



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BAYCHESTER ACADEMY

DBN (11X169):

PRINCIPAL: CRISTINE VAUGHAN

EMAIL: CVAUGHA2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH A. WHITE

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
Cristine Vaughan	*Principal or Designee	
Kendra Gardner	*UFT Chapter Leader or Designee	
Steve Miller	*PA/PTA President or Designated Co-President	
Rena Green	Member/Assistant Principal	
Eileen Murphy	Member/Teacher	
Susan McCarthy	Member/Teacher	
Gina Trandiak	Member/Teacher	
Rose Miller	Member/Parent	
Cloyette Eversly-Holder	Member/Parent	
Denver Brown	Member/Parent	
Theresa Perry	Member/Parent	
Tish Coleman	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Improve teacher effectiveness in competencies: 1e. Designing Coherent Instruction; 3b. Questioning and Discussion Techniques; 3d Using Assessment and Instruction using the Danielson Framework for Teaching. 65% of teachers will move one level in competencies 1e, 3b and 3d using Teacher Effectiveness Program framework by June 2013.

Comprehensive needs assessment

After conducting a thorough analysis of ELA and Math performance results, NYC DOE Learning Environment Survey data and yearly teacher performance goals, we have identified improving teacher effectiveness as a priority goal.

Quality Review findings indicated a need for a more rigorous and frequent cycle of teacher observations to elevate pedagogical practices as a means to increase student achievement (QR 4.1).

Instructional strategies/activities

- School wide participation in Teacher Effectiveness Program pilot (TEP).
- Teachers will participate in a minimum of 12 hours of professional development in order to become proficient in the three school selected competencies. Professional Development sessions will be conducted throughout the school year on Chancellor's Conference days and during regularly scheduled teacher team and faculty meetings.
- Use resources, structures, and best practices observed to support teachers' understanding of the Danielson *Framework for Teaching* (e.g., videos on ARIS Learn, teacher team meetings, inter-visitations).
- School Leaders will facilitate teacher-to-teacher inter-visitations and formative classroom observations.
- School leaders will set up and follow a schedule for formal and informal observations with timely feedback to teachers aligned to the school-selected Danielson competencies.
- TEP coach will train school administrators to use the Danielson *Framework for Teaching* rubric to provide feedback for formal and informal teacher observations.
- Administrators will conduct TEP mid and end of year goal conversations to track progress and target extra support to help teachers meet goal of moving one level in 1e. Designing Coherent Instruction; 3b. Questioning and Discussion Techniques; 3d Using Assessment and Instruction by June 2013.
- Teachers will design rigorous and engaging common core aligned units of study and lesson plans that are in alignment, minimally, within the specified criteria of the "effective" rubrics for 1e. Designing Coherent Instruction; 3b. Questioning and Discussion Techniques; 3d Using Assessment and Instruction.

- Teachers will set goals and write professional action plans with mid and end of year reflections to self monitor progress.
- Use Teacher Effectiveness Program ARIS portal to gather and disaggregate mid and end of year teacher effectiveness data to monitor teacher progress.
- Identify unit plan templates with “highly effective” attributes as outlined in 1e. Designing Coherent Instruction.

Strategies to increase parental involvement

- Information is routinely shared and disseminated at School Leadership Team and PTA meetings.
- Parents are regularly engaged in both math problem solving and reading/writing activities during School Leadership Team (SLT) meetings and at parent workshops

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).
 - ✓ Books, (Manipulatives, Books, Videos)-General Supplies FSF
 - ✓ LSO Support Professional Development opportunities for Coaches, Principal, and Assistant Principals-FSF
 - ✓ Substitute Per Diem Teachers –TL
 - ✓ Per Session for Literacy Unit Planning-ARRA RTTT Data Specialist
 - ✓ Assistant principal -FSF

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

Build teacher teams' capacity to align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs. Each grade team will revise and implement two Common Core-aligned units in English Language Arts and Mathematics. By June 2013, 100% of students will complete 4 performance assessments (2 ELA and 2 Mathematics) as a means to measure the effectiveness of the unit of studies' impact on student achievement.

Comprehensive needs assessment

A review of school wide curricula indicated gaps in common core aligned units and lessons. We examined the year-long ELA and Math scope and sequence and determined areas that needed to be more closely aligned to the standards and as a result we revised and designed new units of study.

Instructional strategies/activities

- Grade teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will identify the gaps in learning and create plans for closing those gaps. Supplemental units will be created to teach the common core standards that are assessed in the baseline and actual tasks since these standards are not addressed in Envision Math or Teachers College Reading and Writing Project.
- Six teachers along with the administration will participate in an intensive 15 hour CCLS math course provided by NYC DOE Office of Achievement Resources. As a result of this course each grade will produce a CCLS aligned math unit.
- During grade meetings, teachers will strengthen our current social studies and science curriculum maps to include four nonfiction report writing tasks.
- Teachers will collaborate weekly, using a rubric, to score unit tasks and performance assessments.
- Teacher teams will have 5 periods of common planning time per week for unit planning.

Strategies to increase parental involvement

- Information is routinely shared and disseminated at School Leadership Team and PTA meetings.
- Parents are regularly engaged in both math problem solving and reading/writing activities during School Leadership Team (SLT) meetings and at parent workshops.

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).
- ✓ One F-Status Math Coach to provide Professional Development- TL
- ✓ AUSSIE Math Consultant to provide Professional Development-Title1
- ✓ Two Teacher's College Staff Developers to provide Professional Development-Title 1
- ✓ Per Session for Literacy Unit Planning-ARRA RTTT Data Specialist

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

Improve math student performance and progress in grades Prekindergarten – grade 4. By June 2013, October and May Envision unit results will show 75% of students in K-4 performing at levels 3 and 4 on unit assessments.

Comprehensive needs assessment

Each year we conduct a thorough analysis of our math performance results. 2012 performance data revealed a need to redesign our math curriculum to include greater emphasis on multiplication, division, fractions, and problem solving.

Instructional strategies/activities

- Math consultant and math staff developer will provide targeted professional development on mathematical pedagogical strategies 1x a month.
- Classroom teachers and Academic Intervention Services (AIS) providers will conduct assessments and maintain progress records to document goal outcomes.
- School leadership will hire and schedule instructional support periods for teachers using math coach and external consultant.
- Six teachers along with administration will participate in an intensive CCLS math 15 hour course provided by NYC DOE Office of Achievement Resources. The focus of this course will be on planning common core aligned units of study in mathematics.
- Math consultant and math staff developer will assist PreK- 4 grade teams in school wide grade-by-grade curriculum CCLS gap analysis.
- School wide implementation of the weekly exemplar word problem protocol designed to build math knowledge, skills and confidence.
- Math consultant and math staff developer will develop a menu of mathematical games geared to helping students build number sense and math facts fluency and automaticity.
- Redesign math lesson planning expectations for all grades. Math Envision lesson planning will be aligned to Danielson 1e, Designing Coherent Instruction.
- Math extended day program will begin December 2012 to April 2013; Tues., Thurs. (7:30 AM to 8:30 AM)
- Schedule 1x math common planning period a week for the planning.
- Mathematics simulation tests will be administered in October, January and March to prepare students in grades 3 and 4 for the state examinations.

Strategies to increase parental involvement

- Information is routinely shared and disseminated at School Leadership Team and PTA meetings.
- Parents are regularly engaged in both math problem solving and reading/writing activities during School Leadership Team (SLT) meetings and at parent workshops.

Budget and resources alignment

- Indicate your school's Title I status: X 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).
- ✓ One F-Status Math Coach to provide Professional Development-TL
- ✓ AUSSIE Math Consultant to provide Professional Development-Title1
- ✓ Per session for seven teachers providing small group instruction during Extended Morning Program –Title1

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Improve ELA student performance and progress in grades Prekindergarten – Grade 4. 80% of students in each class will achieve progress in reading using the Teachers College Reading benchmarks by June 2013 (i.e. grade one will move a minimum 6 levels across the year).

Comprehensive needs assessment

Each year we conduct a thorough analysis of our ELA performance results. A review of our 2012 performance data revealed a need to redesign our Reading curriculum to include greater emphasis on text complexity, text based questions, close reading, guided reading and the analysis of running record assessment. A review of our writing curriculum indicated that our students needed more exposure to informational report writing.

Instructional strategies/activities

- Expand the work of grade level inquiry teams to include the monthly designing of CCLS reading and writing units that include weekly performance tasks, rubrics and student work.
- Strengthen our current social studies and science curriculum maps to include CCLS units, tasks and performance assessments.
- Inform parents of their child’s ELA progress in November, January, March and May.
- 100 % of teachers will engage in Data Dialogues with administrators 3x a year.
- Professional development will be conducted to train teachers and improve practices in the administration and analysis of running records and student writing samples.
- Levels 1 and 2 at-risk students will receive push-in intervention and differentiated monthly progress monitoring.
- ELA extended day program will begin Nov. 2012 to April 2013; Tuesday, Wednesday and Thursday (7:30 AM to 8:30 AM)
- Teachers College benchmark assessments will be administered school wide 5x a year (September, November, January March and June)
- Informal interim assessments (I.e. Running records, conferences) will be administered to diagnose track and monitor student progress in reading.
- ELA simulation tests will be administered in October, January and March to prepare students in grades 3 and 4 for the state examinations.
- Implementation of school wide text complexity block to support new Common Core Learning Standards (CCLS).
- Schedule two common planning periods weekly per grade for the articulation, analysis and planning of ELA instruction.
- Teachers will be provided targeted professional development on literacy pedagogical strategies.

Strategies to increase parental involvement

- Information is routinely shared and disseminated at School Leadership Team and PTA meetings.
- Parents are regularly engaged in both math problem solving and reading/writing activities during School Leadership Team meetings and at parent workshops.

Budget and resources alignment

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

- ✓ Two Teacher's College Staff Developers to provide Professional Development-Title 1
- ✓ Per Session for Literacy Unit Planning-ARRA RTTT Data Specialist
- ✓ Per session for seven teachers providing small group instruction during Extended Morning Program –Title1
- ✓ Leveled classroom libraries - FSF

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

To increase parent awareness of CCLS grade level expectations, student accountability for performance and progress, and supports provided for the individual child's grade level curriculum. 100% of parents/guardians will receive communication from Baychester Academy a minimum of every 6- 8 weeks on student ELA and Math progress and performance throughout the 2012-2013 school year.

Comprehensive needs assessment

Learning Environment Surveys revealed a need to improve and increase parent-teacher communication around student performance and achievement.

Instructional strategies/activities

- Curriculum Night
- Curriculum Day
- Distribute Student Progress Reports in January and May.
- Distribute Report Cards in November 2012 and March 2013.
- Distribute Promotion In Doubt Letters in January 2013.
- Monthly workshops to support parents in strengthening the parent/teacher relationship
- Monthly workshops to help parents support their child at home in Reading, Writing and Math.
- Monthly workshops to support parents of students with disabilities
- Workshop topics will include:
 - ARIS as an informational tool
 - Computer technology and software to support their child's academic achievement
 - How to understand, interpret, and use data
 - What are the NYS ELA and NYS Math Assessments? What are the Core Standards?
 - Test Preparation strategies and activities for the New York State ELA and Math Standards
 - Supporting their child's learning in CCLS ELA and CCLS Mathematics
 - Benchmarks for supporting children to become better readers
 - Tips for quality homework
 - Strategies that foster positive behavior at home and in school
 - Establishing a strong home-school connection
 - Becoming a parent volunteer
- Invitations to several special celebrations (monthly literacy celebrations and publishing parties, music and theatre productions)
- School website www.baychesteracademy.com

Strategies to increase parental involvement

- Inform parents of their child's progress in November, January, March and May.
- Inform parents of their child's progress toward meeting the Common Core State Standards.
- Second Cup of Coffee, which are monthly parent meetings, highlight specific academic areas for discussion.
- A monthly parent newsletter includes a student task in Math for parents and students to complete at home. Tips and strategies are provided monthly for parents on ways to assist their child at home.

Budget and resources alignment

- Indicate your school's Title I status: x 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

- ✓ Parent Coordinator Position – Tax Levy

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	Reading Strategy Groups	Small group	During the school day
	Fountas & Pinnell Intervention System	Small group	During the school day
	Wilson	Small group	Before the school day
	Extended Morning	Small group	Before the school day
Mathematics	Math Strategy Groups	Small group	Before the school day
Science	N/A	N/A	
Social Studies	N/A	N/A	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk Character Education by social worker	Small group	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

1. Baychester Academy created a hiring team composed of teachers and administration. This team has created an interview protocol to ensure the hiring of staff committed to the BA philosophy and values.
2. Strategies for hiring and retaining effective teachers :
Our school continues to maintain rigorous hiring practices which include interviews, demo lessons, and background checks. Majority of our teachers are highly qualified for their positions based on an annual survey.
3. Administration and Baychester Academy hiring team attend recruitment hiring fairs.
4. Sixteen teachers along with administration will participate in an intensive 15 hour course provided by NYC DOE Office of Achievement Resources. New teachers to BA will participate in the CCLS course designed to support them with planning common core aligned units of study in mathematics and ELA.
5. Teachers participate and benefit from the Teacher Effectiveness Program and receive feedback, including actionable next steps and plans to support their professional growth.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

Parent Compact

- I agree to share the responsibility for the academic improvement of my child.
- I agree to monitor my child's attendance and ensure that my child arrives to school on time, (between the hours of 8:10am - 8:30am), and understand my child will be marked late starting at 8:40am.
- I agree to follow the appropriate procedures to inform the school when my child is absent. (e.g., provide an absence note or medical documentation to my child’s teacher when my child is absent).
- I agree to ensure my child is in school for a full day of instruction and schedule medical appointments on vacation days and/or on school holidays.
- I agree to read to my child and/or discuss what my child is reading each day for at least 15 minutes each night.
- I agree to promote educational video games such as, Funbrain.com and set limits to the amount of time my child watches television. When my child does watch television I will use close captioning.
- I agree to promote the positive use of extracurricular time such as, extended day learning opportunities, clubs, and /or quality family time.
- I agree to encourage my child to follow school rules and regulations, including, the BA R.O.C.K.S Matrix, and will discuss this compact with my child.
- I agree to volunteer in my child’s school, or serve to the extent possible on advisory boards, (e.g., Title I Parent Committees, School District or Leadership Teams).
- I agree to join and actively participate in the Parent Teacher Association and understand my attendance is expected at P.T.A. meetings.
- I agree to communicate with my child’s teacher about educational needs and stay informed about their education
- I agree to respond to school surveys, feedback forms, and notices when requested.
- I agree to participate in parent workshops, and learn more about teaching and learning strategies related to the new Common Core Curriculum whenever possible.

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Jose Ruiz	District 11	Borough Bronx	School Number 169
School Name The Baychester Academy			

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

Principal Cristine Vaughan	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Elmer Myers	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	361	Total Number of ELLs	4	ELLs as share of total student population (%)	1.11%
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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. [i](#)

Public School 169 (Baychester Academy) is located in the North East section of the Bronx. This currently Pre-Kindergarten through Fourth Grade school serves a population of about 360 . Our school opened the doors to the children in our community for the first time in 2009. This is our fourth year as a school.

ELL Identification Process

All parents are given the HLIS form to complete upon registration. The ESL teacher, Jessica Skarvinko will help a parent complete HLIS in English and Spanish. A translator for other languages is provided if needed. Ms. Skarvino conducts the informal oral interview with the parent and student in English and Spanish, translator provided in other languages. Based on HLIS and informal interview, teacher will determine if student is eligible for LAB-R testing within 10 days of registration. If through LAB-R, it is determined student is an ELL, parent is given Entitlement letter and invited to Parent Orientation meeting. Ms. Skarvino schedules a ELL Parent Orientation meeting within the 10 days of student registering. At the meeting, Parent views the DOE ELL Parent Orientation video describing the three NYC ELL programs. Brochures are also given to parents with information about the ELL programs. Then, Parent Survey and Program Selection forms are distributed and completed by the parent. Once the selection of program choice is made by the parent, we place the student accordingly. Students are tested by the NYSESLAT to determine continued entitlement. At the present time, we have four ELLs. Three have been with us since Kindergarten and one is a second grade student who was transferred from another school where she was identified as an ELL. We tested one student who was eligible for LAB-R testing based on HLIS and oral interview. The student scored above the cut score on the LAB-R and was placed in general education. Two of the ELLs are served as per their IEP. All four students are provided with ESL instruction via a Certified Common Branch teacher. The trend in program choices so far for our three ELLs is ESL and Bilingual Instruction. Two of our students came into the school with IEP's, they were evaluated and recommended for placement by the Committee of Special Education. One student came with the IEP recommendation of Special Education Bilingual Instruction and has an Alternative Paraprofessional in a Special education class. The other students are provided with ESL instruction based on parent choice. One of the students is not recommended for ESL on her IEP eventhough based on her HLIS, she is entitled for ELL services.

The third and fourth ELL became entitled as a result of HLIS information and LAB-R results. All four students are provided with ESL instruction via a Certified Common Branch teacher and will be receiving ESL instruction from a certified ESL teacher.

The trend in program choices so far for our four ELLs is ESL and Bilingual Instruction; Bilingual education was only recommended for

the Student with a Disability through the IEP process.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	4		2							4
Total	4	0	2	0	0	0	0	0	0	4

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				3										3
Chinese														0
Russian														0
Bengali														0
Urdu				1										1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	4	0	4								

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

At the present time, we have four students who are mandated to receive ESL instruction. The ESL instruction has been provided but not by a certified ESL teacher. We now have a certified ESL who will provide ESL instruction via a push in model. She will service the students the full mandated minutes of instruction as per CR 154 and based on their proficiency levels as determined by the NYSESLAT. The literacy needs of our ELL students are addressed through small group, intensive guided reading sessions. These sessions include a specific focus on phonological awareness, letter and sound identification, decoding skills, comprehension skills, as well as fluency skills. These groups are currently held throughout the school day.

All of our ELLs fall within the 0-3 years since they are all in 2nd grade and have been with us since Kindergarten. We have two ELLs who are students with disabilities. We do not have any other subgroup.

The teacher conducts shared and guided reading lessons using ESL strategies to further support these students. In addition, the teachers will work with the students in developmental exploration centers, literacy centers and science centers using the Guidelines for New Arrival Oral Language Checklist to assist with differentiated planning. A continued effort will be made to implement the core curriculum of Balanced Literacy, Mathematics, Science and Social Studies through thematic units to seamlessly provide instruction for these students.

The following features of the instructional program at Baychester Academy are designed to include the development of all young language learners:

- Daily Practice in reading, writing, and word study
 - Small group and individualized instruction in reading, writing and math
 - Emphasis on speaking and listening through accountable talk, turn and talk and sharing of writing
 - Use of classroom libraries
 - Supplementary books/texts and other materials
 - Math manipulatives /centers
 - Developmental exploratory centers which include but are not limited to (House Keeping, Sand and Water Tables, Block Center, Art Center)
 - Literacy comprehension and fluency centers-Education Through Music (ETM) engagement of oral language skills through songs and movements
 - Thematic project based learning to teach skills in context
- Education Through Music - Music as part of every school day was chosen in order to enhance students' academic performance and overall development

A. Programming and Scheduling Information

Through the EnVision math program Unit pretests, daily Quick Checks, Unit Topic Tests and 4 Benchmark Assessments are administered to the students and analyzed by individual teachers as well as the administration. This analysis is contained in a data binder and is studied to target areas needed for improvement and implications for instruction. As the data is received small guided math groups are implemented to support differentiated targeted instruction. Teacher observation/anecdotal records are also administered to identify the strengths and weaknesses of the instructional plans. Grade specific common planning sessions are also designed to support the embedded school program.

The FOSS core program supports standard based instruction with an emphasis on hands on, interactive thematic units. To support at risk students, technology and science websites aligned with the thematic units will be integrated into the core program. An emphasis on science vocabulary, synthesizing text to deepen knowledge and the development of discovery based inquiry and process skills will be the vehicle in which we will reach the at risk , average and above average students.

Social Studies is taught through thematic units and projects that include multi-sensory experiences, reading, writing and vocabulary concepts. Some activities that are designed to meet the needs of all learners in the social studies curriculum include exposure to fiction and non fiction books, interactive read-alouds, poems, rhymes, big books, interviews of people, field trips, shared writing with graphic organizers, brainstorming, and learning through art. The inclusion of music through ETM (Education Through Music) program is designed to foster community building and support social studies content.

The above activities are carefully planned to include the needs of all learners through the multiple intelligence model of learning.

Courses Taught in Languages Other than English ⓘ

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

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

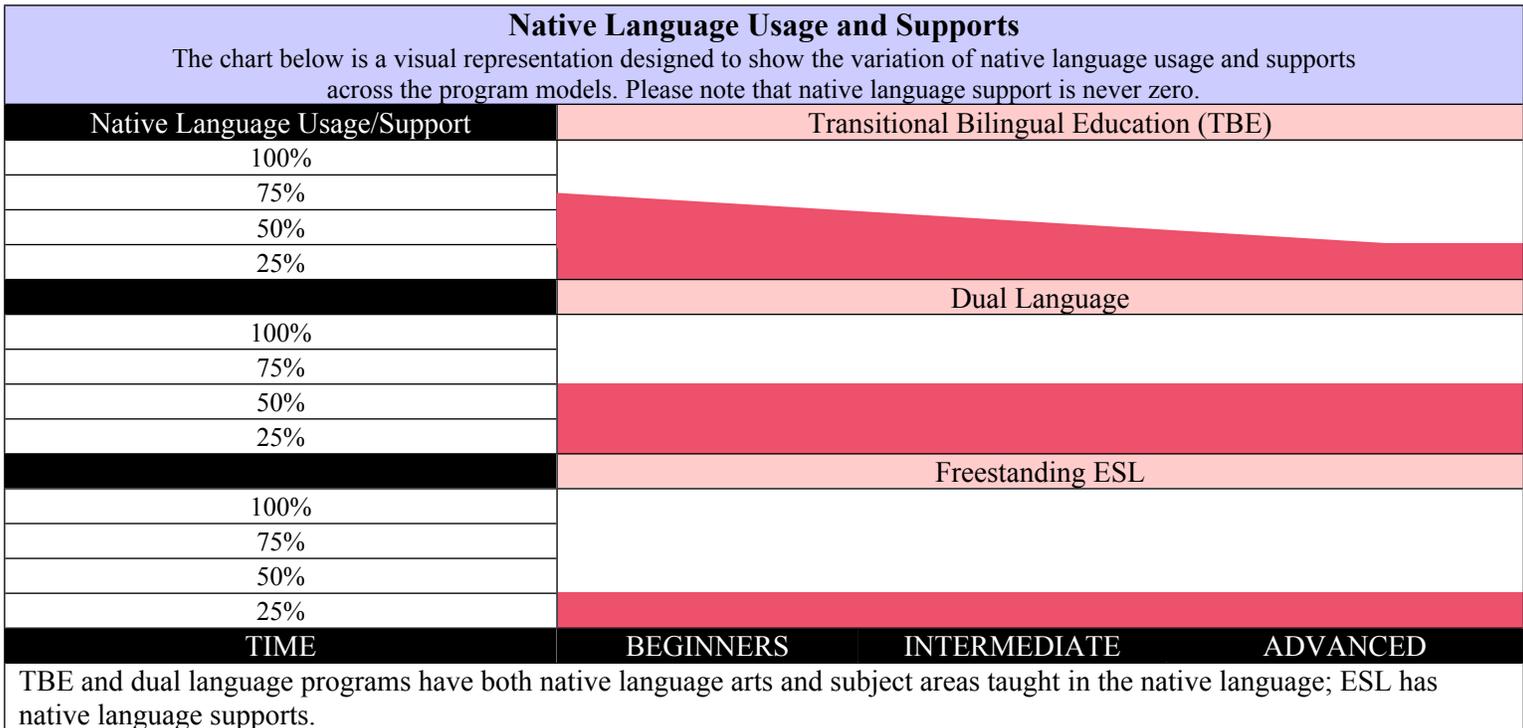
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

At risk students are targeted and provided an additional guided reading group twice a week by the classroom teacher. In addition, Foundations is used as a phonetic program for all of our students. The AIS Teacher works with the students on the Great Leaps Program to focus on sight words and fluency.

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.

All instructional support staff (teachers, AIS provider and administration) at Baychester Academy are involved in bi-monthly professional development sessions which are 2 hours in length. These sessions are held every other Monday in order to collaborate and maintain a professional learning community. In addition to the bi-monthly professional development meetings, there are daily common planning meetings and individualized mentoring that is designed to support the needs of the teachers who are working directly with the ELL student. As an Early Childhood School, oral language, speaking, listening, reading and writing are at the forefront of all of our sessions. We provide the following direct supports to our staff: The dissemination of relevant and up to date literature that addresses the needs of ELL students; several dedicated workshop model P.D. sessions in which teachers are allotted the opportunity to assemble and incorporate instructional activities (e.g. barrier games, picture cue cards, etc...), etc. An ELL case study will be brought to both the Child Case Study Team and Inquiry Team for review and analysis. The ESL Licensed Teacher supports us with any concerns we have with our students.

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 Involvement

- Baychester Academy website communication portal to share upcoming parent involvement events as well as curriculum updates.
A Parent Coordinator who addresses the concerns of the ELL parents.
- The following activities are planned for the 2012-2013 school year:
- ESL classes for parents and or caregivers.
 - Parent Workshops that address math and literacy skills.
 - Learning Leaders training for parents and caregivers within the school.

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)				2										2
Intermediate(I)														0
Advanced (A)				2										2
Total	0	0	0	4	0	0	0	0	0	0	0	0	0	4

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

The NYSESLAT data for our ELLs revealed the following: two of the students are at the proficient and advance levels within both the Listening/Speaking and Reading/Writing modalities of the test. The other two students who have a disability scored at the Beginner and Intermediate levels within the Listening/Speaking and the Reading/Writing sections. Based on the NYSESLAT data and the analysis from Teachers College Reading and Writing Project (TRCWP) assessment system we have identified oral language development to be the area of greatest need for our ELLs. The schools core curriculum is designed to meet the needs of all children who need Oral Language Development. Currently as an Early Childhood School, we have created a program that emphasizes the importance of oral language development. The following components and strategies of our program are designed to facilitate the needs of young language learners:

- Dramatic Exploratory Play (House Keeping)
- Puppet Shows
- Reader's Theatre
- Sand and Water Tables

- Art Centers (self expression through the arts)
- Music and Movement
- Listening Centers
- Block Centers
- Technology/ Computer and Smart Board centers
- Tactile/ Hands on interactive exploratory activities in science
- Interactive Read Alouds, Big Books, Poems, Songs and Chants
- Daily Turn and Talk Opportunities (accountable talk)
- Modeling/ Demonstrations of all lessons
- Daily Interactive reading and writing with appropriate partnerships while reading
- The appropriate use of language structure to be used by all adults interacting with children
- The promotion of communication to appropriate audiences when sharing writing and thoughts
- Utilizing non- fiction text, charts and photographs to form real life connections
- The use of non- verbal communication (using hand gestures, facial and body expressions) to make meaning
- 1:1 student/adult conferencing and discussion in Reading, Writing, Speaking and Listening sessions
- Scaffolding of instructional strategies through repetition, visuals, and total physical responses
- The use of games and cooperative discovery in mathematics
- An emphasis on language to promote explanations of mathematical conclusions
- Equity of instructional time provided to each child who is identified as experiencing Oral Language

It is the expectation that every young learner who reaches the oral language developmental milestones for their age in months and years will achieve success through the above. The goal for all young learners at Baychester Academy is that they will acquire the language skills necessary to be successful communicators in school, at home and beyond.

More specifically, the ongoing measurement of the progress made in English Language development for ELL's will be determined by the NYSESLAT. The results of this assessment will be utilized to construct instructional grouping or 1:1 English Language support at the student's level. Literacy assessments such as running records, Concepts of Print, Word Lists and Rhyming and Segmenting and a monthly writing analysis as well as Math portfolios and end of unit exams and alternative assessments will be conducted to monitor the progress of the English Language Learning student.

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: PS 169

School DBN: 11X169

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/13

School Name: PS 169

School DBN: 11X169

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		1/1/13
	Parent Coordinator		1/1/13
	ESL Teacher		1/1/13
	Parent		1/1/13
	Teacher/Subject Area		1/1/13
	Teacher/Subject Area		1/1/13
	Coach		1/1/01
	Coach		1/1/13
	Guidance Counselor		1/1/13
	Network Leader		1/1/13
	Other		1/1/13
	Other		1/1/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 11X169 School Name: PS 169

Cluster: 6 Network: 607

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.

PS 169 has undertaken several steps in order to ensure that all parents are provided with appropriate and timely information in a language they can understand. First, the Home Language Identification Surveys (HLIS) were reviewed to identify which languages were read and written at home. This was done by the ESL teacher in conjunction with the school's Parent Coordinator. Next, an informal oral language survey was conducted by the ESL teachers with the students to clarify the language needs in the home. Finally, the classroom teachers discussed with the ESL teachers and the Parent Coordinator the language needs of the parents with whom they need to communicate. The language in which translation is mostly needed is Spanish. Additionally, it was determined that for Child Study and IEP meetings, oral interpretation services may need to be provided in Spanish and Bengali.

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 the process followed and discussed in question 1, PS 169 has determined the language in which written translation and oral interpretation is needed in Spanish. All important documents (ie. letters, report cards and other correspondence) will be translated into Spanish. This correspondence includes but is not limited to Title I and Title III letters for after school programs, important and necessary letters to be sent home, handbooks, flyers for parent workshops, and letters that are sent home from the School Assessment Team to parents for I.E.P. Meetings.

These translated services will meet our identified needs so that our large, non-English speaking population will be more involved in the day to day activities of our school. Non-English speaking families will be more aware of the workshops, activities, and services provided to the PS 169 school community. These services will provide Non-English speaking parents with access to their children's education options, help support parent- school accountability and broaden parent's capacities to reach their child's educational goal. Additionally, these services will also help

ensure our continued compliance with CR Part 154 and Title III regulations.

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.

We reviewed the Home Language Identification Surveys (HLIS) to identify what languages are spoken at home. We conducted an informal oral survey with the students to clarify the language needs in the home. Finally, the classroom teachers discussed with the ESL teacher, student's para professional and the school's parent coordinator the language needs of the parents with whom they need to communicate. The language in which translation and oral interpretation are needed is mainly Spanish. For PPC and IEP meetings there is also a need for oral interpretation in Spanish. On site Spanish translation services will be provided by the ESL teachers, parent coordinator or other school staff. If the need for translation (Albanian, French, Twi or Fulani) services for PPC and IEP meetings should arise, then an outside vendor will be provided by the school.

The process described above will ensure the timely dissemination of translated documents to parents determined to be in need of language assistance services. In addition, parents will be able to support shared parent-school accountability, access information about their children's educational options and increase their capacities to improve their children's achievement. In addition, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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.

PS 169 will provide oral interpretation services for all Parent-Teacher Association meetings in Spanish. In addition, these services will be available for parent workshops and parent-teacher conferences. Oral interpretation in Spanish will also be available at School Assessment Team IEP meetings. These services will be provided in-house by school staff. If there is a need for oral interpretation services for PPC and IEP meetings in a language other than Spanish, an outside vendor will be contracted.

These oral interpretation services will meet our identified needs so that our non-English speaking parents will feel more comfortable to attend the workshops and meetings provided for the P.S. 169 school community. Non-English speaking families will be more cognizant of the workshops and services provided for the P.S. 169 school community. Our non-English speaking parents will have a better understanding of their children's educational options, will be more empowered to support shared parent- school accountability and will ultimately increase their capacity to improve their children's achievement. These services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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>.

PS 169 will provide Spanish translation and interpretation services for all important citywide and school-wide materials as well have an interpreter available in Spanish at parent meetings including ESL parental choice, parent workshops, and PTA meetings. These services will be provided in-house by school staff. If the need arises to provide interpretation services for PPC or IEP meetings in a language other than Spanish, then an outside vendor will be contracted to provide these services.

If translations are not readily available, we will notify parents of other options regarding school documentation.