



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE BAY ACADEMY FOR THE ARTS AND SCIENCES

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

PRINCIPAL: MRS. MARIA TIMO

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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
Maria Timo	*Principal or Designee	
Jacqueline Herman	*UFT Chapter Leader or Designee	
Marianne Russo	*PA/PTA President or Designated Co-President	
Janice Dalton	Member/CSA	
Nicole D’Agosta	Member/ CSA	
Scotte Perry	Member/ UFT	
Randi Grossman	Member/Parent	
Susanne Schiano	Member/Parent	
Cindy Choi	Member/Parent	
Denise Kritikos	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 goals. ELA

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- **By June 2013, our African American subgroup comprised of 45 students in grades 6 and 7 will improve their ELA performance by 2% as measured by the New York State Assessment.**

Comprehensive needs assessment

- After examining the data from the 2012 ELA exam, we found that, as a school the African American population scored lower than the other populations which include White, Hispanic, Asian/Pacific Islander and American Indian. Overall 42% of the African American students out of the 72 tested scored a Level 2 or lower on the ELA exam. Grade 6 African American students had 7 students (33%) of the 21 students tested score a Level 2 on the ELA exam. Grade 7 African American students had 10 students (42 %) of the 24 students tested score a Level 2 on the ELA exam. Based on this data, the ELA department's goal will be to increase our target population's ELA scores.
- We examined the Item Skills Analysis from the 2012 ELA exam. We found that our students had difficulty with questions that asked them to cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. On the Grade 6 Item Skills Analysis, we found that 51% of our students got these evidence based questions wrong. This is compared to 55% who missed the skill citywide. This is a very narrow margin of success. On the Grade 7 Item Skills Analysis, 49% of students had difficulty citing evidence from text to support text analysis. This is compared to 63% who missed the skill citywide. Although this success margin is larger, this skill shows a lack of progress for a good part of Grade 7.

Instructional strategies/activities

Beginning in September 2012 and continuing through June 2013, teachers in grades 6-8 will:

- Use ARIS to identify the students in our chosen subgroup and analyze their specific data.
- Utilize ARIS and Acuity to make informed decisions regarding the instruction of the target population.
- Teachers will utilize a variety of data to inform their grouping of students to help achieve this goal. This data will include learning style surveys, Edperformance, Benchmark assessments results, pre and post assessments before a unit.
- Incorporate Universal Design for Learning into each lesson to meet the educational needs of each child. This will include but is not limited to; staggered do-now assignments, challenging homework for the advanced learners and assignments that offer options for the child based on their strengths in ELA.
- Administer Learning Style surveys, the results of which will be utilized in incorporating technology into the classroom through Interactive White Board presentations and laptops.
- Collaborate with the Latin Department to increase student vocabulary through the study of roots, prefixes, suffixes, word origin, and specific academic vocabulary.
- Set SMART goals with students 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 prewriting 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.
- Meet weekly in Teacher Teams on each grade level, 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.
- Meet as a Core Inquiry Team led by a member of the administration to analyze student work for trends in learning and adjust instruction as needed.
- Meet twice monthly as members of the Common Core Standards Team to discuss the implementation of the Common Core Standards and examine sample student work.
- Continue to curriculum map utilizing Rubicon Atlas. The curriculum maps will reflect the Common Core Learning Standards, rigorous, challenging and engaging lessons.
- Update curriculum maps completed during the previous school year will be updated to reflect Universal Design for Learning, rigorous, challenging and engaging lessons.
- Participate Professional Development based on the needs of the teachers, scheduled to support teachers in curriculum design, lesson planning, data analysis, Common Core Standards, ELL support, Utilizing Interactive White Boards in the classroom
- Offer students (three days per week) an after-school English Language Arts tutorial/enrichment
- Teachers will designate one period a week to focus on ELA skills and strategies that are directly correlated to the ELA exam.
- Design 2 instructional units which students in all grades will complete a final task. The first task will require the students to read and analyze informational texts and write opinions and arguments in response to the Instructional Expectations set forth by the Department of Education. The second task will require the students to engage in a collaborative discussion based on informational text in response to the Instructional Expectations set forth by the Department of Education.
- Utilize data from both graded tasks to determine which skills require re-teaching.
- Identify students who require AIS Services. Parents will sent notification for student's at risk of a Level 1 or 2 in ELA
- Utilize data from Fall and Spring Benchmark Assessments and Edperformance data to make adjustments in curriculum to better meet the needs of students at risk.

Strategies to increase parental involvement

Beginning in September 2012 and continuing through June 2013:

- Parent Orientations will be held in starting in September for grades 6-8 to inform parents of the programs offered at Bay Academy, to meet the staff and to ask questions regarding curriculum.
- Monthly PTA meetings will be held. Notifications will be 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 will include Bullying, The Adolescent Child, Predators on the Internet, and Understanding Common Core Standards.
- Parents will be kept informed of their student progress by receiving weekly Progress Reports on Edline. These Progress Reports contain information

regarding the child's progress in ELA. School Funds purchase Edline which is utilized in keeping parents informed of progress.

- Notes will be sent home in student planners. Teachers write notes to keep parents aware of their child's performance in the classroom. Teachers will track that the notes are signed by parents. If notes do not have a signature the teachers will call the homes
- 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 will be 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.
- In an effort to reach more parents a Face book and Twitter account will be created. On these sites reminders are posted regarding events occurring in the building. These events include PTA meetings, school events, parent workshop, orientations etc.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here:

Contract for Excellence funding will be used to support after-school programs and continue with data inquiry work.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- FY'13 PS budget category will support ELA teachers, afterschool per session.
- School Funds will be utilized to purchase Edline to increase parental involvement and communication.
- OTPS will be used to purchase textbooks, Test Prep Coach Books, Review Books, Ink and Paper for notices
- FY'13 budget allocation to support Assistant Principal for the Mayor's Interagency Task Force on Truancy and Chronic Absenteeism
- FY' 13 budget allocation to support the Inquiry Team Data work and the Common Core Team

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 2013, students who performed in the lowest third on the 2012 NYS Math exam will improve their Problem-solving skills to enhance their writing performance by 2% as measured by the NYS Math Assessment constructed response questions.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Teachers identified 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 used the Acuity Baseline as a pre-assessment to identify the skills of their students at the beginning of the school year. In addition, teachers utilized the Acuity Benchmark assessment to help identify the needs of the students and monitor their progress.

Teachers observed that students in the lowest third have 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 using correct mathematical language in their explanations. The teachers used data from the Items Skills Analysis Report and the NY Start Items Performance Report to support the goal. Both reports compiled data results from the 2012 NYS Math exam.

Using data reports, teachers observed that the students' in the lowest thirds performance in the short and extended response questions were not meeting the standards. The Item Skills Analysis Report shows that the target group of students scored below a 65% in short and extended response questions. In grade 6, the total number of points a student could have obtained on the constructed response section of the exam was 17. In grade 7, the total number of points in the constructed response section was 22. In grade 8, the total number of points in the constructed response section was 22. On average, the students chosen in the Inquiry study group performed on a level that is not meeting the NYS standards. In grade 6, there are 6 students in the Inquiry group. The average number of points obtained in the constructed response section was approximately 7.7. This score converts to a 45%. In grade 7, there are 6 students in the Inquiry group. The average number of points obtained in the constructed response section was 8.1. This score converts to a 37%. In grade 8, there are 6 students in the Inquiry group. The average number of points obtained in the constructed response section was 7. This score converts to a 32%.

The scores are below the passing rate of 65% and indicate a deficiency in the performance of students in the constructed response section of the NYS Math exam.

In addition, the teachers observed the following data:

- **Grade 6:** The Items Skills Analysis report shows that our school performed higher than the state in all standards addressed on the 2012 NYS Math exam on the 6th grade level. However, the standard that students had the most difficulty with was NYS Standard 5.C.G: Identify the ratio of corresponding sides of similar triangles in the extended response section. Based on this data, we can conclude that 6th grade students have difficulty solving problems in real-life settings, especially regarding ratio and proportion.
- **Grade 7:** The Items Skills Analysis report shows that our school performed higher than the state in all standards addressed on the 2012 NYS Math exam on the 7th grade level. The standard where the students performed closest to state levels was NYS Standard 6.N.11: Read, write, and identify percents of a whole (0% - 100%). According to this information, we can observe that 7th grade students have difficulty working with percent word problems, which is a focus of Grade 7 in the Ratio and Proportion unit.
- **Grade 8:** The Items Skills Analysis 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 7.N.10: Determine the prime factorization of a given number and express in exponential form. Based on this data, we can see that 8th grade students have difficulty with factors and number sense skills, which are prerequisite skills for Expressions and Equations in Grade 8.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Beginning in September 2012 and continuing through June 2013, The teachers at Bay Academy will implement the following strategies as a means to meet this goal:

- 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 implement the Universal Design for Learning (UDL) to allow students to choose an entry point to the lesson. 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 focus 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 Math Common Core Learning 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 target group, 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 2012 NYS Math exam.
- 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.
- Continue to curriculum map utilizing Rubicon Atlas. The curriculum maps will reflect the Common Core Learning Standards, rigorous, challenging and engaging lessons.
- Update curriculum maps completed during the previous school year will be updated to reflect Universal Design for Learning, rigorous, challenging and engaging lessons.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Beginning in September 2012 and continuing through June 2013:

- 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.
- Send notes home in student planners. Teachers write notes to keep parents aware of their child's performance in the classroom. Teachers will track that the notes are signed by parents. If notes do not have a signature the teachers will call the homes.
- Contact parents. Teachers will monitor student performance and identify students who are not performing to their full abilities. They will then contact parents via email and phone to discuss options to improve their child's academic performance.
- Twice a year Parent Teacher Conferences will be held in the daytime and evening. Parents have the opportunity to meet their child's teachers and conference with the teacher regarding the progress of their child.
- Appoints will be made with parents of the students in the lowest third to inform them of their child's progress and offer strategies of how they can help their child.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III X Grants X Other

If other is selected describe here: **Contract for Excellence**

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- FY'13 PS budget category will support Math teachers, afterschool per session.
- School Funds will be utilized to purchase Edline to increase parental involvement and communication.
- OTPS will be used to purchase textbooks, Test Prep Coach Books, Review Books, Ink and Paper for notices
- FY'13 budget allocation to support Assistant Principal for the Mayor's Interagency Task Force on Truancy and Chronic Absenteeism
- FY' 13 budget allocation to support the Inquiry Team Data work and the Common Core Team

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 May 2013, the identified subgroup of 35 (those students who scored below a 65% on pre-assessment will improve their science performance by 10% (increasing from 70% to 80%) as measured by post assessments administered by the science department.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- 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 students were identified who scored low in regards to the skills associated with DOK level 1 Analysis of ELA performance exam 2011-2012 school year aggregate performance report
- Analysis of math performance exam 2011-2012 school year aggregate performance
- 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”.
-

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- A)** The Science Department will develop 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)** The entire science department will engage in a cross-curricular collaboration with the ELA and Math departments in order to address the identified issues of students being able to “identify data, fact and ideas.
- C)** Teachers will participate ongoing with inquiry team in which they will develop assessment strategies related to interpretation of data, facts or drawing conclusions and post assessments.
- D)** The Science Department’s time line for implementation October – May.
- E)** Continue to curriculum map utilizing Rubicon Atlas. The curriculum maps will reflect the Common Core Learning Standards, rigorous, challenging and engaging lessons.
- F)** Update curriculum maps completed during the previous school year will be updated to reflect Universal Design for Learning, rigorous,

challenging and engaging lessons.

Strategies to increase parental involvement

- 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 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.
- Our students and their parents/guardians are invited to the end of the year Science Expo at The Museum of Natural History. Students receive admission for themselves and up to four family members.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here:

Title III Translation Service funds will be used to support written communication to the homes of students.
Contract for Excellence funding will be used to support after-school programs and continue with data inquiry work

Service and program coordination

- FY’13 PS budget category will support Science teachers. Afterschool per session will support teachers to work with students.
- School Funds will be utilized to purchase Edline to increase parental involvement and communication.

- OTPS will be used to purchase textbooks, Test Prep Coach Books, Review Books, Ink and Paper for notices
- FY'13 budget allocation to support Assistant Principal for the Mayor's Interagency Task Force on Truancy and Chronic Absenteeism
- FY' 13 budget allocation to support the Inquiry Team Data work and the Common Core Team

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 2013, students who perform in the lowest 10% (165 students) of the pre-assessments administered in Social Studies to determine their ability to cite from primary documents, will improve by 2%.**

Comprehensive needs assessment

- The Common Core State Standards are clear in their expectations of students to access, analyze and cite from informational text. As such as, we have a responsibility to develop students' skills in citing from primary sources and documents.
- All students were given an assessment based on citing evidence 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 20th percentile on the Social Studies assessment and did not master the use of citing from text
- 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

The faculty at Bay Academy will implement the following strategies as a means to meet 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 will meet bi-monthly to make decisions regarding the use of academic assessments to evaluate the effectiveness of strategies/activities.
- Our target month for review of the goal is May, 2013. However, evaluations will take place monthly to determine the effectiveness of our strategies.
- Students will create working portfolios in which teachers can provide feedback, use of word wall and other vocabulary building strategies.
- Universal Design for Learning, Differentiated instruction and homogenous groups will allow teachers to work closely and meaningfully with the target students.
- Continue to curriculum map utilizing Rubicon Atlas. The curriculum maps will reflect the Common Core Learning Standards, rigorous, challenging and engaging lessons.
- Update curriculum maps completed during the previous school year will be updated to reflect Universal Design for Learning, rigorous, challenging and engaging lessons.

Strategies to increase parental involvement

- Communicate on a weekly basis through Edline website and Easy Grade Pro electronic grade-book. School Funds are utilized to purchase the yearly subscription. 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.
- Send notes home in student planners. Teachers write notes to keep parents aware of their child's performance in the classroom.
- Contacting parents. Whenever students are not performing to their full abilities, teachers contact parents via email and phone to discuss options to improve their child's academic performance.
- 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 the progress of their child.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here:

Contract for Excellence

Service and program coordination

- FY'13 PS budget category will support Social Studies teachers.
- School Funds will be utilized to purchase Edline to increase parental involvement and communication.
- OTPS will be used to purchase textbooks, Ink and Paper for notices
- FY'13 budget allocation to support Assistant Principal for the Mayor's Interagency Task Force on Truancy and Chronic Absenteeism
- FY' 13 budget allocation to support the Inquiry Team Data work and the Common Core Team

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

- **By June 2013, our attendance rate of 95.4 will increase 1% as measured by ATS data.**

Comprehensive needs assessment

- The school was selected to become part of the Mayor's Interagency Taskforce on Chronic Absenteeism and Truancy. Bay Academy was included in the Taskforce due to the Mayor broadening the program. Although our attendance rate is over 96% there tends to be over 85 students out per day.
- A Target List was generated in ATS which identified 71 students which are chronically absent based on 2012 data. Of these 71 students 23 are grade 6, 23 are grade 7 and 25 are grade 8 students. Data from the Mayor's initiative shows the strong correlation between continued success in schools and absenteeism.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Beginning in September 2012 and continuing through June 2013 the faculty at Bay Academy will implement the following strategies to meet this goal:

- A team of mentors will be established consisting of members of the Administration, Deans, SAT team, Guidance counselor, School Aide, Parent Coordinator and Business Manager.
- The team will meet weekly during Student Success Summit meetings. The team will identify the Grade 6 students as a Target Group.
- Each member of the team will receive 2-3 students to Mentor.
- Mentors will meet with their mentees weekly, monitor their attendance, call the homes of the students and support the students in improving their attendance.
- An Incentive program will be developed to reward improved attendance. Monthly rewards, improved attendance post cards home, certificates and other incentives will be given to students who have improved attendance.
- The AIDP Coordinator will monitor the attendance of the students. The coordinator will meet with the Success Mentors weekly to discuss the progress of the mentees.
- A bulletin board in the Main Lobby will display attendance data. There will be monthly class awards for classes with 100% attendance.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Summit will be held in the Fall and Spring to support parents.
- Mentors will contact the parents/guardians of the students in the Target group to keep them informed of their child's attendance rate.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:
AIDP allocation

Service and program coordination

- School Funds will be utilized to purchase Edline to increase parental involvement and communication.
- OTPS Ink and Paper for notices.
- FY'13 budget allocation to support Assistant Principal for the Mayor's Interagency Task Force on Truancy and Chronic Absenteeism

ANNUAL GOAL #6 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 #6

- By June 2013 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 has been 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 email all staff the electronic version of Enhancing Professional Practice, A Framework for Teaching (2nd Edition) by Charlotte Danielson Staff will be expected to read and become familiar with the book.
- Professional Development will be provided by the administration and the Common Core team of the following topics:
 - Citywide Instructional Expectations
 - Instructional Shifts in the Common Core
 - Looking at Math through the Common Core lens
 - Moving ahead with the Common Core in ELA
 - Questions for Meaning Webb's DOK
 - Universal Design for Learning versus Differentiation
 - Diving into the Common Core
 - Looking at Student Work
- The research based rubric for teacher observations will be distributed to all staff members.
- New Teacher orientation began will begin in August 2012. 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 will be present. New Teachers will be 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 will be expected to be in the classroom daily. The administration will conduct focused walkthroughs weekly using a specific lens.
- Teachers will be 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.
- Common Core Team members will attend all Children's First Network 405 Common Core Workshops.
- A third Assistant Principal will be added to the administration to allow for smaller ratio of Assistant Principal to teacher ratio. This will allow for the AP's to spend more time with each department.
- The new Assistant Principal will become part of the CSA Executive Leadership Institute and will attend monthly Professional Development.

- Existing Assistant Principals will attend department specific meeting held by members of the Children's First Network 405.
- All members of the administration will attend workshops specifically designed on conducting cycles of observations utilizing Charlotte Danielson.
- The Principal will mentor the new Assistant Principal and log the hours on the Mentoring System.
- The Principal will design and deliver Professional Development for the Assistant Principals regarding teacher observations, writing observations, utilizing data during an observation and Charlotte Danielson's Framework.
- The Assistant Principals will attend teacher team meetings and hold department conferences monthly.

Strategies to increase parental involvement

- Parent Teacher conferences will be held twice a year. Members of the administration will monitor ways the teachers respond to parents questions.
- Members of the Common Core Standards team will develop and present workshops for the parents regarding shifts in instruction and The Common Core Standards.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

Service and program coordination

- FY13 allocations 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
- FY13 will be allocated to support bi-monthly Common Core Meetings to continually monitor and revise teacher effectiveness.
- FY13 will be allocated to provide coverage for the new staff members and the trainers.
- Tax Levy funds will be used to purchase Professional Development resources for teachers and administration.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	200 students from grades 6-8 receive AIS. Strategies utilized are teaching argument writing, skills based lessons, read aloud, test prep lessons, constructed response support	One to one and small group instruction	During the school day
Mathematics	92 Skills based lessons, test Prep lessons, constructed Response support	One to one and small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	30 Guidance 30 Social Worker 7 School Psychologist	One to one and small group instruction	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Hiring process

- Possible candidates are selected from the Open Market, student teachers, and alignments with schools of education such as New York University, St. Johns University, Brooklyn College.
- After resumes are reviewed the Principal's secretary schedules appointments with the candidates to be interviewed. The candidate is interviewed by a panel. This panel includes: the Principal, Assistant Principal, and Lead Teacher of the subject. The interview includes questions regarding education, experience, content knowledge, data knowledge, classroom management style and technology knowledge. If the candidate is selected for a second round interview they are required to conduct a model lesson. If school is in session the model lesson is conducted with a class the Principal chooses. If classes are finished for the year the candidate will conduct the model lesson for a panel decided upon by the Principal. At the conclusion of the model lesson the panel discusses the lesson and evaluates the effectiveness. A share out session with the candidate is held. After this process the Principal determines if the candidate is hired.

Professional Development

Through-out the school year Professional Development is scheduled for the teachers. The Professional Development centers on activities designed to produce a demonstrable and measurable effect on student academic achievement

The purpose of the Professional Development is to:

- Improve and increase teachers' knowledge of the academic subjects the teacher teach,
- Enable teachers to be highly qualified.
- Give teachers the knowledge and skills to provide students with the opportunity to meet challenging Common Core Learning Standards

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Chris Groll/William Bonner	District 21	Borough Brooklyn	School Number 098
School Name Bay Academy			

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

Principal Mrs. Maria Timo	Assistant Principal Mr. Mark Goldberg
Coach N/A	Coach N/A
ESL Teacher Jennifer Cerbone	Guidance Counselor Molly Lynch
Teacher/Subject Area Mrs. Janine Airo/math	Parent Julie Makrigianis
Teacher/Subject Area Mrs. K. Goldberg/ELA	Parent Coordinator Myra Chernick
Related Service Provider Mrs. M. Bracho	Other type here
Network Leader William Bonner	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
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	1244	Total Number of ELLs	14	ELLs as share of total student population (%)	1.13%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							7	4	3					14
Push-In														0
Total	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
Total	6	0	0	2	0	0	6	0	5	14

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
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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
TOTAL	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							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
TOTAL	0	0	0	0	0	0	7	4	3	0	0	0	0	14

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 ⓘ

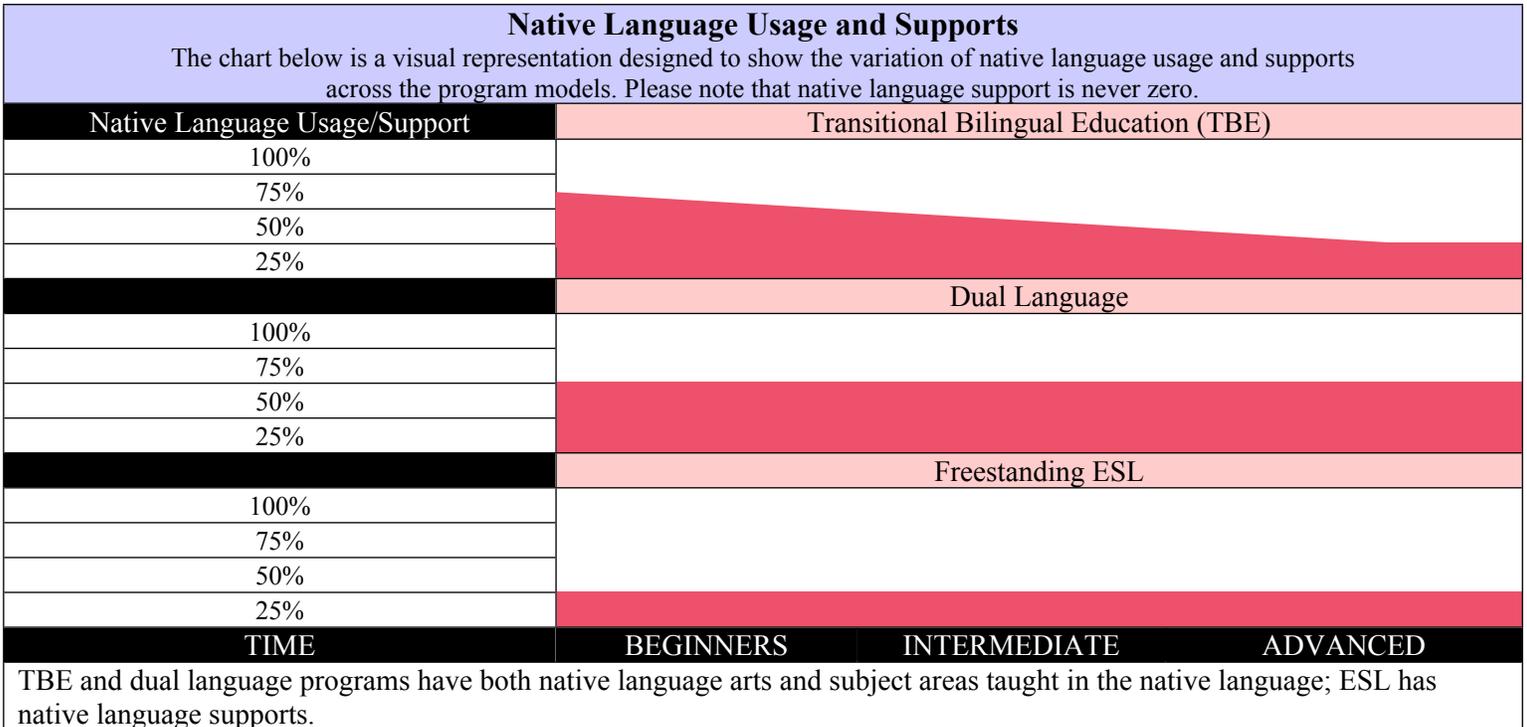
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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 2011-201 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							0	0	0				
	I							1	0	0				
	A							1	4	2				
	P							4	0	1				
READING/ WRITING	B							0	0	2				
	I							2	1	1				
	A							4	0	0				
	P							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

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.

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 use these results to then differentiate instruction. These results may also warrant an AIS recommendation.

2. Data patterns across proficiency levels and grades on the NYSESLAT reveal that most of our ELLs are at the advanced level. While this is promising, we realize that we must look deeper to see why these advanced level students are not reaching proficiency. In addition, we have noticed that in terms of listening/speaking, a majority of our students are either advanced or proficient. And in terms of reading/writing, we have noticed that half of our students are either beginning or intermediate while the other half is advanced or proficient.

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

4a. ESL PROGRAM ONLY

Patterns across proficiency levels were discussed in question #2 of this section. Our students do not take exams in their native languages.

b. Results of the ELL periodic assessments are shared with all teachers. This information is used in program scheduling, after-school program offerings, and employee hiring.

c. From the periodic assessments, we have learned that reading comprehension is a weakness among our ELLs. Native language is not used at our school.

5. N/A

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

Additional Information

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

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

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

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.