



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE BAY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q105

PRINCIPAL: LAURIE SHAPIRO

EMAIL: LSHAPIR@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. MICHELE LLOYD-BEY

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
LAURIE SHAPIRO	*Principal or Designee	
THERESA PEPE	*UFT Chapter Leader or Designee	
SHANAQUA HAYES	*PA/PTA President or Designated Co-President	
SABRINA COLLINS	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	
HEATHER RUSSO	Member/TEACHER	
JENNIFER WYNNE	Member/SPECIAL NEEDS TEACHER	
PATTIE BROWN	Member/PARENT	
OLIVIA HAYES	Member/PARENT	
EVA MARIN	Member/PARENT	
SHYANGELA COLLINS	Member/PARENT	
	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 June 2013, students with disabilities subgroup in grades 4-8 will demonstrate progress toward achieving Common Core Learning Standards, as measured by a 5% growth percentile increase on the New York State Mathematics Assessment.

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.

After carefully examining the data collected from documents such as the School Accountability and overview Report, progress Report, Learning Environment Survey, Periodic and School-based assessments, we have concluded that the Students with Disabilities subgroup is still a focus in mathematics.

According to the mathematics data from the 2011-2012 NYS mathematics Assessment, 34% (93 students) of the Students with Disabilities scored at level 3 or above on the NYS Mathematics Assessments. This was a gain of 18% points from the previous year. There was an increase across the grade of the Students with Disabilities. There still remains 65% of Students with disabilities in Levels 1 and 2 this is down from 84% from the previous year.

The Item Skills Analysis from the NYS Mathematics Assessment for Grades 3-8 indicate the following, Grade 3 and 4 are deficient in Geometry, Number Sense and Operations, Algebra Strand, Grade 5 in Geometry, Measurement, Statistics and probability, Grade 6 Number Sense and Operations, Measurement, Gr. 7 Measurement, Number Sense and Operations, Statistics and Probability and Gr. 8 Measurement, Algebra and Number Sense and Operations.

This year we have expanded the use of Envisions mathematics program from K-2 to K-5, ongoing progress monitoring in the lower grades indicates that this program better served our students in targeting the Common Core demands and will provides consistency and coherence through Grade 5.

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,
 - Expand Envision Mathematics program to Grades 3-5
 - Plan differentiated instruction based on students' needs
 - Grades 3-8 ETS small group instruction
 - Administer Performance Based Tasks
 - Rubrics and checklists to assess student work

- Model and encourage accountable conversations student-to-student, as well as, teacher-student
 - Use of Number of the Day
 - Build academic vocabulary
 - Interactive math Word Wall
 - Use of Mad Minute to build basic facts
 - Implement math Clubs in Middle School
 - Formal and informal observations will be used
 - Administrators will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework.
 - Feedback from teachers during our Data Chatter meetings to held at least once a month
 - Use of Inquiry Team meetings to analyze student work
- b) key personnel and other resources used to implement these strategies/activities,
- Administrators, IEP Teacher, SETSS teacher, classroom teachers, CFN Support personnel, NYCDOE Special Education Improvement Specialist
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Participate in weekly Inquiry Team meetings and Professional Development 4 week cycle to:
 - ✓ analyze student work to adjust teaching practice and instructional planning,
 - ✓ plan common core-aligned units to gain familiarity with key instructional practices
 - ✓ plan for shifts in instruction
 - ✓ review their scope and sequence of changes to the grades 3- 8 tests
 - ✓ deepen understanding of Danielson
 - Based on actionable feedback, reflect on and shift daily practice
 - Use of Teacher Center Workshops
- d) timeline for implementation.
- September 2012 – June 2013

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.
 - Back to School Parent Orientation (September)
 - Parent conferences around Curriculum
 - Parent Teacher conferences in November and march
 - PA and SLT meetings (monthly)
 - Student of the Month Celebrations (monthly)
 - Parent workshops and activities as planned by Parent Coordinator, CFN and school staff
 - City-wide and District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS Common Core Learning Standards, instructional strategies and NYS and NYC assessments
 - An annual meeting to inform parents of the school's participation in Title I, Part A programs, explaining the Title I, Part A requirements,

- and the right of parents to be involved in Title I, Part A programs.
- Progress reports sent home to parents
- Family support meetings for “at risk” students

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).

We will be using the ARRA for per session for teachers to design curriculum, strategies that are aligned with the Common Core Standards and the Citywide Expectations.

UFT will be offering off-site professional development sessions in the area of mathematics.

Provide a Super Saturday program open to all students in testing grades using Tax levy funds

Provide a Teacher Center specialist using Title 1 funds

Provide a Data Specialist using Title 1 funds

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 June 2013 50% of African American students will demonstrate progress in literacy as measured by the independent reading levels using the Teachers College Writing Reading Project Running Records.

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.

Results from the 2011-2012 NYS ELA Exam indicate the following for our African-American subgroup:

- Across grades 3-8 the percentage of students scoring at or above level 3 was 27%, an increase of 5% from 2010-2011, however there were no level 4s.
- There was a decline in the percentage of students scoring at Level 3 in grades 3 and 7.
- 73% of our African American students scored on levels 1 and 2 on the NYS ELA exam. We will focus on differentiating instruction for these students by creating a more rigorous curriculum and expand higher order comprehension skills.
- Review of Item Analysis report indicates that our students are having difficulty with: NYS ELA Standard 1 and Standard 3.

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,

- 90 minutes of classroom instruction in the SRA Imagine It! Reading Program (grades k-4)
- 90 minutes of classroom instruction in Achieve 3000 grade 5
- 90 minutes of classroom instruction using Balanced Literacy approach grades 6-8
- Administer Performance Based Tasks
- Infuse opportunities to read and respond to a combination of literary and informational texts
- School-wide Literacy Focus- Reading, Writing, Speaking/Listening and Language
- Small group instruction in literacy during ETS
- McGraw Hill Acuity Interim Assessments
- Teachers' College Running Records to assess independent reading levels grades K-8 three times a year
- Integration of the Common Core Standards in Literacy
- The Great Books research-based program (Grades 6-8)
- Identify "at-risk" students for Academic Intervention Services and implement an RTI plan for students in Grades K-5 in literacy
- Plan differentiated instruction based on students' needs
- Rubrics and checklists to assess student work
- Model and encourage accountable conversations student-to-teacher, as well as teacher-to-student
- Build academic and content area vocabulary skills
- Formal and informal observations will be used
- Administrators will conduct frequent formative classroom observations and provide teachers with formative feedback and professional

development to support improved practice in identified competencies and across a common framework.

- Performance tasks will be given and results analyzed
- Align units to the Common core Standards
- Administration monitoring progress of the ACUITY data and informal assessments
- Provide high interest texts for students
- Reading logs of texts read for complexity
- BRIGHT Program for middle school girls
- RISE Program for middle school boys
- Clubs for middle school students

b) key personnel and other resources used to implement these strategies/activities,

Administrators, Classroom teachers, Teacher Center Specialist, F Status Literacy Coach, Data Specialist, 2 SETTS teachers, Dean.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Participate in weekly Inquiry Team meetings and professional Development 4 week cycle to:
 - ✓ analyze student work to adjust teaching practice and instructional planning,
 - ✓ plan common core-aligned units to gain familiarity with key instructional practices
 - ✓ plan for shifts in instruction
 - ✓ review their scope and sequence of changes to the grades 3- 8 tests
 - ✓ deepen understanding of Danielson
- Based on actionable feedback, reflect on and shift daily practice as well as the planning and implementation of Common core-aligned units
- Use of Teacher Center Workshops

d) timeline for implementation.

- September 2012 – June 2013

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.
 - Back to School Parent Orientation (September)
 - Parent conferences around Curriculum
 - Parent Teacher conferences in November and march
 - PA and SLT meetings (monthly)
 - Student of the Month Celebrations (monthly)
 - Parent workshops and activities as planned by Parent Coordinator, CFN and school staff
 - City-wide and District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS Common Core Learning Standards, instructional strategies and NYS and NYC assessments
 - An annual meeting to inform parents of the school's participation in Title I, Part A programs, explaining the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
 - Progress reports sent home to parents

- Family support meetings for “at risk” students

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).
 - Provide a Super Saturday Program open to all students in testing grades using Tax levy funds
 - Provide a Teacher Center specialist using Title I funds
 - Provide an “F” status literacy coach using Title 1 funds
 - Allocate funds for classroom libraries and materials using Tax levy funds
 - Use ARRA funds to provide per session for teachers for Inquiry and for teachers to design curriculum, strategies that are aligned with the Common Core Standards and the Citywide Expectations

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, students in the Students with Disabilities subgroup in grades 4-8 will demonstrate progress toward achieving Common Core Learning Standards as measured by a 5% growth percentile increase on the New York State ELA assessment.

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.

After reviewing the results of the NYS ELA assessments indicate the following for our Students with Disabilities subgroup:

- There was a 2% increase in students scoring at or above Level 3, from 12% in 2010-2011 to 14% in 2011-2012
- There was a decrease by 12% in Level 1
- There was an increase in Level 2 by 10%
- A majority of our Special needs Students 73% are still in Levels 1 and 2
- Analyzing and tracking the students by grade indicate an increase from Grade 3 to 4 by 9% scoring at level 3, a decrease of 4% from Grade 4 to Grade 5, a decrease of 3% from Grade 5 to Grade 6, an increase from of 14% from Grade 6 to Grade 7 and a decrease of 11% from Grade 7 to Grade 8
- We need to focus on differentiating instruction using rigorous curriculum
- There needs to be a focus on Standard 3 which targets critical analysis and evaluation

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,
 - 90 minutes of classroom instruction in the SRA Imagine It! Reading Program (grades K-4)
 - 90 minutes of classroom instruction in Achieve 3000 grade 5
 - 90 minutes of classroom instruction using Balanced Literacy approach grades 6-8)
 - Reading Recovery for grade 1 identified targeted students
 - Small group instruction in literacy during ETS
 - McGraw Hill Acuity Interim Assessments
 - Teachers' College Running Records to assess independent reading levels grades K-8
 - Lively Letters, a research-based program used by the speech and language teachers to help with critical skills, phonemic awareness, encoding, decoding and letter-sound associations (PK-6)
 - Integration of the Common Core Standards in Literacy
 - The Great Books research-based program (Grades 6-8)

- Identify “at-risk” students for Academic Intervention Services and implement an RTI plan for students in Grades K-5 in literacy
- Plan differentiated instruction based on students’ needs
- Rubrics and checklists to assess student work
- Model and encourage accountable conversations student-to-teacher, as well as teacher-to-student
- Build academic and content area vocabulary skills
- Formal and informal observations will be used
- Performance tasks will be given and results analyzed
- Align units to the Common Core Standards
- Administration monitoring progress of the ACUITY data and informal assessments.

b) key personnel and other resources used to implement these strategies/activities,

Administrators, IEP teachers, 2 SETTS teachers, classroom teachers, 2 Reading Recovery teachers for Grade 1, NYCDOE’s Special Education Improvement Specialist and CFN 210 Support Liaison.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Participate in weekly Inquiry Team meetings and professional Development 4 week cycle to:
 - ✓ analyze student work to adjust teaching practice and instructional planning,
 - ✓ plan common core-aligned units to gain familiarity with key instructional practices
 - ✓ plan for shifts in instruction
 - ✓ review their scope and sequence of changes to the grades 3- 8 tests
 - ✓ deepen understanding of Danielson
- Based on actionable feedback, reflect on and shift daily practice
- Use of Teacher Center Workshops

d) timeline for implementation

September 2012 – June 2013

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 - Parent Conferences around Math Curriculum
 - Parent Teacher conferences in November and March
 - PA and SLT meetings (monthly)
 - Student of the Month Celebrations (monthly)
 - Parent Math workshops and Math activities as planned by Parent Coordinator, CFN and school staff
 - City-wide and District-wide events and activities will be made available to all parents of students with disabilities. Parents will be

- afforded opportunities to learn about NYS Common Core Learning Standards in Math, instructional strategies and NYS and NYC assessments
- An annual meeting to inform parents of the school's participation in Title I, Part A programs, explaining the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.
 - Math Progress reports sent home to parents
 - Family support meetings for "at risk" students

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.
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Service and program coordination

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 - Provide a Super Saturday Program open to all students in testing grades using Tax levy funds
 - Provide a Teacher Center specialist using Title I funds
 - Provide an "F" status literacy coach using Title 1 funds
 - Allocate funds for classroom libraries and materials using Tax levy funds
 - Use ARRA funds to provide per session for teachers for Inquiry and for teachers to design curriculum, strategies that are aligned with the Common Core Standards and the Citywide Expectations

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	Imagine It! Intervention program Reading Recovery grade 1 Foundations K-2 ETS Super Saturday Program	Small group One-to-one Whole class/small group Small group Small group	During school day During school day During school day Before school Saturdays
Mathematics	Envision Intervention K-5 ETS Super Saturday Program	Small group Small group Small group	During school day Before school Saturdays
Science	ETS	Small group	During school day
Social Studies	ETS	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Project Hope LIJ Guidance Counselor School Psychologist Social Worker	One-to-one and small group One-to-one and small group One-to-one and small group One-to-one and small group One-to-one and small group	During school day During school day During school day During school day During school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Principal in collaboration with the CFN Human Resources Director and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

Principal in collaboration with the CFN Human Resources Director and Liaisons will work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

The CFN in collaboration with the Teacher Center Literacy Leaders will offer teachers a critical component to obtain 12 credits towards their master's degree.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Statement of Parent Policy The Bay School, PS/MS 105Q

Mission Statement: The mission of PS/MS 105 is to utilize all available resources to prepare all students to meet high quality, challenging standards of excellence.

PS/MS 105 is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

PS/MS 105 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will support CSD 27 District Title I Parent Involvement Policy
- The school will encourage parent participation in district-wide events and activities
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. **PS/MS 105** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by November 30th of each year in order to adopt this policy.
2. **PS/MS 105** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parents individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteers and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **PS/MS 105** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following school programs: **State operated Pre School Programs through the following activities:**
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join the Parent Association (PA), School Leadership Team (SLT), workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards

- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Through **workshops, conferences, classes, including any equipment or other materials that may be necessary to ensure success.**
- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator and with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by November 30, 2012.
- School publications (i.e. pamphlets, parent handbook and letters to parents, face book, website) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by back pack to all parents, one week before the start of the month. Calendar will also be enlarged and posted in the school lobby.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, the emotional and social well-being of the child, health care, adult literacy and continuing education programs, financial planning, etc...

School Visitations

Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PA and SLT meetings (monthly)
- PARR Student of the month celebrations
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (**as scheduled by the Parent Coordinator and school staff**)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

Professional Development:

PS/MS 105 and CSD 27 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

Professional Development is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

Professional Development is provided for parents at District 27 annual events and activities.

ELL Professional Development: City-wide and Regional ESL/Bilingual events and activities will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: City-wide, Regional and District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

PS/MS 105 will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. PA/Title I representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, and SLT for the best involvement and outreach of parents in the school community.

PS/MS 105 will use parental involvement project funding to support parent participation at local and out-of-town conferences, regional/district conferences/meetings/events/activities, parent outreach efforts, parent resources and incentives, adult education program and services, parent volunteer program, parent support groups, family restoration and interaction events and activities, and parent workshops and meetings.

Responsibilities of the Title I Parent Advisory Council

In order to maintain the effectiveness of **PS/MS 105** Title I Parent Involvement Policy, it will be necessary for the PAC to support and uphold the contents of the school and district parent involvement policy, as well as:

- a. Serve for two year term,
- b. Attend monthly school and district meetings,
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,
- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

Qualifications of PAC Representatives

Members of Title I Parent Advisory Council must be a parent of a child attending **PS/MS 105** and elected by parent membership.

Election/Voting Procedures

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PA/PTA elections
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
- c. Nomination committee will be formed in April of the election year
- d. Nominations will be accepted from the floor and closed on the day of elections

- e. A quorum of 9 parent members must be present to conduct official business of the PA/PTA and PAC
- f. Only parents with children attending **PS/MS 105** can vote
- g. Absentee ballots/nominations or voting by proxy is not permitted
- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA/PTA and PAC meeting.

Duties of PAC Officers

The Title I PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC meeting.

The Chair shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of **PS/MS 105** for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New York City regarding proposed allocations, CEPs, bases for formulas, proposals, ect. and be an ex-officio member of all committees except the nominating committee.

The Co-Chair will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC's budget.

The Secretary will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

The Designee is appointed by the Chair and shall vote in the absence of the chair.

Record Keeping

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures for a period of seven (7) years. Bookkeeping records such as imprest forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Shaniqua Hayes, **PA President** This policy was adopted by **PS/MS 105** on _____ and will be in effect for the period of 1 year. The school will distribute this policy to all parents (**upon request**) of participating Title I, Part A children on or before November 30, 2012.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration.

**PS/MS 105 the Bay School
420 Beach 51st Street Far Rockaway, NY 11691
Tel: (718) 474-8615 Fax: (718) 474-8841**

2012-2013

Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

<p>PS/MS 105 will:</p>	<p>The Parent/Guardian will</p>
<p>PS/MS 105, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-2013.</p> <p>PS/MS 105 will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: • Hold parent-teacher conferences (two times a year in elementary/middle schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: Fall 11/13/12 Spring 3/12/13 • Hold numerous workshops and educational events to provide parents with the tools needed to ensure their child's success. • Provide parents with frequent reports on their children's progress. Teachers will send home periodical progress reports and some teachers will post weekly progress reports on engrade.com. Parents can also visit ARIS parent link a 24hr website to view their student's periodic/annual assessments and report card grades. Parents can also schedule meetings with their child's teacher. • Provide parents reasonable access to staff. 	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> • Promoting positive use of my child's extracurricular time <ul style="list-style-type: none"> • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child's school • Participating as appropriate, in decisions relating to my children's education. • Promoting positive use of my child's extracurricular time. <ul style="list-style-type: none"> • Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. • Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups. <p>Student Responsibilities</p> <p>We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:</p> <p>K-8</p> <ul style="list-style-type: none"> • Do my homework every day and ask for help when I need to. • Read at least 30 minutes every day outside of school time. • Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day. • Arrive to school on time • adhere to all school rules and regulations

Specifically, staff will be available for consultation with parents as follows:

The Parent Coordinator is available daily from 8am-12pm and 1pm-3:30pm. Teachers can schedule meetings during prep times.

Administrators

• Provide parents opportunities to occasionally volunteer and participate in their child's class, and to observe classroom activities, as follows:

Open School week November 12, 2012

• Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

• Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

• Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

• Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

• Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

• On the request of parents, provide opportunities for regular meetings for parents to formulate

6-8

- Arrive to school on time
- Respect my peers, teachers, administrators and other school personnel.
- not bring weapons/contraband to school
- not bring drugs to school

suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

The school and parents working cooperatively to provide for the successful education of their children agree:

SIGNATURES:

SCHOOL

PA PRESIDENT

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

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 Admundsen	District 27	Borough Queens	School Number 105
School Name The Bay School			

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

Principal Laurie Shapiro	Assistant Principal Laura Alicea
Coach Rachel Hayden	Coach
ESL Teacher Zillah Fernandez	Guidance Counselor Susan England
Teacher/Subject Area Joanne Fosse / Spanish	Parent Shaniqua Hayes
Teacher/Subject Area Thomas Kreiger /Social Studies	Parent Coordinator Alla Miller
Related Service Provider Iolanda Lally / Speech	Other Michelle Moers / IEP Teacher
Network Leader Patricia Tubridy	Other Chavivya Hirsch / ESL Teacher

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	915	Total Number of ELLs	58	ELLs as share of total student population (%)	6.34%
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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. 

At the time of registration, the existing Home Language Survey is reviewed by the Assistant Principal, Laura Alicea and/or the Principal, Laurie Shapiro. They meet with the parents to fully and accurately complete the HLIS if new to the city or country. A review of the HLIS provides information to establish eligibility for LAB screening. Additionally, the students' exam history is received by ATS and students' existing LAB or NYSESLAT scores are used to group students accordingly.

To initially identify students who may possibly be ELLs during the registration of the children, parents are asked by the Pupil Personnel Secretary, Assistant Principal and ELL Coordinator, Laura Alicea or ESL Teacher, Zillah Fernandez, to complete the Home Language Identification Survey (HLIS). An informal oral interview is also conducted and a translator is provided whenever necessary. There are several staff members that speak Spanish and assist when necessary. The Assistant Principal, Laura Alicea and both Spanish teachers, Vivian Fitzgerald and Joanne Fosse are also trained in HLIS and are fluent in Spanish.

After completion of the survey, a trained school pedagogue reviews the HLIS; either one of the ESL teachers, Zillah Fernandez or Chavivy Hirsch, or the Assistant Principal and ELL Coordinator, Laura Alicea. If the HLIS indicates that a language other than English is used in the home, the students is administered the Language Assessment Battery Exam (LAB-R) within ten days of registration. If student scores at Beginning, Intermediate, or Advanced level student is a LEP / ELL. Spanish speaking students who tested into the program are then administered the Spanish LAB exam. All personnel involved in the screening, HLIS review, and administering of LAB-R are trained school pedagogues (Principal, Assistant Principal and ESL teachers). To annually evaluate ELLs we check the NYSESLAT scores of students to assess their current level of proficiency for linguistic and academic placement for the present school year. RNMR reports are pulled from ATS and reviewed for student's progress and proficiency in all modalities. Upon review of scores, letters are sent home to parents that are for either continued entitlement or the discontinuation of ESL services based on proficient scores. Copies of HLIS, entitlement letters, no longer entitled letters and NYSESLAT scores are kept on file in the Assistant Principal's office in the Compliance Binder.

When scores are received, the school assesses to see which students have attained proficiency. The school identified NYSESLAT scores and movement from advanced to proficient. Students are also identified that have proficient scores in Listening and Speaking and advanced in Reading and Writing.

Parents are interviewed by appropriate pedagogical members of the school staff as listed previously, and programmatic choices and parent options are discussed, following the viewing of the Parent Orientation Video. Parents watch the video and are given full explanations of the different programs, though not all available at 105. The ESL teacher receives copies of all HLS completed, as well as updated admission and discharge histories and other pertinent ATS reports to follow-up and ensure that parental notification and other information is provide to all parents. Parents exercise the parental choice in determining the best instructional program for their child. The Parent Coordinator works closely with parents to further support their full integration into the new school community. Furthermore, parent communication related to school activities and events is provided in both English and the home language. Translation and interpretation funding is used to provide assistance in parent outreach in the parents' home language. The services of the DOE Office of Translation and Interpretation have been used by school personnel to further support effective communication between school and home.

As with the HLIS, parents are also given the entitlement letters at the time of registration and all programs are described to parents. It

has been the overwhelming choice of parents to see their children enrolled in the freestanding ESL program. It has been the experience that parents are unwilling to consider transfer of their children to any school which might be available to their child with a bilingual program. One of the geographic realities of the Rockaway Peninsula is that parents are more concerned with their children's attendance being in the local zoned school than any other programmatic considerations. At this time there is no trend indicating that parents are seeking Transitional Bilingual Education. In addition, since transitioning to a push in program in grades 1-6, the students have been grouped in one classroom per grade to allow the ESL teacher to service each grade each day. The number of ELLs in each grade is not sufficient to support a full service Transitional Bilingual Program. Students at PS/MS 105 in grades K-3 do not participate in El SOL testing, as there is no bilingual program.

After reviewing the Parent Survey and Program Selection forms, the program model at PS/MS 105 is aligned with what parents have been requesting. The ESL program is offered in grades K-8 for parents who prefer this option.

The school expects the trend for the selection of the ESL program to continue. PS/MS 105 will continue to review and collect data from Parent Survey and Program Selection forms to assess the number of parents selecting each option. If at any time we have 15 or more parents selecting TBE or DL, the school will take appropriate measures necessary to open the program at PS/MS 105.

As we use a push in model, each grade has one class that is designated for the ELLs. Upon registration or eligibility determined by the LAB-R, students are placed in their grade appropriate class. Parents are notified of their child's class placement at time of registration if available. If child is placed after LAB results are tallied, the parent is notified by phone and a letter is sent in the home language as well.

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained								2	2					7
Push-In	2	2	2	2	2	2	2							14
Total	2	2	2	2	2	2	2	2	5	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	10
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	6

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
Dual Language										0
ESL	44		10	8			6			58
Total	44	0	10	8	0	0	6	0	0	58

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	6	8	9	5	6	6	5	4					55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1		1					2
French					1									1
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other														0
TOTAL	6	6	8	9	6	6	7	5	5	0	0	0	0	58

Part IV: ELL Programming

A. Programming and Scheduling Information

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

The ESL program is designed to support ELLs in second language development. The ESL teacher pushes into the classroom setting to ensure targeted language instruction that supports both academic and social linguistic competencies. In grades K-6, students are served in their classrooms through a collaborative team model. This allows the ESL teacher to focus on developing the English language to meet goals aligned with the students' proficiency level while supporting the classroom teacher and maintaining continuity of instruction in all content areas. Based on careful review of student data, the service model is pull-out for students in grades 7 and 8.

P.S./M.S. 105Q has a freestanding ESL program where students receive their instruction in English. The number of ESL instructional units is dependent upon their score on the LAB-R or the NYSESLAT and what level they have achieved as required by CR Part 154 Regulations.

P.S./M.S. 105Q uses a push-in / pull-out model to accommodate the needs of their ELL students and to complement their classroom instruction. ESL is taught through an integrated curriculum that includes reading, writing, listening and speaking. Ongoing articulation between the ESL teacher and the classroom teachers helps to ensure that content based ESL instruction is complimentary to what students are learning in their mainstream classrooms.

The ESL teachers use the curriculum and modify their teaching to make the content understandable for ELLs. They teach language and content cohesively. Lessons are developed to include language objectives in every content lesson.

The students are involved in learning focused on language acquisition techniques that will further enable them to meet competency when they are in their classroom. While this model is designed to meet their needs of language acquisition, specific attention is given to writing and vocabulary development.

A. Programming and Scheduling Information

In compliance with ESL related mandates, beginners receive 360 minutes of instructions as do intermediate ELLs. Advanced ELLs receive 180 minutes of instruction weekly. All data is driven from student performance as well as LAB-R and NYSESLAT test scores in order to improve instruction. Explicit ELA instruction takes place on a regular basis as well as small group instruction in math. When a child still presents learning challenges that require additional assistance, P.S./M.S. 105Q offers a variety of AIS assistance including small group instruction as both push in and pull out on grade level.

All ELLs are ensured proper and appropriate evaluations in their native language. Whenever necessary, students are provided assessment in their native language. All New York State tests are provided in the students' native languages. All ELLs are ensured proper and appropriate evaluations in their native language. Whenever necessary, students are provided assessment in their native language. All New York State test are provided in the student's native language.

Various instructional strategies are used to best meet the needs of the ELL students. The program model is an English only model where students from different countries come together to learn English. The students are from many countries, including but not limited to Haiti, the Dominican Republic, Senegal, Sierra Leone, Puerto Rico, Mexico, the Ivory Coast and Guatemala among others. Instructional strategies are varied but always directed to best meet the needs of the ELL students. Various instructional strategies used include, but are not limited to, ongoing test preparation in the four modalities of listening, speaking, reading and writing. By targeting these modalities of listening, speaking, reading and writing the school strives to ensure that the ELL student population will reach academic proficiency in all content areas. In addition to P.S./M.S. 105Q's use of test preparation materials to assist the ELL students, the school uses the modeling and total physical responses approaches to assist them as well. Through these approaches the students learn English through hands-on interactive activities. By using role play and drama (the reader's theatre program) the ELLs can act out their feelings in a nurturing, non-threatening environment.

The programs that we use to facilitate instruction are as follows

- LEAPFROG instructional program for grades Kindergarten through 8
- Voyager Remedial reading program for grades K-5
- Achieve 3000 for Grade 5
- Imagine It! ESL program for grades K-4

All of these programs are designed to build the reading fluency and comprehension of the ELL students. Instruction is conducted in English for these programs. The Imagine It program specifically has an ESL component designed to enhance the reading ability of the ESL students. The Balanced Literacy program involves having the children learn to read via shared, guided, and independent reading models, as well as word study and phonemic awareness. The LEAPFROG and Voyager reading programs teach English to the children through a variety of hands-on activities and interesting reading materials. Technology is also used in the classroom as the children learn through interactive computer programs on a variety of topics. These programs include workbooks, picture cards, songs, charts and graphs. P.S./M.S. 105Q utilizes the SRA Imagine It! program for literacy in grades K – 4, and Balanced Literacy for grades 3-5. All students in grades K-8 also learn through the Core Knowledge program. The math program used is Everyday Math which offers resources in Spanish as well as English. ELL students are offered science instruction as well as music, art, physical education and drama. ELL students are encouraged to participate and share their own experiences with their classmates. We currently have Voyager programs that offer remedial reading instruction to English language learners. There is also programming for small group instruction in literacy and math. Explicit ELA instruction takes place on a daily basis as well. English Language Arts instruction is also necessary as students can learn English through ELA instruction.

A variety of instructional materials are used to support the learning of ELLs. The Everyday Math program is utilized for Math instruction in both Spanish and English languages and the McGraw Hill programs are utilized for Science and Social Studies instruction in both English and Spanish. The Imagine It! Reading Program is used in grades K - 4 and has an ELL and differentiated instruction component. The classroom and ESL providers also have a variety of libraries for literacy, math, science and social studies.

Additional materials include Empire State NYSESLAT, Getting Ready for the NYSESLAT and Beyond Picture Dictionaries, leveled libraries, My First English/Spanish Dictionary and computer software including Achieve 3000 for all 5th grade students. Smart Boards are used in all 3-8 classrooms.

All programs promote language development.

The required services and support and resources correspond ELLs ages and grade level. The school is able to provide ESL services in grades K-8 for the required hours according to NYSESLAT levels. Instructional materials used for upper and lower grade classes provide extra ELL support and instruction that promote language development.

The certified ESL teachers for grades K-8, utilize a variety of instructional techniques, strategies and ESL methodologies to enhance the

A. Programming and Scheduling Information

academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation and metacognitive development. Through a thematic approach to teaching, students are taught the four modalities of language: reading, writing, listening and speaking; using the aforementioned instructional techniques. During the thematic approach to instruction the five ESL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP). At PS / MS 105 the Imagine It! Program is used in grades K – 4 and includes an ELL-SWD intervention component which classroom teachers and ESL teachers implement. Our 5th grade classes use Achieve 3000 which provides language translation and also provides access to academic content areas and accelerated English Language development. The curriculum provides extra ELL support kits and instruction that promote language development. The certified ESL teachers for grades K-8, utilizes a variety of instructional techniques, strategies, and ESL methodologies to enhance the academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and metacognitive development. Through a thematic approach to teaching students are taught the four modalities of language: reading, writing, speaking, and listening; using the aforementioned instructional techniques. During the thematic approach to instruction the five ESL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP). At PS/MS 105 the Imagine It! Program is used in grades K- 4 and includes an ELL-SWD intervention component, which classroom teachers and ESL teachers implement. Our 5th grade classes use Achieve 3000 which provides language translation and also provides access to academic content areas and accelerated English Language development. The curriculum provides extra ELL support kits and instruction that promote language development. All teachers have access to SESIS. They review students IEPs and arrange schedules and programs accordingly to meet all mandates on IEP. Whenever necessary, student is provided with a bilingual instructor and/or paraprofessional.

At PS/MS 105 ELL-SWDs receive appropriate education in the least restrictive environment and all students interact in a positive way while working towards common classroom goals. Teachers, staff and administrators differentiate curricular, instruction and schedule flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. All teachers have common planning time, grade conferences, vertical and horizontal team meetings to collaborate and plan instruction. Curriculum may be modified to accommodate and meet students’ needs according to their IEP. Teachers write and know all goals and objectives students are working to master then work to meet their needs. At PS/MS 105 ELL-SWDs receive appropriate education in the least restrictive environment and all students interact in a positive way while working toward common classroom goals. Teachers, staff, and administrators differentiate curricular, instruction, and schedule flexibility to meet the diverse needs of ELL-SWD within the least restrictive environment. All teachers have common preps, grade conferences, vertical and horizontal team meetings to collaborate and plan instruction. Curriculum may be modified to accommodate and meet student’s needs according to IEP. Teachers write and know all goals and objectives students are working to master then work to meet their needs. Classes are heterogeneously grouped with disabled and non-disabled peers working cooperatively.

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:

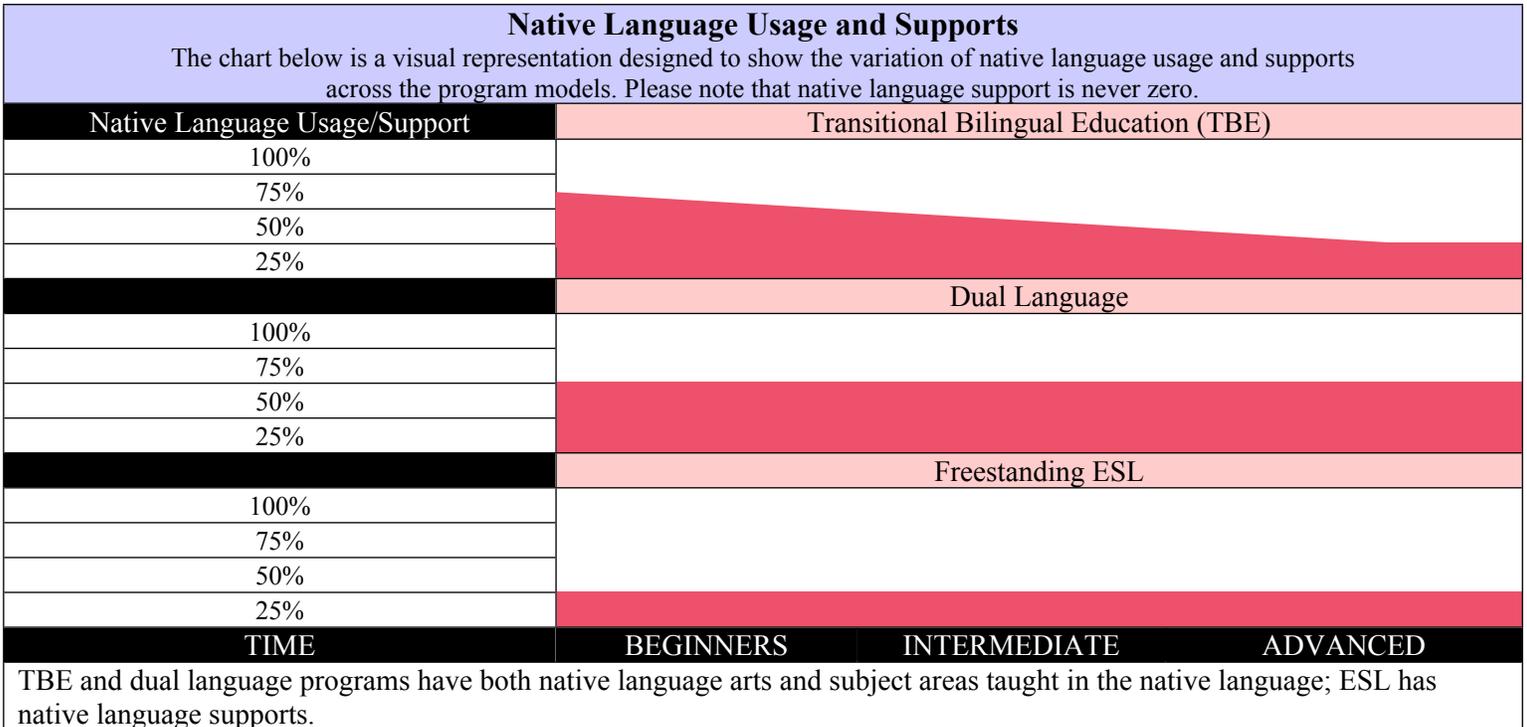
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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?

ELLs receive AIS instruction using materials determined to be appropriate, based on the level of need and language acquisition. Specifically, Passport and Voyager Math, which include interactive web-based interventions and tracking are provided to ELLs. Detailed information about Academic Intervention is detailed in the body of the CEP as well as Appendix 1. Students reaching proficiency in the NYSESLAT, continue to receive academic intervention services in accordance with assessment information. A strong literacy program is provided based on multiple measures afforded to all students. Transitional students are periodically monitored to ensure they are succeeding in all content areas. Our targeted intervention programs for ELLs include English Language Arts, Imagine It!, which is a reading program for students in grade K-4. It centers on 120 minutes of literacy instruction, uninterrupted Balanced Literacy, read-alouds, whole class directed lessons, learning center activities etc. We also have the Wilson Reading System, which is a research-based reading and writing program for teaching decoding and encoding beginning with phoneme segmentation. The Voyager Passport Reading Intervention system provides support for struggling readers in grades K-3. We have ETS 3 days which focus on ELA and Math as part of our targeted intervention programs for ELLs. At risk services are provided by Guidance Counselors, Speech providers and SETSS teachers. Periodic Assessment results are reviewed for all students. Particular attention is paid to vocabulary and syntax of questions asked responses required and genre type for ELA as these factors relate to levels of language acquisition. The information is used to make instructional decisions by the ESL teacher, classroom teachers and AIS staff. Assessments used include the Predictive, ITA and ELL Interim Assessments. In addition, teachers use running records, writing samples, teacher made assessment, observations and student conferences to further inform their practice.

Support structures for ELLs include small group instruction, remedial reading programs as well as math instruction. Technology is also an important support structure we have set up for ELL students. We differentiate instruction at P.S./M.S. 105Q by tailoring the technology programs to meet the children's needs. Students begin reading where they are appropriately challenged which is one method we use at P.S./MS. 105Q to differentiate instruction in the most effective groups by their level of academic proficiency (beginning, intermediate or advanced) to best meet their needs. The philosophy at P.S./M.S. 105Q is to employ whatever strategies are necessary to best meet the needs of the ELL learners (including any necessary support structures). Students that have attained proficiency within the last two years are provided with the testing accommodations that current ELLs are provided. If necessary, students will be provided with one (1) period of AIS or one (1) period of ESL instruction.

PS/MS 105Q offers an after school program for ELL students. The program is on Tuesday and Wednesday for 1 hour each day. There are currently 7 teachers and 1 supervisor; working with approximately 60 students; with each teacher having a group of 12. The teachers are licensed in common branches and one certified ESL teacher. The program will be running for approximately 10 weeks, beginning November and ending in April. Students are invited to attend and work with other students on their grade level on various literacy based activities. Rather than direct instruction that they receive throughout the day, the students work on literacy based activities that include art, writing, arts and crafts, music, poetry and other engaging activities. In the primary grades, the teachers may base their projects on daily or weekly read alouds; while the intermediate grades may have chapter books and chapter activities and projects. This program affords both the students and teachers to engage in a hands-on, fun approach to literacy and math, while reinforcing the skills necessary to further their knowledge of the English language. All ELLs have equal access to all school programs. ARP programs have been implemented in grades 6-8 and our ELLs are in these programs. They are also afforded equal access to any After school or Saturday school program including ELA and Math preparation classes. ELLs are given the opportunity to participate in any program that is beneficial to their level of proficiency, interest, and learning style.

School trips are planned on Saturdays and holiday weeks, so that as many parents can attend as possible. The school has taken children and their families apple picking, pumpkin picking, and overnight trips to Washington D.C and Baltimore, Maryland.

After school, parents have also been invited to attend the Poetry Café, Thanksgiving Luncheon, Winter Holiday Show, PS/MS 105 Talent Show, the GED Program and a Mother's Day Celebration.

Activities for newly enrolled LEP students were workshops that were set up in advance with parents to discuss the needs of their children prior to the start of the academic year. There was also summer school programming that was available before the start of the school year. Notices were sent home, as well as given out at registration for ELL parents to come to a summer meeting. Once there, the school discussed their expectations for the coming year, the ESL program, the school curriculum as a whole, procedures and policies of 105Q and standardized testing.

A variety of instructional materials are used to support the learning of ELLs. The Everyday Math program is utilized for math instruction in both languages, and the McGraw Hill Programs are utilized for Science and Social Studies instruction in both languages. The classes also have a variety of libraries for literacy, math, science, social studies, and ESL in the classrooms. Additional materials include Leapfrog Spanish/English Program, My First English/Spanish Dictionary Program, leveled libraries, and computer software including Achieve 3000. In the ESL Program, instructional materials that are used include National Geographic: Language, Literacy, and Vocabulary for grade 3-4, Reach (grade 5), and Inside (grades 6-7).

PS/MS 105 does not have a Transitional Bilingual or Dual Language Program. However, in our ESL program native language support is provided through computer programs, picture dictionaries, thesauri, books in student's native language, and translation websites.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The professional development mainly focuses on the four modalities tested on the NYSESLAT, listening, reading, writing and speaking. Staff members are educated as to the various assessments that are given to the ESL students including the LAB-R and the ESL interim assessments. All staff members receive training as how to accommodate the students within their classes or in receiving services. Our Assistant Principal, Laura Alicea, goes for monthly training and is part of the ELL Institute which meets in Manhattan. We share best practices and are always working towards differentiating our lessons for the needs of the students. In addition, the school social worker, guidance counselors and speech teachers all receive training as well.

As we are both an elementary and middle school, the students easily transition within the building. Guidance counselors, ESL teachers and the Assistant Principals work with preparing the students both academically and emotionally for high school.

In order to collaborate, the teachers participate in Vertical and Horizontal meetings weekly, as well as grade conferences, inquiry teams and faculty conferences. Core Knowledge meetings include a discussion of global and social studies. The meetings are held twice a month. Inquiry meetings and PPT meetings are held bi-weekly and issues of discussion include math and ELA information and how to drive instruction via data.

After receiving this in-house training the teachers are put into teams to review what they have learned. They are also expected to brainstorm ways to best meet the needs of ESL students. The goal at P.S./M.S. 105Q is to ensure that the students learn in a safe, nurturing environment where they are valued. Teachers who receive top-notch professional development will ensure that will happen. All meeting agendas and data inquiry meeting attendance is maintained by the Principal.

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?

Parent and community involvement is paramount to the success of ELL students. Classroom teachers are encouraged to work collaboratively with parents to ensure that they best meet the needs of ELL students. ESL teachers hold meetings for parents to educate them on the programs available to ELL students including their parent choice options to place the children either in a bilingual or dual language program and state assessments and standards. Program activities that were done to assist newly enrolled LEP students included staff development on how to make ELL students more comfortable in school. In addition to these meetings, we hold parent orientation sessions on how data affects their children and how to improve instruction. Meetings are held on a monthly basis, congruent to the Parents' Association meetings. Both the Parent Coordinator and Pupil Personnel Secretary also attend the workshops.

Translation services are available via the Assistant Principal, Parent Coordinator, Spanish Teachers, ESL Teachers and the office of Translation. Forms are sent home to parents in both English and Spanish.

The Parents Association also conducts weekly workshops, sent home on monthly calendar in the students' home languages. Parents are encouraged to attend the workshops and meet other parents as well. Parents are also given the opportunity to have Question and Answer sessions with staff members and form their own workshops.

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)	6	3	3	2	1	1			2					18
Intermediate(I)	0	3	5	5	3	2	1	2						21
Advanced (A)		1		2	2	3	6	3	1					18
Total	6	7	8	9	6	6	7	5	3	0	0	0	0	57

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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?

6. Describe how you evaluate the success of your programs for ELLs.

All students in grades k-3 are assessed using the ECLAS-2 twice a year. Teachers also use running records to track and monitor students' progress.

Teachers use the findings of this data to drive their instruction and differentiate based on the needs of the students.

Teachers also meet weekly to disseminate data and plan future instruction.

A review of the NYSESLAT data indicates the following:

- In grades K, 1 and 2 most students are beginners with listening and speaking being at the intermediate level for some of these students. The focus for these learners is the integration of reading and writing into activities which call upon the listening and speaking skills. For the students in grade 2, reading and writing at the intermediate level while listening and still show greater levels of proficiency for these students.
- In grades 3, the large increase in students scoring at the intermediate and advanced levels reflect the targeted instruction received previously.
- In grade 4, a greater number of students are at an advanced level of listening and speaking, but have moved to an intermediate level of attainment in reading and writing. A focus on vocabulary and reading comprehension is being used to continue this growth.
- In grades 5-8, the smaller numbers of ELLs and larger percentage of students who score at advanced level of proficiency at all modalities, are seen as justification for provision of service as noted below.

Periodic Assessment results are reviewed for all students. Particular attention is paid to vocabulary and syntax of questions asked responses required and genre type for ELA as these factors relate to levels of language acquisition. The information is used to make instructional decisions by the ESL teacher, classroom teachers and AIS staff. Assessments used include the Predictive, ITA and ELL Interim Assessments. In addition, teachers use running records, writing samples, teacher made assessment, observations and student conferences to further inform their practice. As a school, we have put an enormous focus on writing as an area of weakness. Classroom teachers and ESL teachers are working to strengthen this modality and provide more students scoring proficient on NYSESLAT. We had 22 students score proficient last year and hope we will do the same this year as we continue to focus on their areas of weakness.

The LAP policy at P.S./M.S. 105Q is consistent with school-wide policy for high student expectations and standards. All ELL students will meet the high standards set for them as well as have access to all programs that non-ESL students have. It is the goal to provide an educational policy for ESL students that will offer alignment with NYC performance standards, ESL standards, primary literacy and NYS learning standards. The LAP committee will continue to gather and review ELL data that will drive instructional practices across the grades and provide the students with an academically rigorous curriculum.

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: <u>The Bay School</u>		School DBN: <u>27Q105</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laurie Shapiro	Principal		10/12/11
Laura Alicea	Assistant Principal		10/12/11
Alla Nesmith	Parent Coordinator		10/12/11
Zillah Fernandez	ESL Teacher		10/12/11
Shaniqua Hayes	Parent		10/12/11
Joanne Fosse / Spanish	Teacher/Subject Area		10/12/11
Thomas Kreiger / Social Studie	Teacher/Subject Area		10/12/11
Rachel Hayden	Coach		10/12/11
	Coach		10/12/11
Susan England	Guidance Counselor		10/12/11
Patricia Tubridy	Network Leader		10/12/11
Iolanda lally / Speech	Other		10/12/11
Michelle Moers	Other <u>IEP Teacher</u>		10/12/11
	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: 27Q105 **School Name:** The Bay School

Cluster: _____ **Network:** CFN 212

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.

Upon registration of their child, parents must complete a home language survey. This indicates the language spoken at home, as well as most comfortable by the parents. At this time, parents are also given a copy of the DOE's Language Card.

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.

Through our data collection, we found that almost all of our non-English speaking students and parents spoke Spanish, with the exception of two. Parents were informed in their home languages that all notices would be going home for them to read in their language, and copies would also be available in school. Parents have also been informed of the school's ELL program, for which if their children are eligible, will receive English services.

Our findings were reported to the school community during Parent Workshops, Parent Teacher Conferences, Written Correspondence and daily conversations with parents and students.

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.

In cases when the home or primary language of the parent is not English, the receiving teacher of the student(s) is informed, as well as the Family Assistant, PA President and Administration. Each teacher maintains a list of which parents must receive all correspondence in a language other than English so that when notices, calendars and any memos are sent home, they receive the appropriate translated copies. Though all DOE letters are available in several languages, all school notices are translated by staff members and parent volunteers. Additionally, the signs and information in the main corridor have been translated for parents as well. In accordance with Chancellor's Regulation A-663, the school provides critical communication in a timely manner for any of the languages other than English in which assistance is needed. The school has purchased translation software to translate school documents so that all parents receive notices and calendars on the same day.

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.

For interpretation needs in person, we have several staff members and parent volunteers, including our Family Assistant and PA President, that are able to translate when necessary. In cases where this is not available, a staff member will utilize the Over-the Phone translation services that are available through the Translation and Interpretation Unit at the Department of Education. In accordance with Chancellor's Regulation A-663, the school provides interpretations services to all parents in need. The school has several staff members fluent in Spanish and French, where we often need the assistance. For the Haitian speaking parents, our school social worker is able to provide oral interpretation services. Whenever a staff member is not available, the school relies on the Translation and Interpretation Unit for assistance.

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>.

In order to address the above stated Chancellor's Regulation, Section VII, parents are furnished with a copy of the Parents Bill of Rights regarding translation and interpretation services, including how to obtain these services. These include the phone number, address, email and fax # to the DOE's Translation and Interpretation Unit. A designated staff member will call this unit if necessary to assist the parent in any way possible and obtain resources. The entire staff is informed of the translation and interpretation policy and is in possession of the proper contacts if / when they need assistance.

All signs in our main lobby are displayed in English, as well as the languages needed for our parents (Spanish, Haitian). Parents are also given a direct phone number to school staff members that can assist them promptly.

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: The Bay School	DBN: 27Q105
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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: 35
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Based on the LAB-R, NYSELAT, ELA, and other assessments of English Language Learners, PS/MS 105 proposes to raise students' listening, speaking, reading and writing skills. Overall, the goal is to raise students' academic achievement and help Limited English Proficient (LEP) students attain English proficiency.

The after school program for ELL students will target all ELL subgroups and grade levels. Those to be served are newcomers, less than three years in school, students receiving services four to six years, long term ELL's who have completed six years, and ELL's identified as having special needs. These students are in grades 2-8.

The ELL after school program will take place early January through early May for one hour, Tuesday and Wednesday from 2:45 PM - 3:45 PM. We will have a total of 3 groups, 3rd and 4th grade, 5th and 6th grade, and 7th and 8th grade. The program will run for a total of 17 weeks. The language of instruction will be English with native language support. We will have three teachers who are certified ESL/Bilingual instructors.

A variety of instructional tools will be utilized including computer programs, Achieve 3000, Imagine Learning etc. Picture dictionaries, Bilingual dictionaries, thesauris, websites, notebooks, chapter books, leveled readers, Empire State NYSELAT books, and Getting Ready for the NYSELAT and Beyond books.

Part C: Professional Development

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

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

Begin description here:

At P.S./M.S. 105, professional development will allow the school to implement and sustain language instruction for ELL's beyond the school day. Teachers of ELL's will have an increased opportunity to improve their practice, deepen their subject/content knowledge, and increase their understanding of student needs and strengths. The teachers will work with highly qualified staff developers and/ or specialists. We will provide additional training and workshops for all teachers of ELLs on effective ELL strategies and methodologies. Thus, allowing them to gain knowledge and skills that will enable them to support their ELLs in content area and English Language Development. The training and workshops will be ongoing through May. Topics to be covered are Using Data to Drive Instruction, ESL Standards and Methodologies, Instructional Strategies for English Learners, Literacy, Vocabulary, & Writing, and Co-

Part C: Professional Development

Teaching and Collaboration. The provider of these ongoing workshops will be NYC DOE Division of Students with Disabilities and ELL. The participating staff will return and turn key the materials and information learned to their colleagues. The information gained shall be incorporated into future planning. The staff developer will enable the teachers to gear their teaching toward the specific needs of ELL's. Staff Development will occur on a monthly basis at no cost to the program. A tentative schedule is as follows:

Month	Topic	Presenter
January	Using Data to Drive Instruction	ELL Coordinator/workshop attendees
February	Instructional Strategies for ELLs with Special Needs	ELL Coordinator/workshop attendees
March	E.S.L. Standards and Methodologies	ELL Coordinator/workshop attendees
April	Literacy, Vocabulary and Writing	ELL Coordinator/workshop attendees
May	Co-Teaching and Collaboration	ELL Coordinator/workshop attendees

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:

Parent engagement is an important part of the ESL Program and is ongoing throughout the year. During the month of September and throughout the year as necessary, the ESL teacher will conduct orientation sessions for the parents of newly enrolled English Language Learners. Notification letters will be sent out in English and home languages regarding this session. The orientations will include discussions on state standards, assessments, school expectations, and program requirements for the ESL Program. Parents are provided with an individual student report about the performance of their child on the LAB-R, New York State English as a Second Language Assessment Test (NYSESLAT), and State assessments in at least math, language arts, and reading. The ESL teacher will conduct orientation sessions in English. A Bilingual dictionary is given to each parent attending these workshops and a Spanish-speaking interpreter will be available as well.

Workshops occur throughout the year from September through May for parents, on topics that include literacy, math, and helping your child at home. These workshops are presented by the Parent Coordinator and ELL Coordinator. The ESL teacher will also coordinate cultural awareness trips and

Part D: Parental Engagement Activities

activities in which parents and students will be invited. These activities and workshops are at no cost to the program. School-wide letters that go home to notify parents of all activities are translated as well.

Part E: Budget

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

Allocation Amount: \$11200

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 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		