond to parent questions and inquiries
- School events – curriculum night, parent-teacher conferences, unit of study culminating celebrations will give families opportunities to discuss what their children are leaning with teachers
- Parent workshops – workshop based on feedback from families and needs seen by school staff
- Parent Resource Room – a room where the parent coordinator is available to assist families and that contains user-friendly instructional materials and guides
- Handbook – the school has created and distributed a handbook to all families which outlines school programs, protocols and procedures
- Monthly grade-level newsletters – these newsletters detail the units of study being taught each month so that families can support their children at home
- Class websites – each class has a website on the school webpage that facilitates regular communication with families regarding things happening in both the school and classroom

Strategies for attracting Highly Qualified Teachers (HQT)
- Currently, all teachers are highly qualified.
    - In the event of any vacancies, administrators will attend hiring fairs to identify and recruit highly-qualified teachers

Instructional strategies/activities

- Administrators will attend ongoing professional development
- Administrators have allocated funds to purchase Teachscape, a tool to assist in providing timely feedback
- Administrators have provided professional development to teachers on strengthening teacher practice through feedback
- Administrators have developed a schedule for teacher observation and feedback using Danielson's Framework for Teaching

Budget and resources alignment

- Tax Levy Fair Student Funding and ARRA RTTT Citywide Instructional Expectation funds will be used to implement this actions plan as indicated below:
    - Teacher per session for afterschool professional development activities
    - Supervisor per session for the facilitation of after school professional development activities

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.

	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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	**N/A**	**N/A**	2	0	0	5
1	0	0	**N/A**	**N/A**	0	0	0	3
2	2	0	**N/A**	**N/A**	6	0	1	3
3	2	0	**N/A**	**N/A**	5	0	0	15
4	0	0	3	3	0	0	0	6
5	5	4	4	4	5	0	0	13
6								
7								
8								
9								
10								
11								
12								

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.).

Name of Academic Intervention Services (AIS)	Description
ELA	**Service Providers** - IEP/Resource Room Teacher **Program/Strategy** – Passport Voyager, Fundations, Wilson, Great Leaps, Orton Gillingham **Method for Delivery** - Small Group Instruction, One-to-One Instruction, Teacher Consultant **When** - During the School Day
Mathematics	**Service Providers** - IEP/Resource Room Teacher **Program/Strategy** - Moving with Math, Math Mastery **Method for Delivery** - Small Group Instruction, One-to-One Instruction, Teacher Consultant **When** - During the School Day
Science	**Service Providers** - 4th & 5th Grade Classroom Teachers, IEP/Resource Room Teacher **Program/Strategy** - Students will be supported in meeting the New York State Science Standards and will practice test taking strategies using the following materials: • Harcourt Online Science Readers **Method for Delivery** - Small Group Instruction, One-to-One Instruction **When** – During the School Day/During Extended Day
Social Studies	**Service Providers** – 4th & 5th Grade Classroom Teachers, IEP/Resource Room Teacher **Program/Strategy** - Students will be supported in meeting the New York State Social Studies Standards and will practice test taking strategies using the following materials: • New York State Social Studies Rehearsal • Primary Resources **Method for Delivery** - Small Group Instruction, One-to-One Instruction **When** – During the School Day/During Extended Day
At-risk Services provided by the Guidance Counselor	**Service Provider** - Guidance Counselor **Program/Strategy** - Counseling to help the students demonstrate age appropriate social emotional development and skills that would reinforce their academic skills

	Method for Delivery - Small Group Instruction, One-to-One Instruction **When** - During the School Day
At-risk Services provided by the School Psychologist	The School Psychologist currently does not provide any at-risk services
At-risk Services provided by the Social Worker	**Service Provider** - Social Worker **Program/Strategy** – Counseling focused on the following topics: sharing, managing tantrums, expressing feelings, using behavior modification, following rules, coping mechanisms **Method for Delivery** - Small Group Instruction, One-to-One Instruction **When** - During the School Day
At-risk Health-related Services	**Service Provider** - School Nurse **Program/Strategy** – Medical 504, Healthy Options and Physical Activity at School, Open Airways Program - **Method for Delivery** - Small Group Instruction **When** - During the School Day

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 Nancy Ramos	District 25	Borough Queens	School Number 169
School Name Bay Terrace School			

B. Language Allocation Policy Team Composition ⓘ

Principal Vanessa Chambers	Assistant Principal Jason Rivers
Coach N/A	Coach N/A
ESL Teacher Joycelyn Phipps	Guidance Counselor Yang Synn
Teacher/Subject Area Lindsay Anastasi – Kindergarten	Parent Carrie Herrera
Teacher/Subject Area Rochelle Curran-Third Grade	Parent Coordinator Orit Foresta
Related Service Provider Arlene Castellano-Speech	Other ELL Coordinator Joycelyn Phipp
Network Leader Nancy Ramos	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area	0	Number of special	0	Number of teachers of ELLs	0

teachers with bilingual extensions		education teachers with bilingual extensions		without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	383	Total Number of ELLs	17	ELLs as share of total student population (%)	4.44%

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

Introduction: Part II: ELL Identification Process

The Bay Terrace School (PS 169) is located on 212th street in Bayside Queens. There are approximately 383 students spread across 7 grades, preK-5th grade. There are 2 pre-k classes, 4 Kindergarten classes, 2 first grade classes, 2 second grade classes, 2 third grade classes, 2 fourth grade classes, and 3 fifth grade classes. There are approximately 28-30 students in each general education class. There are 17 students being served by an ESL teacher during the 2011-2012 school year. The ELL students are a diverse group stemming from Equador, Russia, Korea, Peru, Argentina, Dominican Republic, Puerto Rico, China, and Poland.

1)At P.S. 169, we have a thorough process of identifying ELL's. As the school year begins, parents register their children. Upon registration, and with the help of the ESL teacher, they fill out a form called the "Home Language Identification Survey". The school secretary(Nancy Migliore speaks Italian), parent coordinator(Orit Forestor Speaks Hebrew), along with the ESL teacher, Joycelyn Phipps, gives an informal interview in English and in the native language with the parents.The HLIS form is also given to the parent in their native language. A translator

is provided if needed. Mrs. Yang Synn, the Guidance Counselor, is our Korean translator. Ms. Phipps, the certified ESL teacher, reviews the HLIS forms upon completion. If 1 or more is checked off in the "other" box in numbers 1-4, and 2 or more is checked off in the "other" box in numbers 5-8, the student is eligible to take the LABR test. Their name is placed on a master list to be LABR tested. The Spanish LABR is given to students whose only language is Spanish. This test is administered by a Spanish speaking teacher, Mrs.Rothsinger, with the assistance of MS. Phipps, the ESL coordinator. Prior to administering the LABR, an oral interview is given with the potential ELL to gather information on their English language skills. This is all done within 10 days of a students admittance.

In order to identify students who are already ELL's, an RLAT and RNMR report are pulled off of ATS. These reports are printed off once a week during the months of September and October to ensure ELL's are not lost through the cracks. Another process to identify potential ELL's, is to look through their cumulative folders of K and 1st graders (In our case, it was done with all grades). The HLIS forms are signed by the LAB coordinator and is designated a language (Ex: SP for Spanish or NO for English). All HLIS forms are photocopied. Originals are placed back into the folders and copies are placed in a binder, by grade, and remains in the classroom of the ELL coordinator. If there is a potential ELL to be LABRed, they are added to the "to be tested list". This list is charted with the students' name, OSIS number, class, language, and LABR score results.

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 ❄

The NYSESLA[illegible]e spring. Before the NYSESLAT, a testing timetable is created by the ELL teach[illegible]ing coordinator. Next, test accomidations for ELL's are enforced such as cove[illegible]nd separate location. The NYSESLAT is given under strict testing conditions. The seats are placed in rows facing the front of the class. There is no movement in the hallways and no annoucements are made over the loud speaker. In addition testing modifications for students with IEP's are adhered to during the exam. Since there is a small population of ELL's, Ms. Phipps adheres to her testing timetable, divides the students by groups and tests them according to their grade.

In order to prepare students for the NYSESLAT, the New York State English as a Second Language Achievement Test, we start early with many activities/lessons that involves listening, speaking, reading and writing. Two helpful test prep tools that will be used are "Attanasio and Associates NYSESLAT books" and "Empire State" test prep books. These books are accompanied by a CD. This is used for the listening portion of the test.

2) After all the ELL's have been identified for the school year, structures are taken place to ensure that parents understand all three program choices. A parent orientation meeting is held after the completion of the LABR. When a student does not score proficient on the LAB-R, Parent Notifcation Letter for Newly Entitled Students" is sent home with the student. A parent invitation is sent home in English and the parents' L1 language. Along with the invitation, is a copy of the parental choice form. The parent is encouraged to bring the forms with them to the meeting. The Parent Coordinator procure a bilingual translator for the meeting if necessary. The ESL teacher Ms.Phipps and the Parent Coordinator Orit Forester, call parents repeatedly to make contact in order to have them attend parent orientations, breakfasts and lunches. The meeting is held in the ESL or computer lab. A TV with DVD player is accessed for the showing of the parental choice video. A buffet of food,

which includes donuts, fruit, cereal, and beverges are supplied for the parents. Translators are present to translate in the parent's native language. The translators are contributed by the Department of Education or few members of the Bay Terrace staff such as Ms. Synn, the school guidance counselor. Once the parents arrive, an agenda and bilingual parent brochures are given to them. The brocures academically and socially support ELL parent and students. They also sign the sheet and list their child's name and pick up an agenda.

The meeting: Ms. Phipps starts the orientation by reciting,"We understand the importance of making informed decisions and we are happy to have you here to explain to you the ELL programs that are available for you to choose for your child." Ms.Phipps and the Parent Coordinator explain to parents the CR Part 154 and how it provides the basic requirements and procedures for ELL education. It is also explained to parents if there is not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district. If they choose not to transfer their child, they will remain at the school and receive ESL instruction. It is also explained that program selection is for one year. Also, if Title III funds are available from the federal government provide supplemental services specifically for ELL's and parents, such as after school instructional programs, professional development and parent involvement. At this point the parent video is shown and parent have the opportunity to ask questions throughout the meeting. Translators are provided and parents are encouraged to ask questions and raise concerns that they have with Ms.Phipps, the ELL teacher. Once the video is complete, the 3 programs are explained in depth, which are ESL, Bilingual, and Dual Language. The people explaining these programs are Ms.Phipps, the ESL Teacher/Coordinator and Orit Forestor, the Parent Coordinator. The parents choose which program they want as their 1st, 2nd, and third choice. They then fill out the Parent Survey and Program Selection form. Ms.Phipps is diligent about contacting parents for face-to-face meetings, even when it requires multiple phone calls. The ELL orientation meeting is repeatedly held till all parents of ELL's have signed the parental choice forms. But, if a parent can not attend the Parent Orientation meeting, Ms.Phipps conduct a phone interview in order to complete the Parent Survey and Program Selection form. The copies are kept on file in the ELL office and the originals are returned to the student's cum record file.

3) Upon the completion of LABR testing and parent orientation, letters are distributed to parents. All letters are bilingual, English and the parents' native language. Continued Entitled, Entitled, Non-Entitled, Placement letter, and Non Entitlement/Transition Letters are sent home via students back packs. Copies of all letters are kept and placed in binders . The placement letters are sent after the parent signs the parental choice form and chooses the program for their child. Ms. Phipps, the ESL teacher/Coordinator, is responsible for creating and distributing all letters. Each letter is obtained from the DOE website and are placed onto our school letter head. Multiple languages (Polish, Spanish, French, Korean, Chinese, Hindu, Russian, Turkish, and English) in each letter are also printed off and photo copied which provides easy access for future mailings. Continued Entitlement Letters are for the old ELL's, eligibility is based on student score below proficiency on the NYSESLAT. These letters must be returned signed by the parents. The Entitlement Letters are to be sent home to the parents of newly arrived ELL's to the NYC School System informing them of the upcoming Parent Orientation meeting. The Non Entitlement Letter informs the parent that their child is not entitled to ELL

services. These students scored at or above proficiency on the LABR. The Non Entitlement/Transition letters are to be given to the parent's of students who scored at or above proficiency level on the NYSESLAT and who will transition into monlingual class with 1 year of ESL support services. A list of students are kept on file for each letter type. Parent Survey and Program Selection forms are always returned at the end of the Parent Orientaion Meeting.

5) After reviewing the Parent Survey and Program Selection forms thus far, the trend that is maintained is the selection of an ESL program. Out of the 17 ELL's, all parents chose ESL as a 1st choice.
6) The ESL program model offered at our school is aligned with parent requests. Based on stored letters and parents request we are in alignment.

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⭘	No❄	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0													0
Dual Language (50%:50%)	0													0
Freestanding ESL														
Self-Contained														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Push-In	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	14	0	2	3	0	1	0	0	0	17
Total	14	0	2	3	0	1	0	0	0	17
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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	1		1	1								6
Chinese	2		1			1								4
Russian						2								2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1	1			1	1								4
Punjabi														0
Polish			1											1
Albanian														0
Other														0
TOTAL	5	2	3	0	2	5	0	0	0	0	0	0	0	17

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Paste response to questions 1-7 here

Our instructional program for our ELL students is a pull out program serviced by 1 licensed ESL teacher. During the pull out periods, students travel together as a group to the ESL room for instruction. Our children receive the mandated ESL-ELA allotted instructional time based on the students' proficiency levels. The time allotment is based on the regulations of the CR Part 154. The instruction is aligned with the NYS ESL and ELA standards. The ESL teacher has collaborated with classroom teachers about curriculum and students' abilities, needs, and accomplishments.

Beginner and intermediate students receive 8 periods a week of instruction. Each containing 45 minutes. Advance students receive 4 periods a week, each period also 45 minutes. The 16 ELL's are divided into 3 groups, A-C. Group A contains Kindergarten, 1st & 2nd grade beginners, intermediates, and Advance(the advance students are only serviced 4 times a week.). Group B contains fourth and fifth grade beginners and intermediates. Group C contains 4th and fifth grade advance. The type of program P.S. 169 uses is a pull out program. The ELL teachers' program is designed to not pull students while they are at lunch and at different times of the week. This is to ensure they are not missing the same subject every day. The program models are block, class travels together as a group and heterogeneous, mixed proficiency levels.

Native language support is present in our ESL program through the use of native language texts for cross-cultural learning, realia, dictionaries/glossaries, visual aids, and partnerships between ELLs of the same language to support the academically and socially as members of our school community. We ensure that ELL's are appropriately evaluated in their native language by providing them translators during state tests or giving them the state test in their native language.

A. Programming and Scheduling Information

During a Readers Workshop lesson, the ESL teacher provide students with small group instruction by following the Teachers College workshop model. This supports learning in the four modalities in English as they learn new strategies during Readers andWriters workshop.
During Writers workshop the ESL teacher provide students with small group instruction utilizing a model of instruction for witing following the Teachers College writing process. They begin each session with a minilesson and then conduct small group strategy lessons to taget their writing goals/needs based on their notebooks entries and published pieces. The ESL teacher also incorporate shared writing and interactive writing during strategy lessons to enrich language development.

Our instructional Plan for SIFE students will incorporate intervention and emotional support from our guidance counselor. These students will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. We will provide the students with supplementary reading intervention program based on their reading needs during the day, wich will be in addition to their ESL services. They will be invited to attend extended day program which is help for 50 minutes on Tuesday, Wednesday, and Thursdays after school. Programs that will be utilized are Leap Frog, Mondo Pathways to Writing, and Moving into English. Based on data from numerous assessments, instruction is differentiated.

The ELL's in our school that are here less than three years (new comers) receive the mandated number of minutes per week of ESL instruction based on their profiency level and in accordance with the NYS CR Part154. Emotional support is provided by our guidance counselor to help themembrace the American culture during the month of September. They will receive constant exposure to vocabulary and literacy instruction using a variety of manipulatives and pictures. The same programs used for SIFE students will also be used for this sub group. In addition to those programs, Voyager is also implemented.

Our 4-6 year ELL's receive the mandated number of minutes per week of ESL instruction based on their proficiency level inaccordance with the NYS CR Part 154. Within the mandated instructional time, these students receive small group instruction in writing, which has been identifies as an area that needs improvement. Writing goals are created for this subgroup which emphasize pre-writng, creating paragraphs, topic sentences, sentence variety, and editing.

Long Term ELL's will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program to support their reading and writing needs based on their levels. Supplementry intervention programs that will be utilized are Voyager, Rygby On Our Way to English, Mondo Pathways to Writing, Empire State

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

A. Programming and Scheduling Information

based on their proficiency level and in accordance with the NYS CR Part 154. The Pull Out ESL instruction model is

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?

Paste response to questions 8-17 here

8) The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well. Explicit English as a Second Language (ESL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using the Rigby On Our Way to English, Rygby In Step Readers, and The Write Source. These programs are designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with State guidelines in ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to comfort levels.

The point of entry model (POEM) provides a lens through which instruction is planned and implemented to ensure ELL students' engagement, productivity, assessments and real world connections. The school uses performance indicators set by the state to drive instructional program. We have incorporated variety instructional strategies in accordance with ESL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to, role-playing and components of a Balanced Literacy Program including shared reading and writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills.

ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as: analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ESL teacher with opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature.

9) Our plan for transitional support for students who reached proficiency on the NYSESLAT: The ESL teacher

B. Programming and Scheduling Information--Continued

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9) Our plan for transitional support for students who reached proficiency on the NYSESLAT: The ESL teacher conference with the classroom teachers of students who scored proficent on the NYSESLAT to monitor their continued development. Theses students are offered the oportunity to participate in ESL field trips.They receive

B. Programming and Scheduling Information--Continued

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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

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

Social Studies:				
Math:				

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 Professional Development and Support to School Staff

1) ELL, regular and special education teachers will be provided with professional development on the various strategies that are effective when teaching ELL students. They will learn to understand that: ELL student's cognitive/academic development is enhanced when the use of multicultural literature is utilized in English and the native language. Effective instruction is present when the individual learning style is considered.The promotion of the interrelationships across disciplines enhances cognitive development in the native language and English.

The ESL teacher, Ms. Phipps, attends professional development once a month provided by the Network CFN-Children's First Network and Teacher's College of Columbia University. Such work shops include: Designing and and Developing Exemplary Practices for Ell's, Sheltered Instruction, and Data Driven Instruction for ELLs. The ESL teacher then turnkeys strategies and information learned at these workshops with classroom teachers and other staff. PS 169 has had PD workshops throughout the yar to address the needs of ELLs and their teachers. Some of these include the following topics: Balanced literacy, Common Core State Standards for literacy and Numeracy, Addreeing the ELL Population, Text Comprehension, Academic Rigor, Centers, and ESL strategies in literacy. Cross grade articulations and grade meetings take place to ensure that the needs of ELLs are being met. The ELL teacher collaborate with classroom teachers of ELLs to make recommondations and discuss students' individual needs.

The assistant principal, Jason Rivers, obtain his professional development from Teachers College and his A.P. mentor. The principal, Vanessa Chambers, obtains her PD from Teachers College, and her mentor as well. The school psycologist Cheryl Miodownik receive her PD from her supervisor Maria Fikar. The OT/PT team receive their PD from CSC and ORCS. The Speech teacher, Arlene Castellano and the IEP/resource room teacher, Audrey Homer, receive their PD from their supervisors and Teachers College. The school secretaries and the Parent Coordinator obtain their PD from the DOE.

2) The ESL teacher work with classroom teachers to help students develop skills they will need in middle school such as notetaking techniques, listening skills, filling out graphic organizers and following multi-step directions. The guidance counselor, Yang Synn, holds a meeting with parents to talk about kids going from elementary school

D. Professional Development and Support for School Staff

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

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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?

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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?

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8) The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well. Explicit English as a Second Language (ESL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using the Rigby On Our Way to English, Rygby In Step Readers, and The Write Source. These programs are designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with State guidelines in ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to comfort levels.

The point of entry model (POEM) provides a lens through which instruction is planned and implemented to ensure ELL students' engagement, productivity, assessments and real world connections. The school uses performance indicators set by the state to drive instructional program. We have incorporated variety instructional strategies in accordance with ESL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to, role-playing and components of a Balanced Literacy Program including shared reading and writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills.

ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as: analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ESL teacher with opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature.

9) Our plan for transitional support for students who reached proficiency on the NYSESLAT: The ESL teacher conference with the classroom teachers of students who scored proficent on the NYSESLAT to monitor their continued development. Theses students are offered the oportunity to participate in ESL field trips.They receive

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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)?

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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)	3	1	0	0	1	1								6
Intermediate(I)	0	0	1	0	0	1								2
Advanced (A)	2	1	1	0	1	3								8
Total	5	2	2	0	2	5	0	0	0	0	0	0	0	16

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	0	0	0							
	I	0	0	0	0	1	0							
	A	0	0	1	0	0	2							
	P	0	1	1	0	1	2							
Reading/Writing	B	0	0	0	0	1	0							
	I	0	0	1	0	0	1							
	A	0	0	1	0	1	3							
	P	0	1	0	0	0	0							

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

We have 16 ELL students that are divide as follows: 5 Kindergarten 2 first graders, 2 second graders, 3 fourth graders, and 5 fifth graders. The ELL teacher, Ms. Phipps, has identified 4 ELL groups. Instruction is designed to cover beginning, intermediate, and advanced levels of ESL based on the NYSESLAT and LABR scores. Students are grouped according to levels and grades.

By reviewing the data patterns across proficiency levels on the LABR, NYSESLAT, and grades, it is revealed that students become proficient in the listening/speaking section of the tests. While reviewing patterns across the NYSESLAT modalities, lessons will be created to strengthen student weaknesses. It is observed that across the board, the reading/writing modalities are the weakest area. School leadership and the ELL department are using

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.

Part VI: LAP Assurances

School Name: Bay Terrace School			School DBN:
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q169 **School Name:** PS 169 The Bay Terrace School

Cluster: 3 **Network:** 533

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.

During the registration process a parent is interviewed in order to complete the HLIS, the Home Language Identification Survey. This interview is usually conducted by the ESL teacher and Parent Coordinator. The parents are asked the language they prefer to be contacted in, with written and oral communications. In addition, parents complete the Emergency Blue Card, where they provide a language that they wish the school to use as a means of coomunication. this information is transferred into the ATS, which is also a tool to identify various ethnic groups in the school.

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.

After reviewing the Emergency Blue Cards, HLIS forms, interviews with pedagogues, school counselors, and the parent coordinator, we discovered that our school community requires translations at activities such as registration, parent teacher conferences, P.T.A meetings, written notices, and phone calls home to parents. We found that we need translations for Korean, Chinese, Spanish, Russian, and Polish. Our findings are conveyed to our school community in School Leadership meetings, and PTA meetings.

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.

Through the Department of Education's Translation and Interpretation Unit, we have documents such as school brochures, registration information, PTA notices, parent meetings that are part of our school information must be translated into many languages . This is done to effectively communicate with our diverse multicultural school population. Presently the dominant languages spoken, other than English , are Korean, Chinese, Spanish, Russian, and Polish. At P.S. 169 we make sure letters are sent home translated by Office of Translation Services or by our school staff. This allows us to provide our non English speaking families with the same information as our English speaking parents. Brochures in the parents native language are provided by the Department of Education so that parents fully understand the three program choices that are available to them. This ensures that parents make the correct decisions about the chosen program.

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 is provided by our in house staff members, Ms. Synn, who is fluent in Korean, Ms. Morales who is fluent in Spanish, and Mr. Rudister who is fluent in Russian. Also, we use the interpreters provided by the Department of Education's Translation and Interpretation Unit.

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.

Our Parent Coordiantor has copies of the Parent Rights and responsibilities brochure which she gives to parents upon registration for the parents and general meetings. These brochures are also available in her office. Upon enetering the school, Parental Notification Postings are visible to all visitors assuring them the availability of translators. Important documents are also available from the DOE. Dependent upon the needs of the parents, letters are translated inot a variety of home languages and interpreters are hired when necessary. Parents may also indicate that they need interpreters through written communication with the school.