



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE BAY ACADEMY FOR THE ARTS AND SCIENCES

**DBN (i.e. 01M001):** 21K098

**Principal:** MRS. MARIA TIMO

**Principal Email:** MTIMO@SCHOOLS.NYC.GOV

**Superintendent:** ISABEL DIMOLA

**Network Leader:** MICHAEL MEHMET

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Maria Timo	*Principal or Designee	
Jacqueline Herman	*UFT Chapter Leader or Designee	
Marianne Russo	*PA/PTA President or Designated Co-President	
	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	
Janice Dalton	Member/ CSA	
Nicole D’Agosta	Member/ CSA	
Scottie Perry	Member/ UFT	
Denise Kritikos	Member/ Parent	
Cindy Choi	Member/ Parent	
Randy Grossman	Member/ Parent	
Randy Sitorius	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>N/A</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>N/A</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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 2014, students that performed in the lowest third of the city including general and special education students in grades 6-8 will improve their ELA performance by 2% as measured by the NYS 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 examining the data from the 2013 ELA exam, we found that as a school 94 students of our total population of 1369 scored in the lowest third of the city. Of the 94 students 34 are grade 6 students, 36 are grade 7 and 24 grade 8. The item skills analysis for the 2013 exam was reviewed to look for trends in performance. We found that students performing in the lowest third in the city had difficulty with questions that asked them to write either a short or extended response. In looking at the grade 6 subgroup of students we found that 44 out of the 70 extended questions received a score of 0 or 1. 53 out of 240 short response questions received a score of a 0. In looking at the grade 7 subgroup of 36 students we found that 216 of the 296 short response questions received a score of 0 or 1. 40 out of the 74 extended response questions received a score of 0 or 1. The eighth grade subgroup data should that 15 of the 48 extended response questions received a score of 0 or 1. Using this information, the ELA department will focus on writing and answering text dependent questions using both short and extended response formats.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- Incorporate Universal Design for Learning into each lesson to meet the educational needs of each child. This includes but not limited to: staggered do-now assignments, assignments that offer options for the child based on their strengths and weaknesses in ELA.
- Utilize Expeditionary Learning protocols such as close reading, chunking the text, mix and mingle, chalk talk, carousel walks and quick writes.
- Utilize Expeditionary Learning Targets to guide instruction such as choosing and analyzing relevant evidence
- Build proficiency in using textual evidence to support ideas in writing both in shorter responses and in an extended essay
- Pair literature alongside relevant complex informational texts
- Collaborate with the Latin Department to increase student vocabulary through the study of roots prefixes, suffixes, word origin and specific academic vocabulary and emphasize writing skills
- Set SMART goals with students each marking period utilizing data from EdPerformance. The goals will correlate with the ELA standards covered during the marking period. Midway through the trimester, the goals are assessed to measure progress. If the student is not progressing towards their goal, strategies are implemented to assist the student in attaining the goal
- Students in all grades will receive 8 periods of ELA per week. Students will be grouped homogeneously to support student skills attainment
- Teachers will meet weekly in Teacher Teams on each grade level to identify a target group or students and develop strategies to assist the students in meeting the standards
- Students in need of additional support are recommended for SETTS services
- Meet as a Core Inquiry Team led by a member of the administration to analyze student work for trends in learning and make adjustments to instruction as needed
- Meet bi-monthly as members of the Common Core Standards Team to discuss the implementation of the Common Core Learning Standards and examine student work
- Continue to curriculum map and revise current curriculum maps utilizing Rubicon Atlas. Ensure that all curriculum maps reflect rigorous, challenging and engaging lessons. Curriculum maps will reflect the new Expeditionary Learning curriculum which is aligned to the Common Core Learning Standards
- Participate in Professional Development based on the needs of the teachers; scheduled to support teachers in curriculum design, lesson planning, data analysis, Common Core Learning Standards, ELL Support, and utilizing interactive white boards in the classroom to enhance instruction
- Turn-Key model lessons will be executed by teachers who attend meetings.

#### B. Key personnel and other resources used to implement each strategy/activity

1. All teachers in the school will work to meet this goal. In ELA the teachers will utilize Expeditionary Learning resources purchased in September 2013. The Assistant Principal will monitor the implementation of the strategies.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The data specialist on each teacher team will analyze the results of assessments given. These assessments will include pre and post assessments aligned to Expeditionary Learning, Exit Slips, Performance Assessments, EdPerformance and Periodic Assessments.

**D. Timeline for implementation and completion including start and end dates**

1. The timeline for implementation is September 2013 to May 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teacher teams will meet 1X per week for 47 minutes. Inquiry Team comprised of 6 teachers and 2 administrators will meet 2x per month for 2 hours each session. Common Core Team comprised of 6 teachers and 2 administrators will 2x per month for 2 hours each session. Small group instruction, Academic Intervention Services and Lunchtime tutoring.

**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).

- Plan and implement professional development for parents on Expeditionary Learning
- Schedule monthly PTA meeting with guest speakers who can provide strategies for parents to support their child's education
- Share information with parents regarding the school's educational programs
- Plan school events such as Curriculum Night and Parent Teacher Conferences
- Use Edline as an effective communication tool.
- Provide resources for parents to be more involved in their child's progress. These resources will be available on Edline and backpacked home to parents.
- Communicate on a weekly basis through Edline website and Easy Grade Pro electronic gradebook. Teachers upload progress reports to keep parents apprised of student progress. Progress reports are printed every trimester and kept in student portfolios. Lesson notes and homework assignments are uploaded on a daily basis to inform parents of classroom activities
- Send notes home in student planners. Teachers write notes to keep parents aware of their child's performance in the classroom.
- Contact parents. Whenever students are not performing to their full abilities, teachers contact parents via email and phone to discuss options to improve their child's academic performance.
- Scheduled meetings with parent/guardian, teacher and AP's when necessary

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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 2014, students who performed in the lowest third on the 2013 NYS Math exam will improve their problem-solving skills to enhance their performance by 3% as measured by the NYS Math Assessment constructed response questions.

**Comprehensive Needs Assessment**

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

Teachers identified each student's strengths and weaknesses using available data to drive instruction, such as ARIS, SchoolNet, Formative/Summative assessments, EdPerformance as well as teacher observations and interactions with students. Teachers used the Baseline as a pre-assessment to identify the skills of their students at the beginning of the school year.

Teachers observed that students have difficulty identifying given information and the question within a given problem. In addition, students need guidance in choosing problem-solving strategies to solve the problem. Finally, students need to improve on including detail and using correct mathematical language in their explanations. Students also need improvement in using concrete models or drawings to justify their responses. The teachers used data from the Items Skills Analysis

Report and the Baseline Performance Report to support the goal. Both reports compiled data results from the 2013 NYS Math exam.

Using data reports, teachers observed that the students' performance in the short and extended response questions was not meeting the standards. The Item Skills Analysis Report shows that the target group of students scored below a 65% in short and extended response questions. On average, the students chosen in the Inquiry study group performed on a level that is not meeting the NYS standards. The scores are below the passing rate of 65% and indicate a deficiency in the performance of students in the constructed response section of the NYS Common Core Math exam.

In addition, the teachers observed the following data:

- Grade 6: The Items Skills Analysis report shows that our school performed higher than the state in all standards addressed on the 2013 NYS Common Core Math exam on the 6th grade level. However, the standard that students had the most difficulty with was 5.NBT.7: Number and Operations in Base Ten. Overall, students in the lowest third achieved .02% in this standard on the short response question. Based on this data, we can conclude that 6th grade students have difficulty solving problems in real-life settings, especially using concrete models, drawings or strategies based on place value to justify their response.
- Grade 7: The Items Skills Analysis report shows that our school performed higher than the state in all standards addressed on the 2013 NYS Common Core Math exam on the 7th grade level. The standard students had most difficulty with is 6.EE.9: Expressions and Equations. Overall, students in the lowest third earned achieved a 0.1% in this extended response question. According to this information, we can observe that 7th grade students have difficulty using variables to represent two quantities in a real world problem in relationship to one another.
- Grade 8: The Items Skills Analysis report shows that our school performed higher than the state in all standards on the 2013 NYS Common Core Math exam on the 8th grade level. The standard that students did not perform well on was 7.EE. 1: Expressions and Equations. Overall, students in the lowest third achieved a 0.04% in this particular standard in this short response question. Based on this data, we can see that 8th grade students have difficulty with applying properties of operations as strategies to add, subtract, factor and expand linear expressions with rational coefficients.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- Teachers will focus on creating lessons and problem sets for the standards that students received the lowest possible points on the short and extended problems on the NYS Common Core math exam in small group instruction.
- Incorporate differentiation into each lesson to meet the educational needs of each child. This will include but not limited to, staggered do-now assignments, challenging homework for the advanced learners, and assignments that offer options for the child based on their level as determined by the NYS Common Core math exam as well as the mastery of skills as determined by assessments throughout the school year. Teachers incorporate Depth of Knowledge (DOK) levels in their lessons and writing tasks. Teachers implement the Universal Design (UDL) for Learning to allow students to choose an entry point to the lesson. Teachers align their instruction to building English Language Arts (ELA) skills.
- Improve each student's writing skills through daily engagement in the writing process, as measured by journal assignments, a yearly portfolio, and extended/constructed responses on Math exams. This will include listening, note taking and critical thinking skills. Through the Common Core Standards Task assignments, students are practicing the problem-solving plan in organizing their work, writing clear explanations, and solving using a variety of methods. In addition, students are reviewing other classmate's work within their homogenous groups to develop mastery. The students develop skills on how to analyze work and explanations to build their own understanding. Students complete a "Problem of the Week" assignment each week where they have the opportunity to not only work independently but also share strategies with the students in their groups.
- Apply problem-solving skills to real-world situations. The Computer/Math talent focuses on analyzing statistical data where the students need to use problem-solving strategies to develop their own survey and compile data.
- Implement a system where the children set SMART goals for each trimester. (Specific, Measurable, Achievable, Realistic and Time-bound) The goals will correlate to the Math Common Core Learning standards covered during the grade and trimester. Students complete work toward their goal and determine whether they reached their goal. Teachers encourage their students to reflect on the work in their portfolio at the conclusion of each trimester.
- Monitor the progress of students that are below or approaching the mathematical standards. Teacher teams on each grade level are established. The teams will

identify a target group of students who are struggling in problem-solving and develop strategies to help the child meet the specific standard. Through our Inquiry focus, the teachers are working to improve the scores of students who are included in the target group, who did not receive a passing level in any of the Math Strands (Algebra, Number Sense and Operations, Geometry, Measurement, Probability and Statistics) on the 2012 NYS CC Math exam.

- Demonstrate modeling to the students through problem-solving strategies. This includes modeling with manipulatives, visual representation, and writing skills. Students develop skills in applying the problem-solving strategies of drawing models, graphs, diagrams, etc. to assist the student in solving the problem. Teachers act as facilitators to make connections from Math to the Arts program. Share exemplary extended response explanations to allow students to understand the expectations.
- Students in need of additional support are recommended for SETTS services.
- Meet as a Core Inquiry Team led by a member of the administration to analyze student work for trends in learning and make adjustments to instruction as needed
- Implement ELA strategies such as finding the gist, Carousel walks, chunking the text and gallery walks.
- Meet bi-monthly as members of the Common Core Standards Team to discuss the implementation of the Common Core Learning Standards and examine student work
- Purchase Singapore Math for all grades to use as an additional resource for curriculum development
- Purchase On Core consumable books for all students for extension work including HW.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Math Teachers in grades 6-8 and Assistant Principal

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The data specialist on each teacher team will analyze the results of assessments given. These assessments will include pre and post assessments aligned to Common Core Standards, Exit Slips, Performance Assessments and Periodic Assessments.

**D. Timeline for implementation and completion including start and end dates**

1. Beginning in September 2013 and ending in May 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- . Teacher teams will meet 1X per week for 47 minutes. Inquiry Team comprised of 6 teachers and 2 administrators will meet 2x per month for 2hours each session. Common Core Team comprised of 6 teachers and 2 administrators will 2x per month for 2 hours each session. Small group instruction, Academic Intervention Services and Lunchtime tutoring.

***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).

- Plan and implement professional development for parents on Expeditionary Learning
  - Schedule monthly PTA meeting with guest speakers who can provide strategies for parents to support their child's education
  - Share information with parents regarding the school's educational programs
  - Plan school events such as Curriculum Night and Parent Teacher Conferences
- \*Use Edline as an effective communication tool.
- \*Communicate on a weekly basis through Edline website and Easy Grade Pro electronic gradebook. Teachers upload progress reports to keep parents apprised of student progress. Progress reports are printed every trimester and kept in student portfolios. Lesson notes and homework assignments are uploaded on a daily basis to inform parents of classroom activities.
- Send notes home in student planners. Teachers write notes to keep parents aware of their child's performance in the classroom.
  - Contact parents. Whenever students are not performing to their full abilities, teachers contact parents via email and phone to discuss options to improve their child's academic performance.
  - Scheduled meetings with parent/guardian, teacher and AP's when necessary

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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### Goal and Action Plan #3

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 2014, our subgroup which is made up of students who received a score of 1 in the citing evidence category (trait 4) as measured by the Citywide Pre-Assessment, will improve their understanding on how to provide appropriate and meaningful evidence when citing texts to support claims by 5% .

#### **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.

- Data from ARIS and to make informed decisions regarding their instruction. Teachers will use a variety of data to group their students to help achieve this goal.
- All students were given a citywide pre-assessment in which they were asked to write an essay based on a series of document (both primary and secondary) In the essay they were asked to provide evidence from the text to support their claim. Students who received a 1 (below grade level) on this section of the assessment were chosen for our focus group
- Teachers will identify each child's strengths and weaknesses using the available data from ARIS, Formative/Summative assessments, as well as teacher observations and interactions with students.
- Incorporate differentiation into each lesson to meet the educational needs of each child. This will include but is not limited to; staggered do-now assignments, challenging homework for the advanced learners and assignments that offer options for the child based on their strengths in ELA, strategic questioning which addresses all levels of DOK as well as strategies used in expeditionary learning lessons as per the ELA department
- The data acquired for the target group will be used to examine possible reasons for the student's performance (i.e. reading level and comprehension, understanding of the vocabulary, etc.). This data will allow the teacher to determine the appropriate method to assist the student to achieve higher assessment scores when citing evidence from texts to support claims.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

- Teachers will rely on the use of primary source and secondary source document analysis. The use of visual aids and small group instruction will allow the students to take a more proactive role in his or her academic achievement.
- ELA teachers will work with target students to improve said skills during small group instruction periods.
- Teachers from the social studies and ELA departments meet bi-monthly to make decisions regarding the use of academic assessments to evaluate the effectiveness of strategies/activities.
- Students in need of additional support are recommended for SETTS services.
- Evaluations will take place monthly to determine the effectiveness of our strategies.
- Students will create working portfolios in which teachers can provide feedback, use of word wall and other vocabulary building strategies.
- Differentiated instruction and homogenous groups will allow teachers to work closely and meaningfully with the target students.
- Three Social Studies teachers will attend Teach America to receive intensive Professional Development on incorporating Social Studies Common Core Skills into everyday instruction.
- These teachers will turnkey the initiatives to the department.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Social Studies, ELA Teachers and Assistant Principal

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Pre and post assessments administered throughout the year and Exit Slips

##### **D. Timeline for implementation and completion including start and end dates**

1. Beginning in September 2013 and ending in June 2014

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teacher teams will meet 1X per week for 47 minutes. Inquiry Team comprised of 6 teachers and 2 administrators will meet 2x per month for 2hours each session. Common Core Team comprised of 6 teachers and 2 administrators will 2x per month for 2 hours each session. Small group instruction, Academic Intervention

Services and Lunchtime tutoring.

### ***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).

- Schedule monthly PTA meeting with guest speakers who can provide strategies for parents to support their child's education
  - Share information with parents regarding the school's educational programs
  - Plan school events such as Curriculum Night and Parent Teacher Conferences
- \*Use Edline as an effective tool for communication.
- \*Communicate on a weekly basis through Edline website and Easy Grade Pro electronic gradebook. Teachers upload progress reports to keep parents apprised of student progress. Progress reports are printed every trimester and kept in student portfolios. Lesson notes and homework assignments are uploaded on a daily basis to inform parents of classroom activities.
- Send notes home in student planners. Teachers write notes to keep parents aware of their child's performance in the classroom.
  - Contact parents. Whenever students are not performing to their full abilities, teachers contact parents via email and phone to discuss options to improve their child's academic performance.
- Scheduled meetings with parent/guardian, teacher and AP's when necessary

### ***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>X</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## **Goal and Action Plan #4**

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

### ***Annual Goal #4***

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

By May 2014, the identified subgroup of students who scored between a 60% and 75% on a teacher created pre-assessment will improve their science performance by 10% (increasing to between a 70% and 85% respectively) as measured by post assessments administered by the science department.

### ***Comprehensive Needs Assessment***

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

- A performance assessment pretest based on the NYS science assessment focusing on extended response questions was administered to the entire student population. After analysis of the resulting data a target population of students were identified who scored low in regards to identifying the central idea and supporting details from a non-fiction passage.
- An analysis of the 2013 ELA scores revealed the target population were students who ranged between a 2 and a low 3. The shift towards non-fiction passages as state assessments become aligned with Common Core learning standards influenced our choice of skills for our focus group.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. The Science Department will utilize journals to analyze how students are progressing with the non-fiction passages. They will be assessed on citing evidence, finding the "gist" of a passage, and finding the central idea of a passage.
2. The entire science department will engage in a cross-curricular collaboration with the ELA who are using Expeditionary Learning to teach the students these skills above.
3. Students will be working on a mandatory Exit project using our Urban Advantage partners. Teachers will attend special Urban Advantage professional development in literacy, to enhance teachers' pedagogy in integrating Common Core literacy skills into our science curriculums.
4. Teachers will participate ongoing with inquiry team in which they will develop assessment strategies based on data analysis including pre and post assessments, as well as artifacts such as student journals and portfolios.

5. The Science Department's time line for implementation r – May.
6. Continue to curriculum map utilizing Rubicon Atlas. The curriculum maps will reflect the Common Core Learning Standards, rigorous, challenging and engaging lessons.
7. Curriculum maps completed utilizing Rubicon Atlas during the previous school year will be updated to reflect Universal Design for Learning, rigorous, challenging and engaging lessons.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Science Teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Pre and post assessments administered during the course of the year and Exit Slips

**D. Timeline for implementation and completion including start and end dates**

1. Beginning in September 2013 and ending in May 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Teacher teams will meet 1X per week for 47 minutes. Inquiry Team comprised of 6 teachers and 2 administrators will meet 2x per month for 2hours each session. Common Core Team comprised of 6 teachers and 2 administrators will 2x per month for 2 hours each session.

**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).

- Communicate on a weekly basis through Edline website and Easy Grade Pro electronic grade book. Teachers upload progress reports to keep parents apprised of student progress. Progress reports are printed every trimester and kept in student portfolios. Lesson notes and homework assignments are uploaded on a daily basis to inform parents of classroom activities.
- Parents can access Edline which contains their child's homework, projects, school news and calendar. Each teacher has an email address posted on their page for parents to communicate with them regarding the progress of their child.
- Twice a year Parent/Teacher conferences are held in the daytime and evening. Parents have the opportunity to meet their child's teachers and conference with the teacher regarding their child's progress.
- Our school participates in Urban Advantage. Students are given vouchers for their family to visit a cultural institution. This fosters parental involvement with families to assist in the child's research for the Exit Project.
- The Bay Academy Annual Family Science is held in March at our school. Teachers and other outside sponsors plan activities for families to explore together.
- As part of Urban Advantage our school hosts a Family Science Sunday trip. Buses leave from IS 98 and take families to one of the cultural institutions involved in Urban Advantage. Families are given free admission to the institution and participate in exciting activities that foster family involvement.
- Our students and their parents/guardians are invited to the end of the year Science Expo at The Museum of Natural History. Students receive admission for themselves and up to four family members.
- Scheduled meetings with parent/guardian, teacher and AP's when necessary

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Expeditionary Learning Reinforcement	Small group instruction	During the school day and afterschool
<b>Mathematics</b>	Skill Reinforcement	Small group instruction	During the school day and afterschool
<b>Science</b>	Tutoring	Small group instruction	During the school day and afterschool
<b>Social Studies</b>	Tutoring	Small group instruction	During the school day and afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Behavioral Intervention Plans, Functional Behavioral Assessments and Vocational Assessments, Peer Mediation	Small group counseling and one to one counseling	During the school day

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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 1<sup>st</sup> 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;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>098</b>
School Name <b>Bay Academy</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Maria Timo</b>	Assistant Principal <b>Mark Goldberg</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Jennifer Cerbone</b>	Guidance Counselor <b>Loreli Aguiar</b>
Teacher/Subject Area <b>Karen Goldberg, ELA</b>	Parent <b>MaryAnn Russo</b>
Teacher/Subject Area <b>Jeannine Airo, math</b>	Parent Coordinator <b>Caryn DiMari</b>
Related Service Provider <b>Kareen Leivant</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1375</b>	Total number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>1.16%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE							1		1					2
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	1	0	1	0	0	0	0	2

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	5

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	3	0	0	8	0	0	5	0	0	16
Total	3	0	0	8	0	0	5	0	0	16
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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		1					7
Chinese														0
Russian							2		2					4
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian							1							1
Other							2		1					3
<b>TOTAL</b>	0	0	0	0	0	0	12	0	4	0	0	0	0	16

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)							1							1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1							1
Advanced (A)							14							14
Total	0	0	0	0	0	0	16	0	0	0	0	0	0	16

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	2			11
7					0
8	3	1			4
NYSAA Bilingual (SWD)					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	9		1				1		11
7									0
8	1		3						4
NYSAA Bilingual (SWD)									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 (SWD)									0

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To assess the early literacy skills of our ELLs, we use EdPerformance, an educational performance series that lets us know which skills ELLs are deficient in. For example, EdPerformance might show us if a student is having trouble with citing textual evidence or analyzing evidence. We use these results to then differentiate and drive instruction. Finally, these results may lead to referral for small group instruction or other such services. Currently our 16 ELLs' literacy skills, as determined by EdPerformance, range from 6<sup>th</sup> through 8<sup>th</sup> grade reading levels. EdPerformance is administered four times per year. Instructional shifts are made based on the results of this assessment tool. In addition, content teachers set goals with students based also on the results of these goals.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across proficiency levels on the 2013 NYSESLAT reveal that most of our ELLs are at the advanced level (14/16). While this is promising, we realize that we must look deeper to see why these advanced level students remain at the advanced level and are not advancing to proficient status. Once the combined modality scores become available, we will do so.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

At this time, 2013 NYSESLAT modality scores are not yet available.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

### ESL PROGRAM ONLY

Score patterns from the 2013 NYSESLAT reveal that most of our students scored at the advanced level, with only one scoring as a beginner (an ELL newcomer) and the other as intermediate. We are unable to comment on whether or not they fare better taking exams in English as opposed to their native language as they do not take exams in their native language. The school leadership team shares results of the ELL Periodic Assessments with the school administration, the teaching staff and members of the support team. From the Periodic Assessments, we are able to ascertain which skills our ELLs are deficient in. This then helps each department drive instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

For ELLs within the Response to Intervention, we use ARIS data and Edperformance data to guide instruction. Details from the aforementioned reports provide us with a window into the exam history of each ELL along with past and present weaknesses/strengths. In addition, we continually provide intervention to ELLs within the RtI framework by providing them with small group instruction, after school test prep, individual tutoring and other such programs.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
To ensure that a child's second language development is part of instructional decisions, our trained ELL teacher plans lessons according to the fact that among our ELL population, six different languages are spoken. Lessons are tailored so that each child, regardless of first language, is prepared to use those skills acquired from their first language and to be able to transfer those skills, when applicable, to their second language. In addition, information obtained from the parent interview and the child's educational history/background are taken into account when such instructional decisions need to be made. Content area teachers are also trained by the ELL teacher to build students' English language skills by taking into account their 1<sup>st</sup> language and educational background.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

At this time, the Bay Academy does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
To evaluate the success of our ELL program, we compare and study NYSESLAT results from year to year. We are looking for weaknesses, strengths and noticeable patterns among our scores each year and over the years as well. We also study the results of

our ELLs' ELA state exam grades and then hold conferences with the ELA teachers of our ELLs to discuss each individual ELL.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
All new students to the school are greeted by the pupil personnel secretary, the assistant principal of ELL and the certified ELL teacher. The parent of the potential ELL student is interviewed and then administered the HLIS, in their native language, if necessary. Afterwards, the student is informally interviewed by the ELL teacher, if English is spoken. If English is not spoken, a translator (usually a native speaker from amongst our staff) conducts this interview under the guidance of the ELL assistant principal. If such a staff member is not present, a phone call is made to the interpretations services number at the DOE. Based on the results of the HLIS, the student may be administered the LAB-R/NYSITELL exam decided upon and administered by the certified ELL teacher. This is done within the first ten days of school.
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.  
Our school offers a parent orientation meeting in September (within the first ten days of school) to the parents of newly enrolled ELLs when they are established as such. During this meeting, parents receive an agenda and are then shown a DOE video outlining the ELL programs offered by the DOE. This video is made available in nine different languages, if needed. In addition, parents have the opportunity to ask any questions they may have. In attendance at this meeting are the ELL teacher, the ELL assistant principal, a paraprofessional (when applicable), the parent coordinator and an ELA teacher. It is at this meeting where the Parent Survey and Program Selection forms are distributed, fully reviewed and collected. These are then kept on file in the student's cumulative record. Copies are filed by the ELL teacher. To inform parents of this meeting, letters are sent home to all ELLs (in their native language) immediately when they are identified as such, usually by the first full week of school. In addition, postings are placed in the school lobby and posted on the school website as well as on Edline (an online resource for all children and their parents). If a parent chooses a program not available out our school ( TBE/DL), he/she is immediately informed via phone call (using translation services when needed) that their choice is currently not available at our school. We provide him/her with nearby schools that may offer this program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Firstly, various ATS reports ( RLER, RLAT, RLAB, RNMR used to determine NYSESLAT eligibility are completed and reviewed by the licensed ELL teacher. To ensure that Parent Survey and Program Selection forms (initially distributed at Orientation meeting or mailed due to non-attendance) are returned, along with entitlement letters, our ELL teacher keeps a careful record of those that were not returned. She then calls parents who have not returned such letters to see to it that they are returned in a timely manner. These forms are then kept on file in the ELL teacher's classroom. Let it be noted that when a form is not returned, the default program for ELLs is TBE as per CR-Part 154.
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.  
To place identified ELL students in the appropriate program, we rely on and hope to honor parent choice based on the results of the Parent Survey and Program Selection form in accordance with CR-Part 154 guidelines (program options offered to parents: TBE, DL & ESL). If a requested program is not available at our school, we immediately advise the parent (in their native language via DOE translator/native language staff member) of other schools in the district that offer the program of their choice. These

selection forms are kept on file in the case such a demand presents itself for a specific program. When a child is placed in our available program (ESL) , we inform the parent via phone call or mail, in their native language when needed, details about said program and answer any questions they may have about the three programs offered in NYC.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is treated like any other such standardized test. Using the ATS report "RLER", the ELL assistant principal (Mark Goldberg) along with the licensed ELL teacher (Jennifer Cerbone) identify every eligible NYSESLAT student and each student is administered all four parts of the NYSESLAT. Attendance is accurately kept to ensure all ELLs complete all four parts.
6. 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.) 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\*](#)  
After reviewing said forms for the past few years, the trend has overwhelmingly been for the ESL program, and therefore the program model available at our school is fully aligned with parent choice. At no time has a parent ever phoned the school to request a change in program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The program at our school is a pull-out program in which our 16 ELL students are heterogeneously grouped into one class (all levels/grades). The ELL teacher then groups students for cooperative learning activities through their "learning styles" as assessed through a multiple intelligences survey.

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)?

The needs of our school require just one certified ELL teacher who services our 16 ELL students. This teacher is assigned to pull ELL students from non-major subject classes (art, gym) during the school day. The ELLs explicitly receive the proper NYS CR-Part 154 mandated number of units of support.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered in our ESL program through English only. All lessons are differentiated and utilize the cooperative learning method so that instruction is comprehensible and therefore enriches language development. Our ELL teacher is certified in both ELL and social studies thereby further enriching instruction. And finally, to meet the demands of the Common Core Learning standards, our ELL teacher has attended numerous Common Core Learning Standards training sessions. ELL instruction is differentiated to meet the learning styles of all ELL students and to meet their learning target as well. Using visual clues is one example of how accommodations are used to make content comprehensible. The CLOSE reading technique is used with passages from all of the subject areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

It has been our experience that ELLs prefer to be assessed using English language exams. However, if we feel that any of our ELLs needed to be or requested to be assessed in their native language, we do have staff members on board who have expressed the ability to translate classroom quizzes/exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition, our ELL teacher makes use of NYS-produced practice exams, and closely studies the results of any ELA/ELL pre-assessment exams to help drive instruction. We also rely on the ELL interim assessment, when provided by the state.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6A. Our instructional plan for SIFE students includes intensive ELA tutoring during lunchtime small group instruction. In addition, the ESL teacher would also increase communication on a regular basis with the subject teachers of SIFE students in order to determine specific areas of strengths/weaknesses. As with all students, SIFE students are encouraged to participate in after-school activities, which includes math and ELA review/test prep.

6B. ELLs, who are classified as newcomers, are assigned to a buddy student who shares the same first language. In addition, these newcomers receive counseling services and small group instruction. Due to recent NCLB requirements, ELLs are now required to participate in ELA state testing after one year. To ensure their success on this exam, students can visit EdPerformance and Brainpop to both review their weaknesses as well as practice their ELA skills. As with all ELLs, newcomers are closely and informally evaluated by the ESL teacher.

6C. For ELLs receiving 4-6 years of service, our ESL teacher provides small group instruction based on their area of weakness as

outlined by their NYSESLAT and posted test results on ARIS. During this small group instruction, the teacher relies on graphic organizers, visual cues and the like to improve students' English language skills.

6D. For long term ELLS, our main goal is to have these students reach a proficiency level as soon as possible. This is done by identifying their area(s) of weakness(es) in ELA and work specifically on these skills. The ESL teacher, as always, remains in close contact with said student's subject area teachers for feedback. And finally, long-term ELLs take part in small group instruction during lunchtime.

6E. Former ELLs are monitored even though they have reached a proficient status. These students receive state-mandated testing accommodations, extra time on classroom exams and monthly meetings with the ESL teacher.

7. 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?

We do not currently have any ELL-SWDs in our school. However, if we did, teachers of ELL-SWDs would use the following grade-appropriate instructional strategies that provide access to academic content and accelerate English development: read and reread activities, visual aids, verbal activities, tactile aids and differentiation. Instructional materials used to achieve the above mentioned goals include specialized content area texts from special education catalogs chosen along with the ELL teacher's approval.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We do not currently have any ELL-SWDs. However, if we did, we would help these students achieve their IEP goals and attain English proficiency within the least restrictive environment. This would be achieved through scheduling based on need, IEP accommodations and CR-Part 154 mandates.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

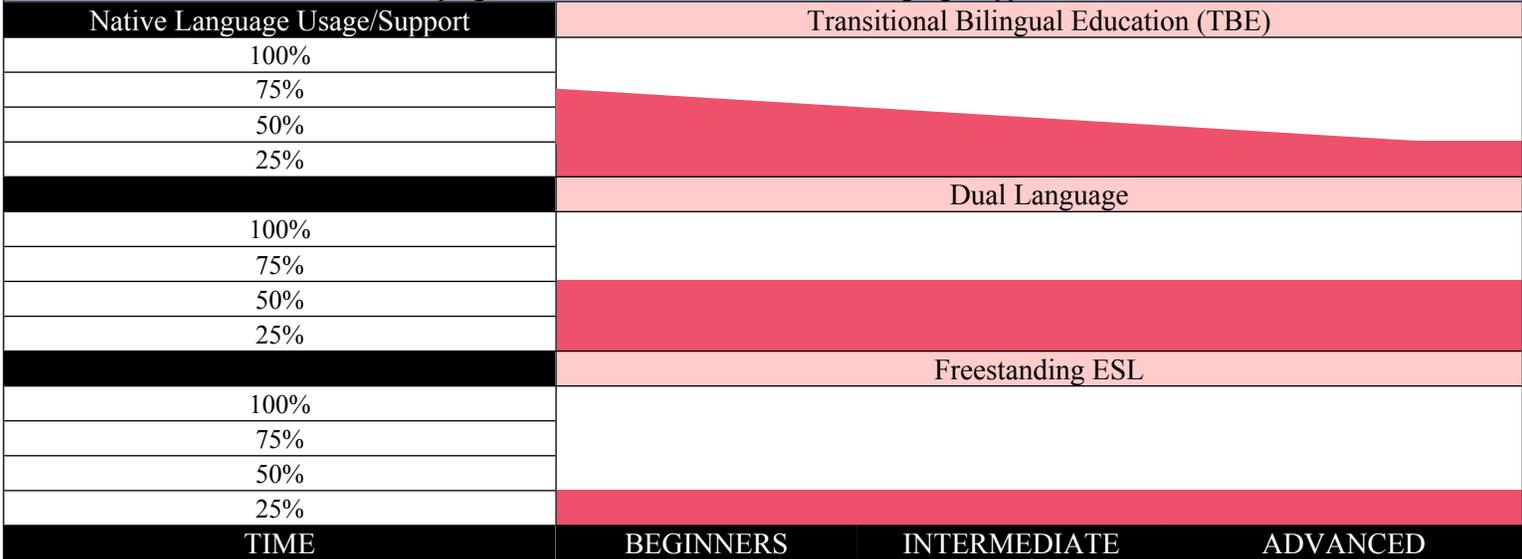
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.
- Through the use of departmental teacher teams, the targeted ELL population receives intervention strategies in all content areas. Teacher teams choose a list of struggling students to study and to provide additional instruction and attention. If successful, these strategies are implemented with the entire ELL population in content area instruction. Delivered in English, these intervention services include small group instruction as carried out via an ELA teacher's professional assignment, and after-school enrichment programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We believe our current program effectively meets the needs of our students in both content and language development. Our certified/licensed ELL teacher maintains a second license in social studies and uses that license accordingly to enhance ELL content instruction. In addition, she relies on monthly (at minimum) meetings with ELLs' subject teachers to receive feedback on language development. To study the effectiveness of our program, we rely on NYSESLAT scores and compare them to previous years' scores. We also do this with the state ELA/Math exams as well as with the Science performance exam of our 8<sup>th</sup> graders. In doing these comparisons, we usually do notice improvement. And yes, our teachers are made aware that they are teachers of ELLs. They are specifically reminded of this during the required 7.5 hrs of ELL training and during various PDs throughout the year when they might be trained in various ELL methodologies.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, we will strive to better our professional development activities for subject teachers of our ELLs so that their needs are fully met. In addition, we hope to boost NYSESLAT scores by adhering strictly to the Common Core standards and following the expeditionary learning model, amongst other things.
12. What programs/services for ELLs will be discontinued and why?
- At this moment, none of our programs/services for ELLs will be discontinued. After careful evaluation, we have decided to keep all programs intact.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs just by being enrolled as a student here. For example, there are after-school programs (drama, ELA/Math test prep, sports) that are open to ALL IS 98 students. Since many parents do not have internet access, fliers are sent home informing parents of after school opportunities. In some cases, these flyers (i.e. Flames basketball) are distributed to each class. Please be aware that because our ELL population numbers usually around 15, ELLs may not be represented in all programs..
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- At IS 98, we have many successful technological programs that are used to support our ELLs. These include Brainpop (which covers all content areas), EdPerformance (which covers ELA and math) and Edline (an online teacher gradebook and web page). Our school library is stocked with novels in Spanish and Russian. And our ELL classroom also contains Russian-English and Spanish-English word/picture dictionaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided to our ELLs in the way of native language dictionaries and books/novels made available in the ESL classroom as well as in the school library.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Required services support and resources correspond to ELLs' ages and grade levels. Materials are carefully chosen to be aligned with the Common Core Standards and ESL state guidelines. NYSESLAT test scores are also used to determine appropriate level resources for each proficiency/grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled ELL students (as well as new ELLs who enroll throughout the school year) receive a tour of the building, a buddy partner of the same language, a teacher "coach" (preferably of the same first language, when possible), a map of the school, an academic planner and access codes for Edline and ARIS.
18. What language electives are offered to ELLs?

At this time, Latin is the only language elective offered to ELLs. The main focus of Latin is word etymology which helps students break down words.

19. For schools with dual language programs:

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

At this time, we do not have a dual language program at our school.

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All teachers of ELLs receive professional development throughout the school year, and on weekends when a staff member chooses to do so. Our professional development plan is designed to prepare all teachers to be able to implement the new Common Core standards smoothly and with great confidence. For the 2013-2014 school year, we have already been trained on "Expeditionary Learning" (September 26 and 27), which creates learning targets throughout each curriculum unit that reflect specific common core standards so that they are met by year's end. In addition, on September 4, 2013 our topic for professional development was the new PARCC assessments which align questioning techniques to the Common Core standards and prepares all students for the new and more rigorous state exams.. These sessions are offered to all teachers and more of this training will be forthcoming as we move through the school year. And, as always, CFN 405 network training and OELL sessions are available to interested teachers.

This year we have been granted five half-days for the school year in addition to the clerical half days. They were/are: 10/30, 12/20, 1/15, 2/3 and 3/24. Topics have/will include(d) literary skills for ELLs, expeditionary learning, DOK techniques, Danielson's framework for teaching and Common Core standards.

Because our ELL population is small (16), individual teachers receive training directly by the ESL teacher as per their professional assignment to work with ELLs as they transition from elementary to middle school.

In order for staff members to assist ELLs as they transition from elementary to middle school, our ELL teacher reviews the data of incoming ELLs along with their proficiency levels. She also reviews ELL strategies, and provides workshops on cultural awareness. Our school guidance counselor is a bilingual Spanish speaker and offers much support to our ELL population. During our September parent orientations, the administration meets with ELL parents and discusses various strategies to assist their child with the transition to middle school. The guidance counselor attends all DOE provided PDs (including Respect for All Week) and ELL trainings. Finally, weekly inquiry team meetings meet to discuss the needs of our ELLs. Liaisons from each subject department turnkeys that information to the rest of their respective departments.

As per Jose P., all new teachers must, once in their career, satisfy the mandate of 7.5 hrs (10 hrs for Special Education teachers) of ESL training. In accordance with this mandate, new teachers may observe our ESL teacher during her instructional periods to satisfy this requirement. They may also attend workshops/webinars sponsored by the DOE or Office of ELLs. These dates/fliers are posted in the main office or in the ESL teacher's classroom. Upon completion of ELL training, a record is placed in that teacher's personnel file.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parental involvement is ongoing at IS 98. All parents, including those of ELLs, are invited to attend PTA meetings/workshops offered throughout the year where translators are made available, when needed. Topics for these meetings have included and may again include the following: internet safety, Common Core Standards, ant-bullying information and the like. We feel that these workshops address the needs of our parents.

Currently, we rely on our Parent Coordinator and the PTA to provide additional workshops and services to ELL parents according to the advice and support of our ELL teacher and the needs of our parents. Once again, translation services are always available, when needed. At this time, our school does not partner with any community based organizations that provide workshops to ELL parents. Lastly, to evaluate the needs of our parents, we rely on feedback from the PTA, the parent coordinator and parent surveys that are distributed during Spring parent teacher conferences.

## E. Additional Information

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

N/A

## Part VI: LAP Assurances

**School Name: Bay Academy**

**School DBN: 21k098**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Timo	Principal		1/7/14
Mark Goldberg	Assistant Principal		1/7/14
Caryn DiMari	Parent Coordinator		1/7/14
Jennifer Cerbone	ESL Teacher		1/7/14
MaryAnnRusso	Parent		1/7/14
Jeannine Airo/math	Teacher/Subject Area		1/7/14
Karen Goldberg/ELA	Teacher/Subject Area		1/7/14
N/A	Coach		1/7/14
N/A	Coach		1/7/14
Loreli Aguilar	Guidance Counselor		1/7/14
not part of LAP team	Network Leader		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 21K098 School Name: Bay Academy

Cluster: 4 Network: 405

**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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Children's home language surveys and informal student and parent questionnaires determine the interpretation and translation needs of our school. Language survey forms are reviewed to see which languages are spoken in our students' homes. In addition, the parent surveys affords us the opportunity to learn which language parents prefer. Finally, emergency blue contact cards are checked as they contain parent language preference.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The findings of our school's written translation and oral presentation needs show that a large number of our parent population speak Russian and Chinese. This information was provided to our staff at large at a mandated staff meeting and also to our PTA.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

DOE employees and parent volunteers provide written translation services. Our school has purchased a VARIQUEST Poster Printer Maker to enable the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the language identified in our surveys. These posters will be in our Parent Information Center located in the main lobby and on the Parent Coordinator's bulletin board. We believe that providing this information to parents in their home language will increase parental involvement. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided by the over-the-phone translation service. This service gives teachers and other DOE employees the ability to communicate with a non-English speaking parent with the assistance of a translator. In addition, we are fortunate to have several staff members who speak Spanish, Russian, and Chinese. They are available and willing to help with translation services when the need arises.

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

Students will be informed of the availability of translation services and written notices will be sent home. The school messenger system provides attendance/lateness information in three languages: Spanish, English and Russian. For information related to school activities and functions, translation is provided for all languages represented at our school. Documents and policies sent home are provided by the NYC Department of Translation and Interpretation Unit. Staff members can fax or send class contracts in any language,