



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 31Q, THE BAYSIDE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q031

PRINCIPAL: TERRI GRAYBOW

EMAIL: TGRAYBOW@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

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
Terri Graybow	*Principal or Designee	
Darylle Brent	*UFT Chapter Leader or Designee	
Christine Hooper	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
David Fullman	Member/Parent	
Adam Breier	Member/Parent	
Laura Rice	Member/Teacher	
Kevin Revell	Member/Teacher	
	Member/	
	Member/	
	Member/	

** 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

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

By the end of June 2013, most students in grades 3-5 will improve their comprehension skills as measured by making at least one year's progress, moving along the continuum of Levels A-W, on the TCRWP Independent Reading Levels.

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.

An analysis of student portfolios, running records and the 2012 NYS ELA reveals that students in grades 3-5 need to make progress further on the TCRWP continuum and master the skills at each level to successfully make progress in their current grade. Such skills include:

- **Reading with fluency**
- **Reading with increased stamina**
- **Identifying the big idea**
- **Identifying main idea and supporting details**
- **Inferencing**
- **Comparing and Contrasting**

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.
- Teachers will utilize effective conferencing strategies in order to plan for differentiation and meet the needs of individual students (September – June)
- In September, the Inquiry Core Team and at least 90% of the staff as Inquiry Teams will participate in Action Research for targeted group of students to explore effective instruction for reading
- Teachers and Inquiry Team will collect data and maintain a data portfolio to drive planning for differentiated instruction (October – June)
- Teachers will collect on-going data
- Teachers will use a balanced literacy approach to support students in meaningful accountable talk and classroom discussions around “big ideas” (September – June)
 - Making Meaning reading program will continue in the reading block (September – June)
 - One full-time AIS/RTI teacher will work with small groups of struggling students daily on a pull-out and push-in basis to provide instructional support around goals (October – June)
 - Continue to maintain student reading logs in every classroom (September – June)

- One reading specialist and will work daily with the Wilson program to assist students who need support in phonemic awareness and fluency.
- ASA (After School Academy) small group instruction for any students in grades 3-5 will be offered after school 2 times per week (January – April)
- ESL small group instruction will be provided for students, after school 2x/week in grades 3-5 in reading strategies and skills (January – June)
- Schedule monthly grade conferences for teachers to look at student work and to share resources (monthly)
- One period per week of the extended day time will be dedicated to studying student work in teams and analyze data to plan for differentiation(weekly)

Professional Development

In-House professional development is provided by the Principal, Assistant Principal, Reading Specialist, SETSS Teacher, and ESL Teachers.

External professional development resources include Teacher’s College Workshops, Network Specialists, NYC Department of Education and other addition suppliers as available throughout the school year.

- An Aussie will be hired to help develop instructional practices in reading and writing in alignment with the CCLS (September, October, November, December, January)
- Two Lead Teachers and Mentors will model lessons and meet with teachers to analyze student work and instruction (Weekly)
- Teacher teams will continue to make necessary adjustments to revise student reports to parents (report cards) to improve the quality and depth of information regarding student learning (September, October)
- Teachers will implement lessons leading up to the CCLS task, designed to instruct students in reading and analyzing informational texts and writing opinions and arguments in response (on-going)
- ESL and Resource Room teachers will provide workshops on ESL and Special Education strategies and modifications to assist teachers in better understanding and providing instruction that addresses their specific needs (on-going)
- ESL and select classroom teachers will work with Mary Ann Cucchiara to improve the level of rigor of ESL instruction in co-teaching and pull-out models
- Two lead teachers will attend monthly meetings to enhance their own professional growth in helping teachers use data to improve reading comprehension(monthly)
- Principal, Assistant Principal and LEAD Teachers will conduct works shops on CCLS (on-going)
- Teachers will utilize Reading A-Z to supplement Instruction
- All Classroom teachers will be given iPads in order to utilize Apps appropriate for reading and writing (September)
- Continue constructing and aligning curriculum calendars to CCLS (on-going)
- Teacher teams will work with principal on refining literacy rubrics (December, February, April)
- Continue working with teachers on analyzing student data and effectively using it to drive instruction (monthly)
- Work with teachers on honing portfolios to include pertinent data (October, November)
- Provide additional professional development on effective questioning skills and planning (September, October, November)
- Provide continuous feedback to teachers on literacy instruction and differentiation (on-going)

Steps to Involve Teachers in the Decision-Making Process

- Teachers will meet in vertical teams to revise student report cards
- Teachers will review student data and inform inquiry work
- Teachers will meet to create and revise appropriate student-friendly rubrics

Strategies to Increase Parental Involvement

- Create and utilize (by first marking period) new student report cards to include reading levels and deeper explanation of student progress in reading
- Send home letters 3X per year to each child's parent/guardian imparting child's reading level and progress made
- Conduct parent workshops on literacy and how to support reading at home
- Encourage participation in school read-a-thon
- Invite parents to be guest readers in classrooms
- Distribute information to parents on how to support reading at home (translated in home languages)
- Parent team maintains and manages school library
- Administration and staff will arrange parent workshops, prepare materials and advertise to parents
- Principal will assist parents who have not accessed ARIS Parent Link or need assistance in changing pass words to gain access

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.

Budget and resources alignment

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

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).

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Budget NYSTL and OTPS monies for books and for professional development activities
- Schedule per diem days for teachers to participate in PD activities (Fair Student Funding)
- Allocate monies to hire AIS and ESL teachers for after-school program (Title III/Fair Student Funding)
- Schedule per session hours for Inquiry Team members to meet before/after school (Fair Student Funding)
- Schedule common prep time for each grade to meet at least one time per week for all grades
- Schedule 37.5 minute period for teacher meetings

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

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

By the end of June 2013, 80% of students will show an increase in their problem solving and number sense by an increase of at least one level (novice to apprentice; apprentice to practitioner; or practitioner to expert) using the Exemplars Rubric.

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.

The 2012 State Math exam, results on Exemplars problems and analysis of student works shows that students need to show progress in performance based problem solving and being able to explain their work in writing.

- Identifying the correct operation for problem solving
- Using number clues
- Mastering each operation
- Identifying the process used to solve a problem and being able to give a written explanation
- Navigating multi-step word problems

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.

Strategies and Activities

- Introduce Envision Math Program in grade K-5 (September)
Teachers will meet during common prep times with administrators and lead teachers throughout the school year to enhance problem solving and number sense for their students (monthly)
- Professional development around the Exemplars program, problem solving skills and analyzing student work will be provided by the Network Math Specialist as needed (as needed)
- Realign math pacing calendars to support CCLS and Envision Math (October, May)
- Edit curriculum calendars to support CCLS and Envision Math (September – June)
- Teachers will focus on instructing and engaging students in successfully modeling with mathematics and /or constructing viable arguments and critiquing the reasoning of others
 - Teachers will keep an on-going student assessment folder to track student progress and inform instruction (September –June)
 - Teachers will continue to devise games and activities to ensure knowledge of math concepts and vocabulary essential to successful problem solving

(September – June)

- Students will work collaboratively to discuss ultimate solutions to problems to pose questions, to clarify and expand ideas, and to provide evidence for their thinking (September – June)
- Students in all grades will work with computer specialist on computer problem solving games (Weekly)
- Math After School Academy will be offered to all students in grades 3-5 after school two times per week by classroom teachers (January –April)
- ESL students in grades 3-5 will be offered additional instruction, after school 2X/week, in math skill and strategies (January– May)
- Teachers will post a math “Problem of the Day” in all classrooms (daily)

Professional Development

In-house math professional Development is provided by the Principal, Assistant Principal, LEAD teachers, SETSS teacher and ESL teachers.

External Professional development is provided by network specialists, NYC Department of Education and additional sources as opportunity arises

- Teacher will receive two Envision Math training sessions to introduce new math program (June 2012, February)
- LEAD Teachers will attend monthly meetings and turn-key information to staff (monthly)
- Principal and LEAD teachers will work with teachers on aligning curriculum maps to CCLS and Envision Math (September, January, May)
- Teachers will work together to align pacing calendars to CCLS and Envision math (October)
- Principal and LEAD teachers will work with classroom teachers to revise math rubrics (September, January, May)
- Computer specialist will assist teachers in integrating technology into math learning (on-going)
- Inter-classroom visitation will be scheduled to allow teachers to share best teaching practices(monthly)
- Administrators will provide immediate feedback to frequent classroom visits (daily)

Steps to Involve Teachers in the Decision-Making Process

- Teachers will meet in vertical teams to continue to revise student report cards
- Teachers will review student data and inform inquiry work
- Teachers will meet to create and revise appropriate student-friendly rubrics in mathematics
- Assessment of math programs and test sophistication materials conducted in conjunction with teacher teams
- LEAD teachers will attend workshops and turnkey information to colleagues

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 Involvement

- By the first marking period new report card will be revised and utilized providing in-depth information on student math progress
- Parent workshops will be provided on CCLS in Math and how to support successful problem solving
- Written information will be sent home on helping to support children in math
- Involve students/parents in St. Jude’s math-a-thon
- Administrators and staff will prepare workshops and support materials in math and advertise workshops to parents

- Math workshops will be offered during the day and in the evening to support differing schedules

Budget and resources alignment

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

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).
- Schedule common preps one time per week for teachers to participate in planning and sharing resources
- Schedule additional prep period for teachers who work with AIS students
- Budget monies for per session and per diem days for teachers to participate in PD activities (Title III/Fair Student Funding)
- Budget per session money for after school ASA programs (Fair Student Funding)

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

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

By June 2013, 80% of all students in grades 3-5 will show progress in the ability to read and analyze informational texts and writing opinions and arguments in response as measured by the Department of Education Performance Task Rubrics.

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.

Using the data from student writing portfolios and the information gathered from the 2012 ELA item analysis we concluded that students in Grades 3-5 needed further improvement in the skills required to successfully analyze informational texts and write opinions and arguments. These skills include:

- Differentiating between fact and opinion
- Inferencing
- Main idea and supporting details
- Finding evidence to support story themes
- Comparing and contrasting two or more stories

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.

Strategies and Activities

- Teachers will create and maintain a portfolio containing student work on ELA task (September – June)
- Administrators will observe students engaged in ELA tasks (ongoing)
- Administrators will collect portfolio to be examined by core Inquiry Team Members and AIS Team (December, March, June)
- Administrators will attend workshops and network meetings to unpack and examine ELA tasks (September-March)
- Teachers will develop lessons, leading up to the CCLS task, designed to instruct students in reading and analyzing informational texts and writing opinions and arguments in response (on-going)

- Teachers will assess student progress on ELA task and provide guidance (on-going)
- Administrators and teachers will access the Common Core library on a regular basis to attain the most current information
- Teachers will work in teams to look closely at student work during common preps, grade conferences, and Inquiry time (weekly)
- Teachers and administrators will work with Network Literacy Specialist to align curriculum and pacing calendars to support work leading up to ELA Task (monthly network meetings)
Common preps will be scheduled to support teacher meeting times (weekly)
- One extended day per week will be used for Inquiry work surrounding the ELA task

Professional Development

In-House professional development is provided by the Principal, Assistant Principal, Reading Specialist, SETSS Teacher, and ESL Teachers .External professional development resources include Teacher’s College Workshops, Network Specialists, NYC Department of Education and other addition suppliers as available throughout the school year.

- Subs will be hired to cover classes so teachers may attend workshops and professional development opportunities(on-going)
- LEAD teachers will attend professional development around ELA task and turn key information to teachers and staff (on-going as workshops become available)
- Teachers will attend professional development to examine and plan for exposing students to ELA task (Monthly grade meetings)
- Aussie will be hired to work with teachers at all grade levels to increase academic rigor on tasks
- Outside opportunities to attend workshops sponsored by the New York City Department of Education and other sources will be offered as they arise. (ongoing)

Steps to Involve Teachers in the Decision-Making Process

- Teachers will meet in vertical teams to revise student report cards
- Teachers will review student writing and utilize DOE rubrics and inform inquiry work
- Teachers will meet to create and revise appropriate student-friendly rubrics in writing
- Administration will work with teachers in developing a comprehensive writing folder
- LEAD teachers will attend workshops and turnkey information to colleagues

Strategies to increase parental involvement

Parent Involvement

- Create and utilize new student report card with more specific writing goals to inform parents of grade level expectations in writing (November)
- Conduct monthly parent workshops on balanced literacy and CCLS
- Invite parents to monthly publishing parties and give them an opportunity to provide glows and grows (feedback) on student work
- Parent/child participation in annual read-a-thon to support literacy (February)

Budget and resources alignment

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

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).
- Allocate budget for per session hours for teachers to meet before and after school (Fair Student Funding)
- Fund per diem days for teachers to attend workshops (Fair Student Funding)
- Set aside NYST Text Book allocation and OTPS to books to support writing workshop
- Funding for Reading Specialist and other teachers to provide workshops to staff and parents (Fair Student Funding)
- Per session hours for ASA and ESL after school support in literacy (Title III/Fair Student Funding)

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

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

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.

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.

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.

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:

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).

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

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

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.

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:
 - e) 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.

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.

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:

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).

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	<ul style="list-style-type: none"> • Wilson • AIS • ASA • RTI 	<ul style="list-style-type: none"> • Wilson-Small group pull out • AIS- Small Group push in and Pull Out • ASA Small Group • RTI –Individual and small group pull-out 	<ul style="list-style-type: none"> • Wilson-during school day school • AIS –during school day • ASA – After School • RTI – During School Day
Mathematics	Small group pull out during school on performance based problems and math skills - Exemplars, Envision Math, Small group instruction after school and during extended day	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • During school day and after school
Science	Small group instruction in school – McMillan Science	Small Group Instruction	<ul style="list-style-type: none"> • During extended day • After School
Social Studies	Small Group Instruction in school – Trade Materials	Small Group Instruction	<ul style="list-style-type: none"> • During extended day • After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One-to-One Pull Out Banana Splits Socialization Groups	Small Group	During School Day During Extended 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.

The Bayside School attracts highly qualified teachers by utilizing a rigorous interview process including:

- Utilize the Open Market search for candidates
- The principal, assistant principal and hiring committee formulate interview questions
- Candidates meet with principal, assistant principal and hiring committee for interview
- Satisfactory candidates are required to give a demonstration lesson in an active classroom

The Bayside School maintains highly qualified teachers by:

- Providing a collaborative environment where professional development training, administrative support, and the empowerment of teacher leaders within the school are at a constant, teachers and support staff are continuously encouraged and supported individually and when working in collaborative teams.
- Administration encourages building professional capacity by highlighting teachers' individual strengths, showcasing their abilities and encouraging independent leadership roles.
- Administration encourages staff to conduct Professional Development at Faculty Conferences and Grade Meetings
- Administration conducts monthly Faculty Conferences, grade conferences and Lead Teacher Meetings to inform staff of any new DOE agenda/mandates
- Administration reads and disperses items that are provided in the Principal's Weekly to pertinent staff members Providing Professional Development consisting of Promethean board, Acuity, ARIS training and lead teacher meetings to inform staff of any new DOE agenda/mandates (i.e. tasks and curriculum maps).
- Principal provides a breakfast/accountable talk time on Professional Development days to encourage social/academic collaboration (i.e. September 6th, 7th Professional Development days, Election Day, Chancellor's day – June 2013).
- Principal offers Lunch-N-Learn opportunities for professional growth.
- Monthly grade conference where K-2 and 3-5 come together to discuss Units of Study and lead teacher presents P.D. in ELA and Math.

The Bayside School differentiates professional development by:

- Formal observations by supervisors
- Informal observations with written feedback by supervisors using Danielson's Framework for Teaching

**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;
- 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 this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

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;

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 Charles Amundsen G. Goldenback	District 26	Borough Queens	School Number 031
School Name The Bayside School			

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

Principal Terri Graybow	Assistant Principal Tony Kossovitsas
Coach N/A	Coach N/A
ESL Teacher M. Gaudio/C. Rocchio	Guidance Counselor Aimee Serfaty
Teacher/Subject Area P. Solomon - Data Specialist	Parent N/A
Teacher/Subject Area R. Moritz - Reading Specialist	Parent Coordinator Randi Halvey
Related Service Provider	Other
Network Leader MJ. Pisacano, J. Joyner-Wells	Other

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

D. School Demographics

Total number of students in school	484	Total Number of ELLs	79	ELLs as share of total student population (%)	16.32%
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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. 

Our English Language Learner student identification process begins with the Home Language Identification Survey (HLIS) at registration. The students' home language code is determined based upon the assessment of information collected from the parents on the Home Language Survey, in conjunction with an informal interview with the family. Based upon the responses on the HLIS form, the students are administered the LAB-R by an ESL certified teacher, to determine their English proficiency. After calculating the results of the LAB-R, if the student is below the cut off score, he or she is then officially identified as an English Language Learner. Eligible ELL's are administered the LAB-R in English and Spanish. Spanish LAB is given when appropriately needed for Spanish speakers. The results of the Spanish LAB allow the ESL teacher to determine whether the students are literate in their native language. Then the ELL students are placed in groups based upon their grade level, proficiency level, and the allotted time required for either beginner, intermediate, or advanced levels.

In order to annually evaluate students' progress, each ELL child is given the New York State English as a Second Language Achievement Test (NYSESLAT) during the administration window. Test results are then used to aid in determining the students' placement in the ESL program for the following school year. Results are also used to facilitate changes in allotted amount of time of ESL instruction based upon each student's proficiency level.

When a new student is identified as an English Language Learner at PS 31, their parents are sent a notice in their home language inviting them to attend a Parent Orientation. Materials are provided in the parents' home language. At this time parents view the Orientation Video for Parents of Newly Enrolled English Language Learners, which comes in many languages and explains the various program options available. Parents are informed of the three program choices and have the opportunity to ask for clarification. Our parent coordinator is also fully knowledgeable about the parent program options and is always accessible for parents as an additional resource. The ESL teachers speak with the parents about the various program options, answer questions, and explain and clarify the program choices. The parents of ELL's at PS 31 are given a Parent Survey and Program Selection Form and parents are given the option to select one of the following three programs:

1. Transitional Bilingual Education
2. Dual Language
3. Freestanding ESL

This meeting is held in September and repeated throughout the school year as incoming ELL's enter the program. After parents have selected their program of choice, Entitlement letters are sent out to all in their native languages. When they are returned, we check off who returned the Entitlement Letter and the Parent Survey and keep a record of this on our ESL Current Caseload. This entire process takes place within the first ten days of students' admission into our school.

The Parent Survey and Selection forms are carefully reviewed, and based upon the responses from the parents, children are placed in the program of parental choice. If a parent opts for a bilingual program, we explain the necessary requirements for the opening of such,

and keep a running log of their names and numbers for potential future need. If a parent opts for a dual language program, we assist them in locating a nearby school with that program. Our goal is to place each ELL child in the program of parental 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):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	3	3								17
Total	2	2	2	2	3	6	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	69		1	10						79
Total	69	0	1	10	0	0	0	0	0	79

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
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	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	7	5	8	4	1	0								25
Chinese	7	10	5	4	2	5								33
Russian														0
Bengali														0
Urdu	1													1
Arabic	1													1
Haitian														0
French														0
Korean	2	3	3	3	2	1								14
Punjabi														0
Polish														0
Albanian														0
Other		2	2		1									5
TOTAL	18	20	18	11	6	6	0	79						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

PS 31 provides instruction to English Language Learners through a Freestanding English as a Second Language model. Both the push-in and the pull-out models of instruction are used. We have one full-time teacher and one half-time (.6), both of whom are New York State certified in TESOL. (The number "1" in Section C- Teacher Qualifications, is reflective of the 1 full-time ESL teacher.)

Our goal is to group ELL's of the same proficiency levels, as determined by the NYSESLAT and LAB-R scores, homogeneously within their grade.

Our ESL teachers follow the mandated number of units of instruction as per NYS CR Part 154. Teachers service Beginner and Intermediate students with 360 minutes of instruction, which is 8 periods per week. Advanced students are serviced with 180 minutes of instruction, which is 4 periods per week.

Our goal also includes providing academic subject area instruction in English using ESL methodology and instructional strategies. In our program, Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. A leveled library is available to meet the needs of individual reading levels, and a Listening Library with books on tapes is also supplied to model the English language and increase comprehension, which is especially helpful to newcomers. Lessons focus on the four modalities: listening, speaking, reading and writing. To enhance learning in the content areas, specifically Math, teachers use a range of objects, props, pictures and charts. We use math manipulatives to clarify concepts and vocabulary as a hands-on approach to learning. ESL teachers are using Science Kits to teach content area. These kits provide a hands-on approach to learning science concepts as well as scientific experiments. Our school utilizes the latest technological advances, as evidenced by the fact that most classrooms are equipped with a Smart Board. The ESL program has ample teaching supplies and instructional materials to enable the ESL teachers to best service their students.

The need to differentiate instruction is based on the varying proficiency levels, which is evident from the NYSESLAT or the new admits' LAB-R results. Last year's NYSESLAT results advanced most of our students out of the ESL program. The majority of those remaining scored in the advanced level on the NYSESLAT. It is our goal to help these students reach proficiency level on the Spring NYSESLAT. To effectively prepare these students, it is most important that the ESL teachers pinpoint each child's individual strengths and weaknesses. Reviewing each student's sub-scores from the NYSESLAT or LAB-R enables the ESL teachers to individualize instruction to further meet the specific needs of each student. We use student performance data from many different assessments to plan instruction and differentiate learning to meet the needs of each English Language Learner. The ESL teachers differentiate instruction for each ELL subgroup by having small groups on the same level and focusing on the skill most needed for that particular small group. A differentiated learning environment provides different roads to acquiring content, processing, or making sense of ideas. Our aim is to meet or exceed State and

A. Programming and Scheduling Information

City Standards, for students to achieve English proficiency for their grade level, and to better prepare students to enter the mainstream classroom when exiting from the ESL program.

At the present time our school does not have any SIFE students in our ESL program, however, our plan for meeting their needs is to offer more practice in the four modalities through an additional teaching period. Our SIFE students receive extended instructional time in our after-school classes in small groups or through tutoring.

Our plan for newcomers and the students who have been in school less than three years, is to assist them in their academic learning by scaffolding content. In addition, teachers use various teaching methods and materials such as: Total Physical Response, visuals and props, picture words, environmental print, teaching phonics, and simple sentences. We pair students with other students of the same home language to make this transition smoother. We have also designed a newcomer's packet with appropriate learning activities. To assist newcomers in acquiring social skills and language in English, our program has 1 period a week designated specifically for new admits. In addition these students are paired with other ESL students of the same language to make this transition smoother. We have also designed a newcomers packet with appropriate learning activities. Instruction for students in this category focuses on phonics and the acquisition of new vocabulary.

After careful review of student performance data of English Language Learners receiving ESL instruction for 4-6 years, we design units of study to meet the diverse needs of this subgroup while focusing on grade-level and course standards. These ELL's receive an additional period of instruction in the area most needed. In addition, ELL's who have been in our program for 4-6 years are offered our Title III After-School program and our AIS After-School program to reinforce their coursework.

When indeed we have Long-Term ELL's at P.S. 31, we have an established plan to further support these ELLs. In addition to receiving differentiated instruction in their classroom as well as ESL instruction that is based on their individual needs, these ELL's are offered At-Risk services such as Reading, SETSS, Wilson or Math At-Risk. They are also offered an AIS after-school program. In addition, these students are given extra periods of ESL instruction beyond their required units. They are offered to participate in our Title III After-School program which is specifically for English Language Learners, and they are offered extended day assistance as well. Instruction for students in this category focuses on refining grammar, reading comprehension, and becoming better writers. Some of these long-term ELL's receive SETSS or related services such as Speech or Counseling as per their IEP if indeed there is an IEP.

Teachers of ELL-SWDs use instructional strategies that modify grade-level content to meet the needs of the students. Instructional practices used to provide access to academic content and to help accelerate English language development include: scaffolding content vocabulary, using picture cues, using graphic organizers and thinking maps, and partner work with accountable talk. Our ESL teachers try to push in to these students' classrooms to offer academic support while minimizing interruption in the students' schedules. Sometimes, as decided by the SBST, these students are placed in a CTT class which offers the least restrictive learning environment. Here they are also supported as above. Teachers use students' individual IEP's as instructional tools to offer assistance in meeting students' goals.

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:

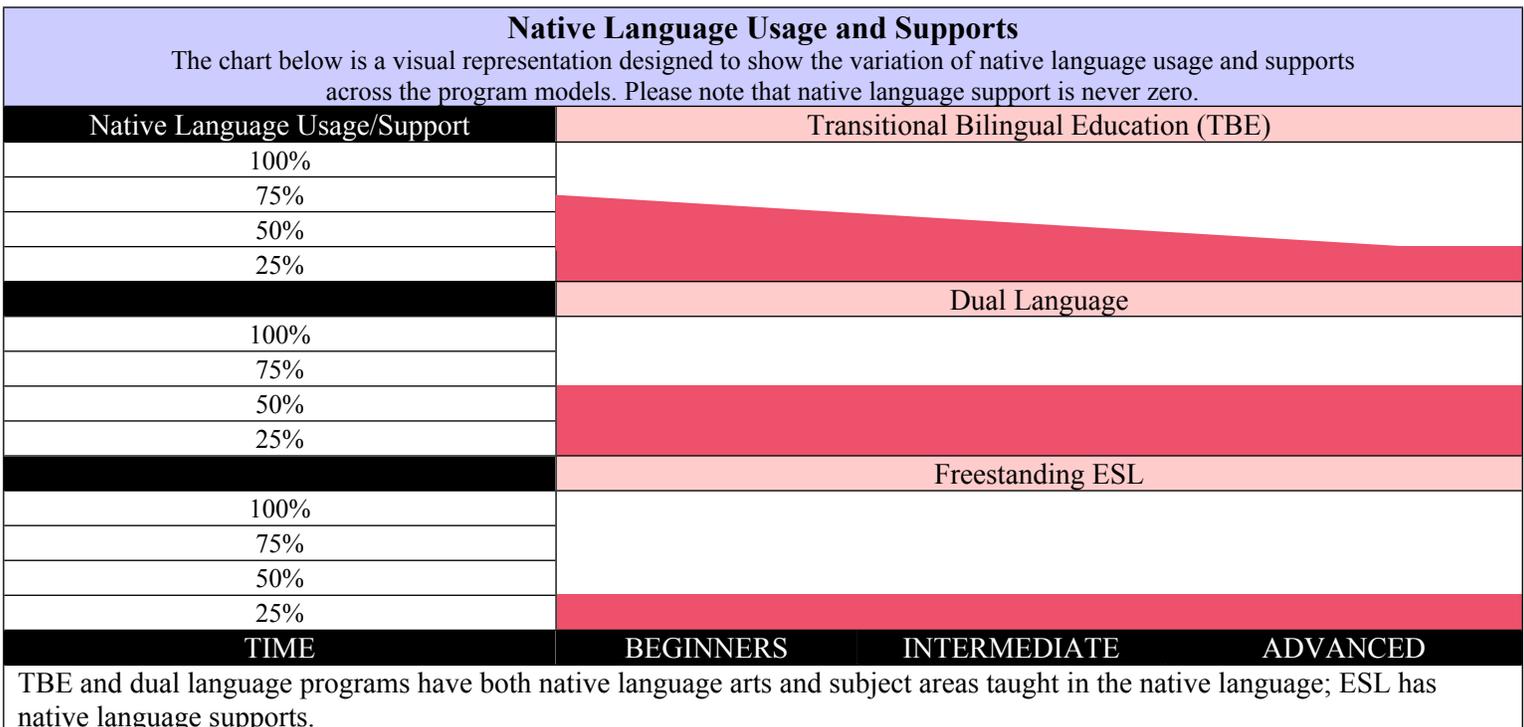
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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?

Targeted interventions in ELA include an extra period of ELA writing skills instruction, given by the ESL teacher, with the focus on the mechanics of writing. When possible, targeted intervention in Math includes an extra period of math tailored to meet the needs of our ELL's. A hands-on approach to math instruction with the extensive use of math manipulatives and visuals is the goal. We offer extra science content area instruction utilizing a multi-sensory approach to learning which assists those ELL's to better understand their science curriculum. Our school also offers other intervention services which include: Special Education Teacher Support Services, AIS Reading, Speech, and Guidance.

Our plan for continuing support for transitional students who reach proficiency on the NYSESLAT includes following the state mandate of allowing these students to continue receiving the same testing modifications they received as ELL's for up to two years after passing the NYSESLAT. Students who've recently tested out of our ESL program work with our Literacy Specialist in a small group setting and work on reading and writing skills. When possible, these students also meet as a transitional group in which instruction is tailored to their needs.

This year our school will implement a Storytelling Program in grades K through 2. A professional storyteller will come to the classrooms to dramatize stories using props. This is a wonderful opportunity for our ELL's to enhance their visual and auditory learning skills.

There are no programs or services for ELL's that have been recently discontinued at PS 31.

All ELL's have equal access to all programs here at PS 31. We offer supplemental services to ELL's after school. There is a Title III after-school program which offers students the opportunity to incorporate digital photography, story writing, and learning Power Point to reinforce academic vocabulary. Students meet twice a week. English Language Learners are able to attend our Academic Intervention Services Program (AIS) which includes additional instruction that supplements regular classroom and ESL instruction. We also offer Extended-Day instruction for our ELL's.

To enhance learning in the content areas and in ESL we use a variety of instructional materials. Specifically in Math, teachers use a range of objects, props, pictures, charts, and manipulatives to clarify concepts and increase academic vocabulary. Teachers use Science kits to teach content area Science. These kits provide students with hands-on science experiments to make their learning come to life. Computer software and internet services are also used, as well as books on tape/cd and interactive video stories. Classrooms in our school are also equipped with interactive Smartboards which offer a myriad of information.

Native language support is given to our ELL parents through the direct translation of important information sent home, whenever possible. Native language support is given to our ELL students in the form of bilingual dictionaries and content-area glossaries. Trade books in the students' native language are also part of the ESL teachers' library and are made available to students.

All services provided and resources used correspond to ELLs' ages and grade levels. Our Literacy Specialist also provides instruction on students' appropriate reading levels as well.

To assist our newly enrolled ELL students, our school offers Summer Reading Lists which help students locate and utilize appropriate

reading materials in preparation for their school year. We also recommend beneficial language programs for our students offered both in our school as well as in the community.

Our schools offers the following enrichment and extracurricular activities which are offered to all students including our ELL's:
Band, Ballroom Dance, Chorus, Recorder, Carnival, Field Day, AIS, Title III
As a K-5 school, we do not currently offer language electives to our ELL's.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

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

The professional development plan for ELL personnel at our school is to attend professional workshops (generally) out of the building usually given by the Office of English Language Learners. Our principal, Mrs. Terri Graybow, is a true supporter of continuous learning for her ESL teachers and all teachers of English Language Learners. Professional development has provided our teachers with the opportunity to develop strong pedagogic skills resulting in a higher standard of teaching, while simultaneously assisting them in meeting the mandated 7.5 hours of ELL training as per Jose P. Monthly grade meetings are held during the year which the ESL teachers attend to assist in aligning their curriculum with that of the classroom teachers. In addition, ESL teachers collaborate with classroom teachers on curriculum planning for the various grades every June.

Staff support in assisting ELL's as they transition from elementary to middle school is provided through collaborative planning. The ESL teachers at PS 31 meet with classroom teachers to discuss the needs of each graduating ELL and to determine best practices for assisting these students with their transition. In addition, the graduating students attend middle school orientation in June. Here they have the opportunity to meet with middle school teachers and ask questions about the middle school environment.

Staff support and ELL training is also provided at various meetings where classroom teachers are given updated strategies and techniques to apply to the classroom setting to help their ELL's. All teachers become familiar with the stages of language acquisition in order to form reasonable expectations for their students. Our goal is to educate and communicate with other staff members about multi-cultural and linguistic differences to enable them to better understand the ELL population in our school.

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?

PS. 31 encourages parents to participate and become actively involved in their child's learning processes and academic life. To this end, both classroom teachers and ESL teachers coordinate activities throughout the school year to ensure parental involvement. Parents are invited to attend our "Meet the Teacher" night which includes an international buffet of foods from around the world. This gives parents a chance to become familiar with the school environment and meet their child's teacher in an informal setting. Parents are also invited to attend our "Open House" day during which parents are able to observe and participate in their child's learning both in the ESL class and in his/her regular class. In addition parents are invited and encouraged to attend: class performances, trips, special lessons, and most importantly, Parent-Teacher conferences during which they can discuss their child's progress. Parents will be invited to a culminating activity in which their children present their work from our After School Title III Program as well.

Parents are also encouraged to attend PS 31's monthly PTA meetings. Our Parent Coordinator is readily available to assist parents with any aspect of their child's education. Parents are invited to ESL workshops which are given by the ESL teachers and facilitated by the Parent Coordinator. Specifically workshops include instruction in helping their children attain the English language and in helping both parents and children assimilate into American society. These workshops also offer both teachers and parents an open forum to discuss any unmet need a parent may have and determine how it can best be addressed. We also inform all parents of adult ESL classes being given at various schools within the community. Parents of ELL's are involved in the education of their children, are important members of our school community, and are always encouraged to be more involved.

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)	11	10	4	1	2	1								29
Intermediate(I)	0	6	3	5	1	2								17
Advanced (A)	7	4	11	5	3	3								33
Total	18	20	18	11	6	6	0	0	0	0	0	0	0	79

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I		6	3	5	1	2							
	A		4	10	5	3	3							
	P		0	1	0	0	0							

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		3				5
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

To assess the early literacy skills of our English Language Learners, our school uses both the ECLAS-2 Individualized Assessment Program, and Fountas and Pinnell. The data from the ECLAS-2 helps the ESL teachers to pinpoint strengths and weaknesses of their ELL's from the Phonemic Awareness Strand, the Phonics Strand, the Reading and Oral Expression Strand, and the Listening and Writing Strand of this assessment. Each strand is scored on a scale by a level of 1-8. The data from ECLAS-2 Individual Assessment Program reveals that our ELLs tend to display a weakness in the Phonemic Awareness strand. Fountas and Pinnell allows the teachers to assess students in reading for decoding skills and fluency, as well as identify their reading levels and reading strengths and weaknesses, which will then direct the teachers' work with them. Both of these assessment tools help our teachers gain insight into the needs of our ELLs, and allow for more directive planning in the areas of weakness.

The LAB-R results are for our new admits and therefore reflect the students' current grade during this school year. Careful review of our current students' LAB-R results show that the majority of our new admits both in kindergarten and in first grade, scored at the Beginner/Intermediate level. Since performance on the LAB-R at these ages is very reflective of students' early exposure to the English language, these results indicate that most of our kindergarten and some of our first grade new-entrant-ELL's are possibly minimally exposed to English on a regular basis before entering our school. Three of our new-entrant second-graders scored at the Advanced level on the LAB-R, which follows an expected improvement in English-based knowledge over time.

The overall NYSESLAT Proficiency Results and the Modality Analysis reflect our students' respective grades during the last school year. Careful review of our current students' NYSESLAT results for our (last year's) first-graders show that nearly one half (8/20) of our students scored at the level of Proficient. All but one of these students, had a score of Intermediate the previous year. Nine of these students scored at the Advanced level; all but one was at the Intermediate level the previous year, while one student was at the Beginner level the previous year. The remaining students scored at the Intermediate level, with one child scoring at the Beginner level. (No previous NYSESLAT level is available for these latter three students.)

Careful review of our current students' NYSESLAT results for our (last year's) second-graders show that more than one half (8/14) of our students scored at the level of either Proficient or Advanced. Of the three who scored Proficient, all but one was at the Intermediate level the previous year; the other was as the Advanced level. Of the five students who scored Advanced, two were at the Intermediate level the previous year, and the remaining three students were at the Advanced level. Others who scored at the Intermediate level were at the Beginner level the previous year.

Students' NYSESLAT results for our (last year's) third-graders show that nearly one half of our students scored at the Proficient level, and all students demonstrated improvement by moving up to the next level. Of the three students who scored Proficient, one was at the Advanced level the previous year, one was at the Intermediate level the previous year, and one student was actually at the Beginner level the previous year. Our two students who scored at the Advanced level moved up from the Intermediate level the previous year, and our two students who scored at the Beginner level were new entrants to our school and to our country.

Students' NYSESLAT results for our (last year's) fourth-graders show that almost one half of our students scored at the Proficient level, and again, most students demonstrated improvement by moving up either one or two levels from the previous year. All of the six students who scored at the Proficient level, were at the Advanced level the previous year. Of the four students who scored at the Advanced level, one student was at the Intermediate level the previous year, one other student was at the Beginner level the previous year, and two other students were at the Advanced level the previous year. Of the two students who scored at the Intermediate level, one student was at the Beginner level the previous year, and the other student was a newcomer to our school and to our country.

Though not listed in the above charts because these students have graduated and are no longer in our school, NYSESLAT results for our (last year's) fifth-graders were also reviewed. The overall NYSESLAT score for more than one half (9/14) of our students was Proficient. One student scored at the Advanced level, two students scored at the Intermediate level, and two students scored at the Beginner level. These latter two students were new entrants to our school and to our country.

Careful analysis of the NYSESLAT Modality scores shows that the general pattern among the grades is for students to score higher in the Listening-Speaking modality, than in the Reading/Writing modality. Among our kindergarten and first grade ELLs, students who scored at the Beginner level, usually did so in both modality components. When this was not the case, however, a Beginner in the Reading/Writing modality, had a score of Intermediate, Advanced, or Proficient in the Listening/Speaking modality. Among our second-grade students, a score of Proficient in Listening/Speaking usually meant a score of Advanced in the Reading/Writing modality. This trend was followed

among our third grade students as well, however, there were some students who scored Proficient in Listening/Speaking and scored Intermediate in Reading/Writing. Among our fourth grade students, the Listening/Speaking modality score was always higher, with the exception of one score of Beginner in Listening/Speaking, which was paired with the same score in Reading/Writing. (One other child scored Advanced in Listening/Speaking and Beginner in Reading/Writing.) Among our fifth grade students, four out of six scored higher in the Listening/Speaking modality, while two scored the same in all four modalities.

A cumulative overview demonstrates that among all grades, students in general achieve a higher level of performance in the Listening/Speaking modality than in the Reading/Writing. In the early grades, this is especially true since students are interacting with their environment and each other, and are absorbing information at a very quick pace. This affects our instructional practices by giving us a framework for lesson planning in which we offer a multitude of opportunities for consistent vocal expression, while at the same time ensuring that our early-graders are given explicit instruction in phonemic awareness and sight-sound correspondence. Our upper elementary ELLs are often stronger in their Listening and Speaking modalities due to experience, maturation, and a lengthier stay in school. The rigorous demands of the upper grades' curriculums make it difficult for ELLs to experience the same level of success in their reading and writing as they do in their listening and speaking. These same curriculum demands confirm a need for rich content-specific academic vocabulary.

These patterned results offer teachers a more tailored approach to planning for instruction, and affect their choice of materials, presentation, and technique, to best suit the needs of their students. This data reveals that regardless of grade, Beginner and Intermediate students need basic decoding skills and strategies, including phonics. Advanced students need to be taught various techniques to improve their comprehension skills with special attention being given to the nuances of the English language which can often be very confusing for a non-native learner.

Teachers here at PS 31 use the NYSESLAT, LAB-R, and ELL Periodic Assessments to analyze the ELL current levels in the four modalities and then use that data to assist in planning for our instruction. In addition, these itemized results are used for flexible grouping, conferencing, and to track individual students' progress.

We would evaluate our Freestanding ESL program as a successful one due to the implementation of high standards for our students. Curriculum, instruction, and assessment are aligned with the New York State standards. Last year's NYSESLAT results reveal that nearly 40% of our ELLs moved up at least one level from the previous year, with 31% of these scoring at the level of Proficient.

Our goal here at PS 31 is to have all ELL's become highly proficient in English as well as all content area subjects, and to prepare them to meet grade level standards.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 31

School DBN: 26Q031

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Terri Graybow	Principal		10/18/11
Tony Kossovitsas	Assistant Principal		10/18/11
Randi Halvey	Parent Coordinator		10/18/11
MaryAnne Gaudio	ESL Teacher		10/18/11
	Parent		1/1/01
Claudia Roccho -ESL	Teacher/Subject Area		10/18/11
P. Solomon - Data Specialist	Teacher/Subject Area		10/18/11
R. Moritz - Reading Specialist	Coach		10/18/11
	Coach		1/1/01
Aimee Serfaty	Guidance Counselor		10/18/11
Mary Jo Pisacano	Network Leader		10/18/11
	Other		
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q031 **School Name:** P.S. 31 The Bayside School

Cluster: 2.05 **Network:** Mary Jo Pisacano

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.

Based on the home language surveys, we assess which families require oral and written interpretations. Based on the needs, we send school information out in a timely matter either translated into the students' home languages or with a translation stamp.

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.

Based on ATS report, RHLA and HLIS our schools 3 major native languages are; Chinese, Korean, and Spanish. The information is discussed at the school SLT meetings, staff is orally notified by principal.

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.

The school has access and utilizes translation services through the NYC DOE to obtain written information/school letters to the families of P.S. 31 as well as translations assistance from staff, students teachers and parents.

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 translations services are provided by parent volunteers, school staff, and oral phone conferencing through the translation services unit.

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

The school will utilize the DOE translation service (both written and phone in), parents and staff to provide written and oral translations. Documents will be translated into the schools primary languages of English, Korean, Chinese and Spanish as well as being marked with a translation stamp.

Interpretors will be provided for those parents seeking assistance, by staff members, parents, students teachers and the DOE phone in translation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 31 The Bayside School	DBN: 26Q031
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>15-20</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The supplemental program will take place after school two days per week. The instructional strategies will include:

-building academic vocabulary through a thematic study

-building reading skills such through an investigation of non fiction complex text based on a thematic unit

-learning how to read informational text and study a given topic through a IIM (Independent Investigation Method)

-working with outside vendor to incorporate the arts

Two Licensed Teachers and one content area teacher, using a co-teaching model, will work with up to ten students each. Students will be flexibly grouped based on need. Students were chosen based on classroom and ESL teacher recommendation and after school program pre-assessment. Teachers will work with students in small groups to build skills described above. Small groups are instrumental as students will benefit from the individual and small group attention that may not be afforded during the regular school day. The teachers will utilize materials such as Informational texts chosen from Appendix B of the CCLS, document readers as well as an outside residency to support the learning through a focused thematic artistic study. Students will focus on a specific unit of study, such as heroes. Marquis studios will support the work with an artistic tie in as the students utilize language to learn about the art forms.

Part C: Professional Development

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

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

Begin description here: ESL and classroom teachers are working directly with Maryann Cucchiara on building ELL's high level capacity for gaining knowledge through thematic study and incorporating high level informational text. The first professional development session was on October 23rd, and the next is November 20th. Teachers will use trade books, document readers, and arts education to impact students. All classroom teachers trained will turn key information during the first Monday of each

Part C: Professional Development

month at our faculty conference.

Part D: Parental Engagement Activities

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

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

Begin description here: Workshops by licensed ESL teachers will be provided for Parents several times throughout the school year. Parents will receive notification in their native language utilizing the DOE translation services to translate fliers. Translation at workshops will be provided by staff h Workshops will include, common core standards March 15, attaining social and academic vocabulary April 19 and helping students chose books in English and their native languages.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$6825	\$50.19 per hour x 3 Teachers 2 times a week for approximately 44 sessions and 2 professional learning sessions.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$1200	Marquis Studios
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$3175	Trade Books on Individual Reading Levels in Fiction and Non Fiction from Appendix B of the common Core library -Magazine subscription to national Geographic Kids -Ereaders to Download Books and

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Magazines
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200	