



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE BELLE HARBOR SCHOOL
DBN (i.e. 01M001): 27Q114
Principal: STEPHEN P. GRILL
Principal Email: SGRILL2@SCHOOLS.NYC.GOV
Superintendent: MICHELE LLOYD-BEY
Network Leader: JOANNE BRUCELLA

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
Stephen P. Grill	*Principal or Designee	
Laura Ferragamo	*UFT Chapter Leader or Designee	
Irene Dougherty/Noelle Burns	*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	
Elaine Daly	Member/ Teacher	
Judith Davidson	Member/ Teacher	
Megan Donegan	Member/ Teacher	
Jonathan Halfmann	Member/ Teacher	
Jean Belford	Member/ Parent	
Nancy Erigo	Member/ Parent	
Brian Hoffman	Member/ Parent	
Suzanne Murphy	Member/ Parent	
Corinne O’Shea	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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, using The Danielson Framework for Teaching, teachers in grades K-8 will show growth in developing higher order questioning skills that enrich authentic student to student discussions.

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.

Classroom observations reflect a need for a higher level of student- to - student engagement.

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. With teachers in teacher teams, analyze the Danielson Framework for Teaching Component 3b.
2. Through Aris Learn, distribute the menu of videos that pertain to Component 3b.
3. Timely feedback to teachers after SFO's and Formal observations that focus on component 3b.
4. Review of lesson plans to ascertain the use of higher order questioning elements

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

1. With teachers in teacher teams, analyze the Danielson Framework for Teaching Component 3b.
2. Through Aris Learn, distribute the menu of videos that pertain to Component 3b.
3. Timely feedback to teachers after SFO's and Formal observations that focus on component 3b.
4. Review of lesson plans to ascertain the use of higher order questioning elements

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

1. Feedback from teacher team meetings
2. PD with administration, grade meeting agendas
3. Pre and post observation conferences as applicable. Teachers effectiveness ratings are predominately in the Effective, Highly Effective category
4. Frequent classroom visits and review of lesson plans

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013- April 2014
4. September 2013- June 2014

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

1. Weekly common planning periods. Wednesday teacher team meetings.
2. ARIS resources

3. Feedback after observations

4. Administration visits to classrooms. Programming of common planning periods

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).

Ongoing Parent Workshops.

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	Set Aside	Grants
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.

y June 2014, all students in grades 4-8 will demonstrate progress towards achieving college and career readiness as measured by a 3% increase in student growth percentiles on the NYS By Math exam.

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 2013 NYS Math test data and the school's Progress Report, it was found that although the reports did reflect more progress than the previous year, students have still not made adequate progress. While we showed progress earning a median growth percentile of 58%, we were below the citywide median growth percentile of 63.5% as well as our peer group who had a median growth percentile of 64.9%.

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. Analysis and breakdown of the 2013 Math Item Skills Analysis to identify, by grade, the areas of weakness that align with the CCLS. Data reflecting this information was distributed to teachers by grade during grade meetings.
2. Teachers were notified of those students in their classes who were identified as the lowest third. Letters were sent home inviting students who are not already in the extended day program to attend.
3. The Destination Math program was purchased for the entire school population with the intention of targeting those areas in need of remediation as well as for enrichment purposes.
4. A per session posting was developed to add an additional extended day session on Thursdays from 2:30-4:00PM to target those students identified as the lowest third in math. Letters were sent home to parents inviting students to attend.
5. Incorporation of technology in daily lessons through the use of SMARTboards. Purchase of iPads for use in the 6th grade with the CMP3 Math program.
6. Lunchtime tutorials for all MS students.

7. Utilization of multiple points of entry in daily lessons to address the learning styles of all students.
8. Data analysis during common planning periods and teacher team meetings to guide instruction.
9. Purchase of supplemental math resources for all students in grades 3-8 for use during the school day. Additional materials were purchased for use in extended day sessions on Mondays and Tuesdays.

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

1. Administration, Data Specialist, and classroom teachers
2. Administration, Data Specialist, and classroom teachers
3. Administration in concert with the Data Specialist and Main Team
4. Administration
5. Administration, Classroom
6. MS teachers
7. Classroom teachers
8. Administration, Data Specialist, classroom teachers
9. Administration in consultation with the Main and Assessment Teams

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

1. Unit Tests in Go Math and CMP3
2. 2013 NYS Math bottom third
3. Teacher observation, periodic assessments, classroom assessments, unit tests
4. Session to commence January 13, 2014
5. Teacher observation
6. Administrative observation, teacher observation
7. Administrative observation
8. Teacher and Administrative observation
9. Classroom assessments, unit tests, teacher observations

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

1. October 2013
2. October 2013
3. December 2013
4. December 2013
5. September 2013-June 2014
6. September 2013-June 2014
7. September 2013
8. September 2013
9. November 2013

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

1. 2013 NYS Math data.
2. ARIS, Reorganization of the Extended Day Program
3. TL- One-Time Allotment
4. Funds Pub Sch 44, TL – ELA/Math Support, TL-One-Time Allotment
5. Core Curriculum (NSTL funds), Participatory Grant, School Fundraising
6. Programming of MS teacher schedules to allow tutorials during students' lunch periods
7. Informal/Formal assessments, flexible instructional planning
8. Programming of the 3 common prep periods
9. TL-Textbooks

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).

CFN Math Parent workshop – October 2013
Go Math Parent Workshop – November 2013
Destination Math Parent workshop – January 2014

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	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

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, all students in grades 4-8 will demonstrate progress towards achieving college and career readiness as measured by a 3% increase in student growth percentiles on the NYS ELA exam.

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.

While we showed progress earning a median growth percentile of 61%, we were still below the citywide median growth percentile of 64% as well as our peer group who had a median growth percentile of 65.6%.

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. Analysis and breakdown of the 2013 ELA Item Skills Analysis to identify, by grade, the areas of weakness that align with the CCLS. Data reflecting this information was distributed to teachers by grade during grade meetings.
2. Teachers were notified of those students in their classes who were identified as the lowest third. Letters were sent home inviting students who are not already in the extended day program to attend.
3. The Achieve 3000 reading program was purchased for the entire school population with the intention of targeting those areas in need of remediation as well as for enrichment purposes.
4. A per session posting was developed to add an additional extended day session on Thursdays from 2:30-4:00PM to target those students identified as the lowest third in ELA. Letters were sent home to parents inviting students to attend.
5. Incorporation of technology in daily lessons through the use of SMARTboards. .
6. Lunchtime tutorials for all MS students.
7. Utilization of multiple points of entry in daily lessons to address the learning styles of all students.

8. Data analysis during common planning periods and teacher team meetings to guide instruction.

9. Purchase of supplemental ELA resources for all students in grades 3-8 for use during the school day. Additional materials were purchased for use in extended day sessions on Mondays and Tuesdays

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

1. Administration, Data Specialist, and classroom teachers
2. Administration, Data Specialist, and classroom teachers
3. Administration in concert with the Data Specialist and Main Team
4. Administration
5. Administration, Classroom
6. MS teachers
7. Classroom teachers
8. Administration, Data Specialist, classroom teachers
9. Administration in consultation with the Main and Assessment Teams

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

1. Teacher created Unit Tests in Ready Gen and Codex
2. 2013 NYS ELA bottom third
3. Teacher observation, periodic assessments, classroom assessments, unit tests
4. Session to commence January 13, 2014
5. Teacher observation
6. Administrative observation, teacher observation
7. Administrative observation
8. Teacher and Administrative observation
9. Classroom assessments, unit tests, teacher observations

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

1. October 2013
2. October 13
3. December 2013
4. December 2013
5. September 2013-June 2014
6. September 2013-June 2014
7. September 2013
8. September 2013
9. November 2013

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

1. NYS ELA Test data
2. ARIS, Reorganization of the Extended Day Program
3. Funds Pub Sch 44
4. Reorganization of the Extended Day Program, TL- One-Time Allotment
5. Staff certification program (on-site), TEQ Partnership
6. Programming of MS teacher schedules to allow tutorials during students' lunch periods
7. Informal/Formal assessments, flexible instructional planning
8. Programming of the 3 common prep periods
9. TL--Textbooks

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).
 CFN Ready Gen Parent Workshop - October 2013
 Ready Gen Parent Workshop – November 2013
 Achieve 3000 Parent workshop – January 2014

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	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 #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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	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 #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Guided Reading, Foundations, Double Dose Foundations, Wilson Program, Achieve 3000	Small group instruction, one-to-one	During and after school
Mathematics	Go Math Remediation Resources Destination Math	Small group instruction, one-to-one	During and after school
Science	Teacher directed lunch tutorials, after-school Science Club, Extended Day Science tutorials, repeated readings	Small group instruction, one-to-one	During and after school
Social Studies	MS Teacher directed lunch tutorials, Extended Day, repeated readings	Small group instruction, one-to-one	During and after school
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Counseling, Peer Group Counseling, Project Hope, "Don't Laugh At Me"	Classroom Lessons, Small group instruction, one-to-one	During school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 27	Borough Queens	School Number 114
School Name Belle Harbor School		

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 Stephen P. Grill	Assistant Principal Barbara Poggioli-Esposito
Coach	Coach
ESL Teacher Gina Machado	Guidance Counselor Wendy Marciano
Teacher/Subject Area 4th Grade/Heather Salzman	Parent
Teacher/Subject Area SpEd/Laura Rothenberg	Parent Coordinator Kathleen Meade
Related Service Provider Speech/Eileen Hornung	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	669	Total number of ELLs	7	ELLs as share of total student population (%)	1.05%
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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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE		4		4	4	4								16
SELECT ONE														0
Total	0	4	0	4	4	4	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years) 0

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
Dual Language										0
ESL	5			2						7
Total	5	0	0	2	0	0	0	0	0	7

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)														0

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)														0
Advanced (A)	2	2	1	1	1		0							7
Total	2	2	1	1	1	0	0	0	0	0	0	0	0	7

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				1	1								
	P	2		1			1							
READING/ WRITING	B													
	I													
	A	2		1	1	1	1							
	P													

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
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.

There are several assessment tools that we use to assess the early literacy skills of our ELLs. All students are evaluated using ECLAS, EPAL, and Fountas and Pinnell's running records. As part of the Foundations program our ELLs are given end of unit tests to determine if there is a need for review and/or remediation. All information that is gathered from the assessments is used to drive instruction. The data from the assessments indicates that many of our ELLs are on par with their monolingual peers in most areas, but we notice a need for remediation when it comes to writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
If we look at the data patterns across proficiency levels on the Lab-R and NYSESLAT for the breakdown of skill in listening, speaking, reading and writing, we find that the students score considerably better, in both, listening and speaking, with most achieving proficiency.
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 [AMAO tool](#))

Patterns of student's progress across the modalities on the NYSESLAT will drive instruction for our ELL students. A large emphasis has been placed on developing our ELLs written language skills, as we have found that modality to be the most difficult one for our ELLs to master. We accomplish this by providing clear and focused ESL instruction to small groups of our ELL learners. ESL instruction at P.S./M.S. 114 adheres to the eight main LAP principles with our main focus on principle 2: Academic Rigor. Our students are challenged in every content area to stimulate their academic growth within our school as dictated by the CCLS
\. ELLs are provided with challenging content and learning strategies that will prepare them to think critically, solve problems, and communicate in the language of instruction.

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?

After examining student's results we have found that our ESL students in grades 3-6 seem to do better on math assessments versus those that encompass a reading and writing component. Understandably, since the written language component is generally acquired last. The breakdown of levels in the modalities shows that the students in the upper grades are having difficulty obtaining proficiency in writing. These students are proficient in listening, speaking, and often reading as well.

b. The data seems to imply that the instructional program for ELL students is working well. Each year our NYSESLAT scores indicate that our ELLs are improving in all modalities with many of our students reaching the proficiency level as is evident by our current number of ELL students. To continue this success we will keep the class sizes small, continue grouping the ability level of the students homogeneously, and provide instruction that is similar to that of the general population's focus on literacy and test preparation. In addition, through collaboration the, ESL teacher and the classroom teacher will continue to work together to identify each ELLs strengths and weaknesses which will in turn 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](#).)
Data from multiple sources is used to drive the instruction that all of our students receive. State tests, classwork, homework, unit tests and all periodic assessments are used to determine the students strengths and weaknesses. This data is inturn used to guide service providers and classroom teachers to provide RTI in the students area(s) of need.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions. The determination is quickly made if the student is able to read and write in their native language or is only verbal.
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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of our ELL program is easily evaluated and evident by the number of students who reach proficiency on the NYSESLAT each Spring. Data shows that are ELLs are meeting and exceeding AYP on their state exams as well.

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](#).)
 1. At PS/MS 114 there are steps followed for the initial identification of ELLs. Parents or guardians of every new student enrolled at the school are given a HLIS to complete. It is at this time that an informal oral interview is conducted with the parent by the parent coordinator, office staff, or the ESL teacher. Each initial interview situation is dealt with on an individual case by case basis. All HLIS are routed to the certified ESL teacher where they are reviewed and it is at this time that an initial screening process begins. All incoming students and their parents/guardians go through a formal interview/screening process conducted by the school ESL teacher. First, there is an initial screening which includes an oral interview of both the child and parent along with a review of the HLIS before the determination is made whether or not a student is eligible for the LAB-R. The student's spoken language, language of comprehension, and academic language are all evaluated at this time. All students who meet the State criteria and are deemed eligible for testing will be administered the Lab- R by the certified ESL teacher within 10 days of admittance to the school. Students whose native language is Spanish will also be administered the Spanish Lab-R. At the start of every school year the ESL teacher also evaluates the current ELLs using the information ascertained from the student's performance on the NYSESLAT. The information is also shared with the ELL's classroom teacher and all other related service providers for that child. This way every teacher working with a particular ELL is aware of their strengths and weaknesses and can modify instruction accordingly. The information from the NYSESLAT is used to drive and modify instruction for all of our ELL students.
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.

At our school we ensure that parents of ELLs understand and are aware of all three program choices for their children. During the month of September the ESL teacher and parent coordinator invite the parents of our newly enrolled ELLs to school for an ESL program overview meeting. It is at this time that the 3 program choices are explained in detail, all of their questions and/or concerns can be addressed, our program goals for the students are reviewed, and they are invited to watch the parent DVD. After the initial meeting parents are contacted on a regular basis via phone calls, letters, and scheduled conferences to review and discuss their child's progress in the ESL program. We also conduct a meeting for our continuing ELL parents in September to address any problems, questions, or concerns that they may have. Our parent coordinator will continue to encourage parents of our ELL's to become active members in our school community.
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 [\[see tool kit\]](#).)

In order to ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned we have a meeting for all ELL parents at the start of the school year as described above. At the meeting the parent coordinator and ELL teacher disseminate all forms and have the parent/guardians complete them at the conclusion of the meeting. In the case of a parent that can not attend the meeting, a phone conference is arranged and the required paperwork is mailed to the home for

completion and return to school. All students who are still entitled to ESL services as well as those who have tested out the previous year and those who were given the Lab-R but did not test into the program receive the appropriate parent letter. Letters are prepared, copied for placement in a school binder and then sent home with the children during the first few weeks of the school year.

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.

At PS/MS 114 the criteria we use when placing our ELLs into an instructional program begins with the parents. Initially we speak with the parents when the HLIS is being completed, and then once again at our ELL parent overview meeting where the program choices are described in detail. We are very lucky that all of our ELL students have at least one if not both parents that can speak English. However, since speaking the English language does not ensure that they read it as well, the ESL teacher and parent coordinator make sure that all important school documents and paperwork are sent home in the ELL's native language. We are also fortunate to have several staff members who are fluent in a variety of languages such as Spanish, Arabic, and Russian. Should the need ever arise for services we can not provide, we will reach out and contact the interpretation services program offered through the Board of Education.

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 ESL teacher with the help of out of classroom service providers, and several classroom teachers administer the 4 sections of the NYSESLAT to eligible students.

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 the Parent Survey and Program Selection forms for the last 6 years there is definitely a trend in the program choice that all of our parents have selected. All parents in the past 6 years have requested that their children be placed in a Freestanding ESL program. This may be due to the proximity of the school to home, or the number of children in their home. 6.

The program model offered at PS/MS 114 is the Freestanding ESL program which aligns 100% with parent request as described above. For the past 6 years all ELL parents have chosen the Freestanding ESL program as the most beneficial and worthwhile educational program for their children.

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])?
 1. a. At PS/MS 114 almost all of our ELLs are immersed in self-contained classes, however there are 2 ELL students currently in an (ICT) Integrated Co-Teaching class. Currently the ELL teacher is utilizing a Pull-out program in order to service students fully and effectively. Our program model varies slightly depending on scheduling issues. Most ELL's are placed in age appropriate heterogeneous groups whereby they learn together and from one another.
 - b. At P.S./M.S. 114, ELLs receive instruction in a freestanding program. The Freestanding ESL program instruction includes small grouping for direct ESL instruction, as well as classroom instruction following the Balanced Literacy model and EnVision Math program. Students interact with their peers and work on content material that is relevant to the academic subject and grade level of study. The Cognitive Academic Language Learning Approach (CALLA) integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. In addition, each student's "Basic Interpersonal Communication Skill" (BICS) will be developed and refined through the teaching of colloquialisms, figurative language, and thinking skill strategies.
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)?
 2. Presently the school meets the requirements for the students being serviced for the mandated 180/360 minutes. The ESL instructor brings direct ESL instruction in English to the students. Our instructor meets the states qualifications for "highly qualified status." She uses materials recommended by the LSO for ESL instruction. It is not specific "program" design, but includes supplementary materials designed to develop language skills
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.

The ESL program model at P.S./M.S. 114 is a mostly pull-out ESL model using ESL teaching methodology. The ESL teacher also utilizes the push in model as needed for middle school students. Our program emphasizes a high level of rigor and academic support as indicated in the CCLS. The ESL program is child centered; top do-down, (broad to narrow), content based and teaches C.A.L.P. (cognitive academic language proficiency)
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When ELLs enter our school we ensure that they are appropriately evaluated in their native language. Those students who are Spanish speaking are administered the Spanish Lab-R. For our ELL students, the goal of their intellectual assessment is not to simply derive a standard score to plug into a formula or other eligibility criteria. We carefully select assessment tools, use interpreters when needed, and consider the validity of all test results. We make sure that our findings are consistent with everything known about the students Native and English language assessments which is essential for evaluating the learner's language development and understanding the relationship between a learner's language and academic performance.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher works collaboratively with the classroom teachers of the ELLs to ensure that they are making progress in all four modalities; listening, speaking, reading and writing. Our ELLs progress can be monitored throughout the year by analyzing data from their homework, classwork and weekly/monthly classroom exams.
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).

a. Presently at PS/MS 114 we do not service any SIFE students and have not in the last 10 years. However, if we do receive a student with interrupted formal education our plan will begin with evaluating him or her and developing an individualized education plan on a case by case basis. We would begin by compiling a detailed and thorough social and educational (or lack there of) history. This will be accomplished with the assistance of the parent coordinator, guidance counselor, and classroom and ESL teachers. SIFE will be immersed in our language rich classrooms and immediately begin their mandated ESL program.

b. ELLs in U.S. schools less than 3 years will receive small group instruction in our Freestanding ESL program. They will also work with AIS (academic intervention services) providers as needed. All ELL's will be invited to participate in our after school learning academy where they receive individualized instruction and academic support in the content areas. Most importantly our teachers will utilize differentiated instruction to meet the needs of all students.

c-d. All long term ELL's and those receiving services from 4-6 years will receive academic and social support from all teaching staff. These students will have a Personal Intervention Plan, for their appropriate grade along with the modality in which they are "failing" the NYSESLAT. Instruction will be given during tutorial times, at after school programs, and during extended day activities to attack the lack of performance and close the gap. Parents of these ELLs will be asked to become more actively involved in their child's academic progress, meeting or speaking with teachers regularly in order to make sure that academic strides are being made.

e. Former ELLs in years 1 and 2 after testing proficient are still afforded extended time (ELL testing accommodations) on all tests as needed. At the start of the new school year, the ELL teacher informs the classroom teacher of the former ELLs prior services. This is done so that the classroom teacher with the support of the ELL teacher can monitor the former ELLs progress since he/she is no longer receiving the additional support from the ELL 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?

One of the Primary instructional strategies that we utilize is to ensure that teachers use a variety of student-centered methodologies with English language learners. Cooperative or small-group learning, thematic instruction, and integrated approaches to language arts enhance the context for learning. Storytelling activities, provide a wonderful vehicle to integrate ELL's into the classroom. Students can use drawings and actions to support the stories they tell in either English or their native language. We utilize a balanced approach to literacy instruction which is just as important for ELL as it is for students with English as their primary language. This includes a combination of teaching techniques such as systematic and explicit reading instruction with consistent feedback, guided reading, close readings, teaching learning strategies, and free reading. A combination of both teacher-directed and experiential techniques may be used according to the student's individual needs. We supplement these techniques with children's picture books both in print versions and on tape. Audio-taped versions of children's books are particularly helpful as second language learners can listen to the spoken English, follow the printed words, and use the pictures to facilitate meaning. We also encourage the use of content-based sheltered English. Sheltered English instruction teaches language through content by contextualizing the English, but maintaining the crucial academic content and concepts. The guiding principle for sheltering English is to keep the standards for academic content and skill development as high as possible while simplifying the language, and making it more accessible to students. Teachers enhance content through the Smart Boards, by providing props, hands-on learning experiences, drawings, pictures, graphic organizers, and small group opportunities. Our teachers provide rich learning opportunities, support and extend learning, and ensure that higher order thinking skills are being taught and tapped in our ELL students.

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?

At PS/MS 114 we use curricular, instructional, and scheduling flexibility to meet the needs of our ELL-SWD's within the least restrictive environment. Teachers are in regular contact with each other to discuss students and their progress or lack there of at weekly professional development/teacher team meetings. Teachers preteach key concepts, skills, and academic language in English using sheltered-English methodologies. We secure translators for parent meetings and written materials to send home as well as welcome parents to all events that are school related.

Students are encouraged to be involved in extracurricular activities, and as needed we encourage our teachers to participate in creating Individualized Student Record Plan (IRP) for those students that would benefit.

Courses Taught in Languages Other than English 

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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

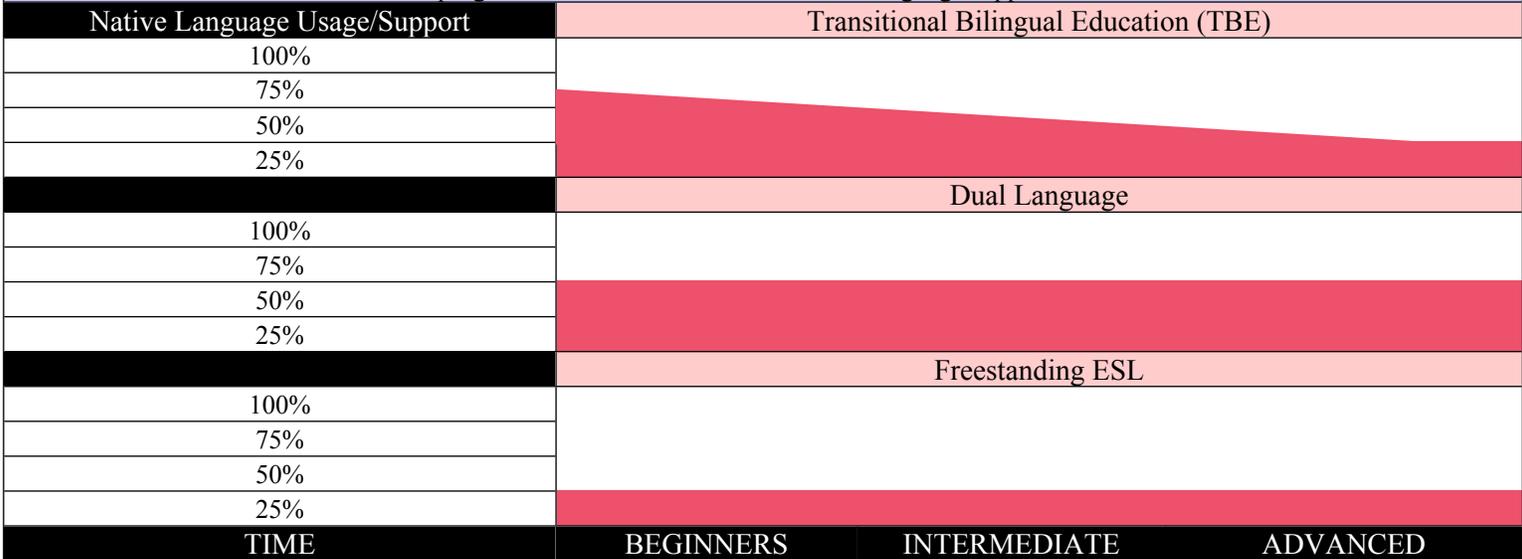
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.

There are several targeted intervention programs for our ELLs in math and ELA, all of which are offered in English. We have introduced our students to the Achieve 3000 literacy program for grades 3-8. Our ELLs in grades K-3 utilize the Foundations, word work portion of the Balanced Literacy Block which incorporates a phonics remediation program as needed. ELL's in grades K-5 also utilize the Wilson Language Basics Program. ELLs in grades 4-8 are using Building Vocabulary through Word Roots by Teacher Created Materials. All of our ELLs receive AIS services as needed and differentiated instruction by their teachers within the classroom. At P.S./M.S. 114 our ELLs utilize the Destination Math program in grades k-8. Grades k-5 utilizes the Go Math program, and the middle school works with the CMP3 mathematics program.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program remains to be seen as we are utilizing a new reading as well as math program for the 2013-14 school year. Our method of small group instruction in the content area with the ELL teacher has proven to be very successful for our ELLs.

11. What new programs or improvements will be considered for the upcoming school year?

ReadyGen and Go Math are 2 new programs that our students will be utilizing this year. We are also implementing 2 new technology based programs to support our students in ELA and Math. They are the Achieve3000 literacy program as well as the Destination Math program.

12. What programs/services for ELLs will be discontinued and why?

There are currently no programs/services for ELL's that will be discontinued

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 before, after and during school hours. We offer morning and after school tutorials and/or enrichment in math, reading, and science. Extracurricular activities are open to all ELLs from grades 3-8. Our programs include chorus, band, cheerleading, basketball, and volleyball, and chess. There are also lunch tutorials and academic intervention services via small group instruction.

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 PS/MS 114 there is a laptop for every student to use within the classroom. Lower grades have access to the Wilson Language Basics program and The Foundations Literacy program. All of our ELL's have access to leveled libraries and are immersed in our Core Knowledge Curriculum. Grades K-5 utilizes the Go Math program, and the middle school works with the CMP3 mathematics program.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

At PS/MS 114 we try to offer native language support to both our ELL students and parents. Our parent coordinator ensures that all important paperwork is sent home in the family's native language. We also offer a small selection of books and materials in languages other than English. In addition, we offer students glossaries and dictionaries in their native language as needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

At PS/MS 114 all required services and resources correspond to our ELL's age and grade levels. Students of the same grade level are grouped together and often provide each other with motivation and support in the classroom.

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.

We currently do not have any programs or activities to assist our newly enrolled ELL students prior to the first day of school. Over the past few years at PS/MS 114 our new ELLs come to us in kindergarten. Within the first few weeks of each new school year the ESL teacher in collaboration with the parent coordinator holds a meeting for the new ELLs and their parents to answer any questions or address any concerns that they may have.

18. What language electives are offered to ELLs?

N/A

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)?

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.

At P.S./M.S. 114 we will conduct LAP (Language Allocation Policy) meetings on a monthly basis to raise our understanding of the principles of the LAP team. Our members will then turnkey the ideas to the staff during our monthly professional development meetings. The ESL teacher will meet on a monthly basis with classroom teachers of ELLs to evaluate how students are progressing based on the State learning standards as well as to discuss differentiated and academic language development strategies.

We provide our staff with support from both the ESL teacher and the guidance counselor to assist ELL's as they transition from elementary to middle school. ELL's have privately scheduled meetings with the both the guidance counselor as well as the ESL teacher to assist with the required paperwork needed to apply for middle school. It is at this time that the ELLs options are explained in full detail and all questions may be answered.

The ESL teacher is responsible for providing all teachers and service providers with the 7.5-10 hours of ELL training. Training is done over the course of the year during staff development days, professional half days, and monthly faculty meetings.

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?
 1. At PS/MS 114 we have a great deal of parental involvement from many of our parents. Several parents of our ELLs have chosen to become learning leaders and volunteer at the school on a weekly basis to assist in the lunchroom and in the schoolyard. Many parents of our ELLs are members of the school PTA, and attend monthly meetings.
 2. There is one Community based organization that our school does partner with to provide workshops to all parents in the school including parents of ELLs. That organization is the Rockaway Artist Alliance, which has provided after school art workshops, for parents and their children to attend together within our school.
 3. We evaluate the needs of our ELL parents at the start of each school year. During the month of September parents of ELLs are invited by the ESL teacher and the parent coordinator to attend a “meet and greet”. It is at this time that we have an opportunity to speak with the parents and ascertain if there is a need for oral interpretation and/or written translation.
 4. Our parental involvement activities are geared to address the needs of our parents. Every month parents are invited to attend a workshop that is presented by a member of our school staff on a different subject/content area. For example, our math and core knowledge facilitators provide numerous workshops throughout the school year detailing the math, reading programs, and standardized tests that we utilize at our school. During these monthly parent workshops the curriculum and what is expected of the children is explained in detail and any questions or concerns may be addressed.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Belle Harbor School

School DBN: 27Q114

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stephen P. Grill	Principal		9/24/13
Barbara Poggioli-Esposito	Assistant Principal		9/24/13
Kathleen Meade	Parent Coordinator		9/24/13
Gina Machado	ESL Teacher		9/24/13
	Parent		9/24/13
Heather Salzman	Teacher/Subject Area		9/24/13
Laura Rothenberg	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Wendy Marciano	Guidance Counselor		9/24/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q114 School Name: Belle Harbor School

Cluster: 2 Network: CFN210

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

At the start of the school year every teacher invites the class parents/guardians to a "meet and greet" with the teacher. It is at that time that the teacher gets an opportunity to speak with each parent/guardian and ascertain if there will be a need for oral interpretation and/or written translation. In addition, the ESL teacher, in collaboration with the parent coordinator conduct a meeting for the parents of the English Language Learners each September to further determine if there are any non-English speaking parents who will require materials in their native language.

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.

At PS/MS 114 less than 1% of our school population are ELL's, therefore, we have found that year after year there are very few if any parents that are non-English speaking. Our major finding was that even those families where English was not the native language, in every case one if not both of the parents spoke English, and at least one parent was able to read and/or write English as well. In all cases, the parent who was dominant in the written and spoken word acted as the others translator if and when needed. On the rare occasion that neither parent/guardian was able to communicate in English, the parent coordinator and ESL teacher ensure that translated materials are sent home to the parent/guardian.

Part B: Strategies and Activities

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

At PS/MS 114 written translation services will be provided to those parents determined to be in need of language assistance services by school staff (ELL Teacher) and parent volunteers. At the start of each school year, the parent coordinator will compile a list of languages other than English that are spoken and written by all school staff as well as parent volunteers. As documents/paperwork are sent home that need to be translated, the parent coordinator will find one of those staff members or parent volunteers to translate the material so it can be sent home to the parent/guardian in a timely manner. Those documents produced by Central DOE offices and schools which contain "critical information" will be requested in the necessary language(s) from the Translation and Interpretation Unit.

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

PS/MS 114 oral interpretation services will be provided by school staff and/or parent volunteers as needed. We will follow the same guidelines as for written translation services. In addition, we will reach out and hire certified outside DOE contractors for translation and interpretation services on a case by case basis when needed.

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>.

At PS/MS 114 we will fulfill Section VII of Chancellor's Regulations A-663 by asking the parent/guardian of every newly enrolled student to our school, to complete a "parent language survey" in addition to the required home language survey. Parent surveys will be reviewed, and the determination will be made if any of the parents/guardians primary language is a covered language and requires such services. Thereafter, all school memos, letters, and academic progress reports pertaining to the child's education will be sent home in the parent/guardians primary language.