



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: BAY TERRACE SCHOOL

DBN (i.e. 01M001): 25Q169

Principal: VANESSA CHAMBERS

Principal Email: VCHAMBERS@SCHOOLS.NYC.GOV

Superintendent: DANIELLE DIMANGO

Network Leader: NANCY RAMOS

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
Vanessa Chambers	*Principal or Designee	
Veronica Morales	*UFT Chapter Leader or Designee	
Carrie Herrera	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
jJason Rivers	Member/ Staff	
Stephanie Garcia	Member/ Staff	
Christina Kaidas	Member/ Staff	
Leah Murray	Member/ Staff	
Neil Borg	Member/ Parent	
Allan Jennings	Member/ Parent	
Peggy Mercado	Member/ Parent	
Eleni Tserpelis	Member/ Parent	
Brent Wisun	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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
N/A	Title I Plan (Only for schools receiving Title I funding)
x	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.

*Ensure that our highest achieving students take ownership of and are cognitively engaged in rigorous curricula and tasks in ELA and math.
By June 2014, 80% of teachers will be rated effective and highly effective on formal and informal observations in Setting Instructional Outcomes and Engaging Students in Learning based on The Danielson Framework for Teaching.
~ QR 1.1C, QR 1.2C, Danielson 1C, Danielson 3C ~*

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.

- 2012-2013 Progress Report - Student Performance and Progress Data
- 2013 New York State ELA and Math Data
- Teachers College Reading and Writing Project Benchmark Assessment Data
- Math in Focus Unit Assessment Data
- Conference Notes
- Student Work Samples
- Classroom Observations – Danielson Components 1C and 3C

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. Extended Day Enrichment Program
 - a. Grades 4 and 5
 - i. High Level 3 and Level 4 Students
2. Professional Development
 - a. Teachers in Grades Prekindergarten-Five and Cluster
 - i. Setting Instructional Outcomes
 - ii. Engaging Students in Learning
 - iii. Common Core Learning Standards
 - iv. Hess' Cognitive Rigor Matrix
 - v. Data Driven Instruction

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

1. Extended Day Enrichment Program
 - a. Classroom Teachers
 - b. Cluster Teachers
2. Professional Development
 - a. Administration
 - b. Teachers College Reading and Writing Project Staff Developers
 - c. Network Instructional Support Specialists
 - d. Teachers Rated Highly Effective in Danielson Components 1C and 3C.

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

1. Extended Day Enrichment Program
 - a. Growth in Students Assessment Data for Targeted Students
2. Professional Development
 - a. Growth in Danielson Framework for Teaching Domain 1C (Setting Instructional Outcomes), and 3C (Engaging Students in Learning) Based on Classroom

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

1. Extended Day Enrichment Program
 - a. October 2013-June 2014
 - i. Tuesdays and Wednesdays
2. Professional Development
 - a. September 2013-June 2014
 - i. Ongoing

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

1. Extended Day Enrichment Program
 - a. Teachers
 - i. Classroom
 - ii. Cluster
 - b. Materials
 - i. Great Books
 - c. Technology
 - i. Computers
 - ii. Laptops
 - iii. iPads)
2. Professional Development
 - a. Staff Developers
 - b. Instructional Specialists
 - c. Per-Session
 - d. Per-Diem

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).

Parent Workshops

- Common Core Learning Standards
- Instructional Shifts

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.

N/A

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.

*Develop a school wide system for assessing student work that measures student learning outcomes and impacts students understanding of their learning and next steps. By June 2014, 80% of teachers will be rated effective and highly effective on formal and informal observations in Designing Student Assessment and Using Assessment in Instruction based on The Danielson Framework for Teaching.
~ QR 2.2 A, Danielson 1F, Danielson 3D ~*

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.

- Student Assessments
- Students Work Samples
- Rubrics
- Checklists
- Classroom Observations – Danielson Component 3D

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. Revision of Assessment Criteria
2. Implementation of Assessment Tools

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

1. Revision of Assessment Criteria
 - a. Administration
 - b. Teachers College Reading and Writing Project Staff Developers
 - c. Network Math Instructional Specialist
 - d. Network Special Education Achievement Coach
 - e. Instructional Teams
 - f. Teachers Rated Highly Effective in Danielson Components 1F and 3D
2. Implementation of Assessment Tools
 - a. Administration
 - b. Network Instructional Support Specialists
 - c. Instructional Teams

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

2. Revision of Assessment Criteria
 - a. Growth in Framework for Teaching Domain 3D (Using Assessment in Instruction) Based on Classroom Observations Recorded in TeachBoost.
3. Implementation of Assessment Tools
 - a. Growth in Student Assessment Reports

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

1. Revision of Assessment Criteria –
 - a. October 2013-June 2014
2. Implementation of Assessment Tools –
 - a. December 2013-June 2014

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

1. Revision of Assessment Criteria
 - a. Per-Session
 - b. Per-Diem
2. Implementation of Assessment Tools
 - a. Teachers College Reading and Writing Project Assessment
 - b. MyON
 - c. iReady
 - d. Think Through Math

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).

Parent Workshops

- Assessment Tools
 - MyON
 - iReady
 - Think Through Math

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.

N/A

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.

*Provide targeted and differentiated professional development based on feedback from teacher observations that will elevate teacher practice.
By June 2014, 25% of teachers will see an increase in their instructional practice as measured by feedback from observations based on the Danielson Framework for Teaching.
~ QR 4.1C ~*

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.

- Individual Planning Conferences
- Observation Cycle 1

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. Danielson Self-Assessment
2. Goal Setting
3. Professional Development

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

1. Danielson Self-Assessment
 - a. Administration
 - b. Teachers
2. Goal Setting
 - a. Administration
 - b. Teachers
3. Professional Development
 - a. Administration
 - b. Teachers College Reading and Writing Project Staff Developers
 - c. Network Instructional Support Specialist
 - d. Teachers Rated Highly Effective in Danielson Framework for Teaching

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

1. Danielson Self-Assessment
 - a. Alignment of Self-Assessment and Observation Data
2. Goal Setting

<ul style="list-style-type: none"> a. Alignment of Goals with Self-Assessment and Observation Data
<ul style="list-style-type: none"> 3. Professional Development <ul style="list-style-type: none"> b. Growth in Goals Based on Classroom Observations Recorded in TeachBoost.
D. Timeline for implementation and completion including start and end dates
<ul style="list-style-type: none"> 1. Danielson Self-Assessment <ul style="list-style-type: none"> a. September 2013-October 2013 2. Goal Setting <ul style="list-style-type: none"> a. October 2013 3. Professional Development <ul style="list-style-type: none"> a. October 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> 1. Danielson Self-Assessment <ul style="list-style-type: none"> a. Scheduling of Individual Planning Conferences 2. Goal Setting <ul style="list-style-type: none"> a. Scheduling of Individual Planning Conferences 3. Professional Development <ul style="list-style-type: none"> a. Scheduling of Professional Development Session b. Scheduling of Intervisitations c. Scheduling of Grade-Level Team Meetings d. Scheduling of Instructional Team Meetings e. Per-Session f. Per-Diem

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).
N/A

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.										
N/A										

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
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. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Pre-Teaching • Re-Teaching • Leveled Literacy Intervention • iReady Instruction • MyON 	<ul style="list-style-type: none"> • Small Group • One on One 	<ul style="list-style-type: none"> • During the School Day • After School
Mathematics	<ul style="list-style-type: none"> • Pre-Teaching • Re-Teaching • Think Through Math 	<ul style="list-style-type: none"> • Small Group • One on One 	<ul style="list-style-type: none"> • During the School Day • After School
Science	<ul style="list-style-type: none"> • Pre-Teaching • Re-Teaching 	<ul style="list-style-type: none"> • Small Group • One on One 	<ul style="list-style-type: none"> • During the School Day • After School
Social Studies	<ul style="list-style-type: none"> • Pre-Teaching • Re-Teaching 	<ul style="list-style-type: none"> • Small Group • One on One 	<ul style="list-style-type: none"> • During the School Day • After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Class Lessons • Social Groups • Counseling 	<ul style="list-style-type: none"> • Whole Group • Small Group • One on One 	<ul style="list-style-type: none"> • During the School Day

**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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 25	Borough Queens	School Number 169
School Name Bay Terrace 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 Vanessa Chambers	Assistant Principal Jason Rivers
Coach	Coach
ESL Teacher Joycelyn Phipps	Guidance Counselor Yang Synn
Teacher/Subject Area Lindsey Anastasi	Parent Carrie Herrera
Teacher/Subject Area Rochelle Curran	Parent Coordinator Orit Foresta
Related Service Provider Elizabeth Kennedy	Other IEP Teacher: Kristy Pulsch
Network Leader(Only if working with the LAP team) Nancy Ramos	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers 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	2
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	1	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)	360	Total number of ELLs	14	ELLs as share of total student population (%)	3.89%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
SELECT ONE	1	3	2	0	2	1								9
SELECT ONE														0
Total	1	3	2	0	2	1	0	9						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	3
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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	0	2	2	0	1	0	0	0	14
Total	12	0	2	2	0	1	0	0	0	14

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	0	0	1	0	1	0								2
Chinese	1	3	1	0	3	1								9
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	3	0	0	0	0								3
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	1	6	2	0	4	1	0	0	0	0	0	0	0	14

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	0	0	1	1								5

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	1	0	0	1	0								2
Advanced (A)	0	3	2	0	2	0								7
Total	1	6	2	0	4	1	0	0	0	0	0	0	0	14

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	2			3
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									0
4	1			1	1	1			4
5						1			1
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.

The assessment tool that is used to assess the early literacy skills of the ELL's at PS 169 Bay Terrace school is the Teachers College Reading Writing Project. Using this program for our MOSL, Measure of Student Learning, we are able to assess them on reading fiction texts, concepts about print, letter/sound identification, high frequency words, and writing assessments. The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice all the reading strategies they are learning during the reading workshop.

The insights the data provide about the ELL's is how much comprehension and fluency that the student have. In order to judge comprehension, the ELL's are asked to retell the text and then answer comprehension questions. Students need to give a strong retelling of the story or answer 3 of the 4 comprehension questions correctly in order to read independently at that level. ESL students may use the text to help them retell, and the teacher takes note if the student does this. While testing the ESL student for fluency, we look for quick recognition of high frequency words, beginning to read in phrases instead of word-by-word, and responding to punctuation with expression or tonal variation in voice.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

We have 14 ELL students that are divided as follows: 1 Kindergarten, 6 first graders, 2 second graders, 4 fourth graders, and 1 fifth grader. The ELL teacher, Ms. Phipps, has identified 3 ELL groups. Instruction is designed to cover beginning, intermediate, and advanced levels of ESL based on the NYSESLAT and LABR scores. Students are grouped according to levels and grades.

By reviewing the data patterns across proficiency levels on the LABR, NYSESLAT, and grades, it is revealed that students become proficient in the listening/speaking section of the tests. While reviewing patterns across the NYSESLAT modalities, lessons will be created to strengthen student weaknesses. It is observed that across the board, the reading/writing modalities are the weakest area. School leadership and the ELL department are using the results of the ELL periodic assessment, LABR, and NYSESLAT by finding the weaknesses of the student and guiding instruction to support the weaknesses.

We observe the scores of the ELL students while assessing them. If the students are not achieving their reading level, the ELL program is adjusted to help the students improve. That is how we evaluate the success of the ELL program.

Overall, the results of the NYSESLAT test last Spring indicate steady progress in all four modalities. In the area of speaking/listening students scored high marks. Most of our ESL students achieved the designation of proficient, intermediate or advanced on the 2013 NYSESLAT exam.

On the 2013 NYSESLAT exam 3 students became proficient. Seven students achieved the advanced level, two achieved the intermediate level, and two achieved the beginner level.

The program enforces all the modalities on the NYSESLAT. For example, listening skills are developed by reading aloud from a variety of fiction and non-fiction texts. Speaking is emphasized by creating opportunities for ELLs to speak on literature the class has read, or giving them a chance to read a piece of written work they have created themselves. The reading done in the ESL class is a reinforcement of the Teachers College units of study and genres being studied in the classrooms. We evaluate the success of our program for our ELLs using data from state assessments, interim assessments, Teachers College Reading and Writing Project assessments, teacher-made assessments, conferencing, portfolios, and goal setting.

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](#))

N/A due to lack of RNMR data.

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?

Data patterns in NYSESLAT and LABR indicate that there is a need for improvement in the reading comprehension and writing modality. Students excel in the listening and speaking modality, but need to improve their writing stamina and ability to write with more supporting details.

Data from these tests will help determine the focus of instruction for the 2013-2014 school year. Ms. Phipps will continue to utilize the Rigby On Our Way to English Program, Write Source, and In Step Readers during ESL instruction. Special focus will be made on reading and writing. Students will be encouraged to give more accountable talk as themes are studied in order to improve oral expression. In the process students will be encouraged to amplify their vocabulary and respond in complete academic sentences. We will use thinking maps to assist students in planning their writing pieces in order to have more supporting details. Writing strategies will be aligned with classroom instruction with a strong focus on conventions and spelling so that students will be better prepared for NYSESLAT and ELA tests.

Data from periodic assessments help the school leadership identify trends, strengths, and weaknesses and determines the needs in the program. It governs the decisions in determining the RTI programs needed for ELLs. This helps us modify the curriculum, reteach areas of weaknesses and determine next steps to move students along. This also helps in determining what supplemental texts or workbooks are needed to be purchased in order to give students more practice in the skills and modalities. The ESL teacher uses this information to plan for areas of focus and reteaching. Where errors seem to be linked with patterns in the students' native language the ESL teacher compares and contrasts language patterns so that students can distinguish language rules and acceptability so that they will be able to recognize distractors in the assessments and not be misguided in their choices. This is noticeable in the section on conventions. In addition, it guides us towards what professional development should be offered to classroom teachers, and what workshops should be offered to parents.

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](#).)

Within the RTI framework, teachers use data daily to guide their planning and instruction. During the Universal Screening stage, screening assessments allow teachers to identify weaknesses through benchmarks and criteria. During the Strong Core Instruction Stage, data is used to help students create meaningful conversations, use complex thinking, and develop literacy. Data is used to create intensive, targeted instruction. Last, we monitor progress through data.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Classroom teachers are always reminded to differentiate a lesson to fit the ELL students.

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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ESL program is evaluated through ESL assessments, the ELA, and the NYSESLAT.

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](#).)

Paste response to question here: Introduction: Part II: ELL Identification Process

The Bay Terrace School (PS 169) is located on 212th street in Bayside Queens. There are approximately 396 students spread across 7 grades, preK-5th grade. There are 2 pre-k classes, 3 Kindergarten classes, 2 first grade classes, 2 second grade classes, 2 third grade classes, 2 fourth grade classes, 2 fifth grade classes, and 1 special education bridge class (k-1-2). There are

approximately 28-30 students in each general education class. There are 14 students being served by an ESL teacher during the 2013-2014 school year. The ELL students are a diverse group stemming from Equador, Korea, , Argentina, Dominican Republic, Puerto Rico, China, and Japan.

1) At P.S. 169, we have a thorough process of identifying ELL's. As the school year begins, parents register their children. Upon registration, and with the help of the ESL teacher, they fill out a form called the "Home Language Identification Survey". The ESL teacher, Joycelyn Phipps, gives an informal interview in English and in the native language with the parents. The HLIS form is also given to the parent in their native language. The HLIS form is filled out with the assistance of Ms. Phipps. A translator is provided if needed. Mrs. Yang Synn, the Guidance Counselor, is our Korean translator. Ms. Phipps, the certified ESL teacher, reviews the HLIS forms upon completion. If 1 or more is checked off in the "other" box in numbers 1-4, and 2 or more is checked off in the "other" box in numbers 5-8, the student is eligible to take the LABR test. Their name is placed on a master list to be LABR tested. The Spanish LABR is given to students whose only language is Spanish. This test is administered by a Spanish speaking teacher, Mrs. Rothsinger, with the assistance of MS. Phipps, the ESL coordinator. Prior to administering the LABR, an oral interview is given with the potential ELL to gather information on their English language skills. This is all done within 10 days of a student's admittance.

In order to identify students who are already ELL's, an RLAT and RNMR report are pulled off of ATS. These reports are printed off once a week during the months of September and October to ensure ELL's are not lost through the cracks. Another process to identify potential ELL's, is to look through their cumulative folders of K and 1st graders (In our case, it was done with all grades). The HLIS forms are signed by the LAB coordinator and is designated a language (Ex: SP for Spanish or NO for English). All HLIS forms are photocopied. Originals are placed back into the folders and copies are placed in a binder, by grade, and remains in the classroom of the ELL coordinator. If there is a potential ELL to be LABRed, they are added to the "to be tested list". This list is charted with the students' name, OSIS number, class, language, and LABR score results.

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.

2) After all the ELL's have been identified for the school year, structures are taken place to ensure that parents understand all three program choices. A parent orientation meeting is held after the completion of the LABR. When a student does not score proficient on the LAB-R, Parent Notification Letter for Newly Entitled Students" is sent home with the student. A parent invitation is sent home in English and the parents' L1 language. Along with the invitation, is a copy of the parental choice form. The parent is encouraged to bring the forms with them to the meeting. The Parent Coordinator procure a bilingual translator for the meeting if necessary. The ESL teacher Ms. Phipps and the Parent Coordinator Orit Forester, call parents repeatedly to make contact in order to have them attend parent orientations, breakfasts and lunches. The meeting is held in the ESL or computer lab. A TV with DVD player is accessed for the showing of the parental choice video. A buffet of food, which includes donuts, fruit, cereal, and beverages are supplied for the parents. Translators are present to translate in the parent's native language. The translators are contributed by the Department of Education or few members of the Bay Terrace staff such as Ms. Synn, the school guidance counselor. Once the parents arrive, an agenda and bilingual parent brochures are given to them. The brochures academically and socially support ELL parent and students. They also sign the sheet and list their child's name and pick up an agenda.

The meeting: Ms. Phipps starts the orientation by reciting, "We understand the importance of making informed decisions and we are happy to have you here to explain to you the ELL programs that are available for you to choose for your child." Ms. Phipps and the Parent Coordinator explain to parents the CR Part 154 and how it provides the basic requirements and procedures for ELL education. It is explained that the program selection is for one year. Also, if Title III funds are available from the federal government provide supplemental services specifically for ELL's and parents, such as after school instructional programs, professional development and parent involvement. At this point the parent video is shown and parent have the opportunity to ask questions throughout the meeting. All three program choices are explained in full detail. Translators are provided and parents are encouraged to ask questions and raise concerns that they have with Ms. Phipps, the ELL teacher. Once the video is complete, the 3 programs are explained in depth, which are ESL, Bilingual, and Dual Language. The people explaining these programs are Ms. Phipps, the ESL Teacher/Coordinator and Orit Forester, the Parent Coordinator. The parents choose which program they want as their 1st, 2nd, and third choice. They then fill out the Parent Survey and Program Selection form. Ms. Phipps is diligent about contacting parents for face-to-face meetings, even when it requires multiple phone calls. The ELL orientation meeting is

repeatedly held till all parents of ELL's have signed the parental choice forms. But, if a parent can not attend the Parent Orientation meeting, Ms.Phipps conduct a phone interview in order to complete the Parent Survey and Program Selection form. The copies are kept on file in the ELL office and the originals are returned to the student's cum record file.

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](#)].)

Upon the completion of LABR testing and parent orientation, letters are distributed to parents. All letters are bilingual, English and the parents' native language. Continued Entitled, Entitled, Non-Entitled, Placement letter, and Non Entitlement/Transition Letters are sent home via students back packs. Copies of all letters are kept and placed in binders. The placement letters are sent after the parent signs the parental choice form and chooses the program for their child. Ms. Phipps, the ESL teacher/Coordinator, is responsible for creating and distributing all letters. Each letter is obtained from the DOE website and are placed onto our school letter head. Multiple languages (Polish, Spanish, French, Korean, Chinese, Hindu, Russian, Turkish, and English) in each letter are also printed off and photo copied which provides easy access for future mailings. Continued Entitlement Letters are for the old ELL's, eligibility is based on student score below proficiency on the NYSESLAT. These letters must be returned signed by the parents. The Entitlement Letters are to be sent home to the parents of newly arrived ELL's to the NYC School System informing them of the upcoming Parent Orientation meeting. The Non Entitlement Letter informs the parent that their child is not entitled to ELL services. These students scored at or above proficiency on the LABR. The Non Entitlement/Transition letters are to be given to the parent's of students who scored at or above proficiency level on the NYSESLAT and who will transition into monlingual class with 1 year of ESL support services. A list of students are kept on file for each letter type. Parent Survey and Program Selection forms are always returned at the end of the Parent Oriantaion Meeting. Copies of theses forms are places in a binder in the ELL Lab and originals are placed in the studetns cumulative file.

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.

During the parent orientation meeting, the ESL parent is exposed to three programs from which to choose: Free standing ESL, Transitional Bilingual and Dual language. After parental choice, student must be placed within 10 school days of enrolment. Bilingual classes are formed when there are 15 or more students on two contiguous grades for K-8 grades. If there are not enough students to form a bilingual class, parents can opt for another school with the program or stay in the school in ESL. If the school does not have a bilingual program in the language of the student, parents are to be informed of a school where such a program exists. School personnel may check with OSEPO if assistance is needed in locating a bilingual seat. If parents do not select a program, the student is automatically placed in a Bilingual Class, if it is available, otherwise, in ESL. During this whole process, if a translator is needed one will be provided by a school personnel or from Translation Services.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is given to all ELL students in the spring. First, ATS reports such as the RLAT and the RLER are printed off to determine eligibility for NYSESLAT testing. Before the NYSESLAT, a testing timetable is created by the ELL teacher Ms.Phipps, who is also the testing coordinator. Next, test accomidations for ELL's are enforced such as covering the walls, time extensions, and separate location. The NYSESLAT is given under strict testing conditions. The seats are placed in rows facing the front of the class. There is no movement in the hallways and no announcements are made over the loud speaker. In addition testing modifications for students with IEP's are adhered to during the exam. Since there is a small population of ELL's, Ms. Phipps adheres to her testing timetable, divides the students by groups and tests them according to their grade. During the speaking section of the test, students are tested one on one with Ms. Phipps with an additional teacher, Ms. Williams a retired teacher, scoring the speaking portion.

In order to prepare students for the NYSESLAT, the New York State English as a Second Language Achievement Test, we start early with many activities/lessons that involves listening, speaking, reading and writing. Two helpful test prep tools that will be used are "Attanasio and Associates NYSESLAT books" and "Empire State" test prep books. These books are accompanied by a CD. This is used for the listening portion of the test.

Paste response to question here:

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. [①](#)

After reviewing the Parent Survey and Program Selection forms thus far, the trend that is maintained is the selection of an ESL program. In the year 2011, 14 parents chose ESL, 9 parents chose ESL in 2012, and 5 parents chose ESL 2013. Out of the 14 ELL's, all parents chose ESL as a 1st choice.

The ESL program model offered at our school is aligned with parent requests. Based on stored letters and parents request we are in alignment.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Our instructional program for our ELL students is a pull out program serviced by 1 licensed ESL teacher. During the pull out periods, students travel together as a group to the ESL room for instruction. Our children receive the mandated ESL-ELA allotted instructional time based on the students' proficiency levels. The time allotment is based on the regulations of the CR Part 154. The instruction is aligned with the NYS common core standards. The ESL teacher has collaborated with classroom teachers about curriculum and students' abilities, needs, and accomplishments.

Beginner and intermediate students receive 8 periods a week of instruction. Each containing 45 minutes. Advance students receive 4 periods a week, each period also 45 minutes. The 14 ELL's are divided into 3 groups, A-C. Group A contains Kindergarten, 1st grade beginners, intermediates, and Advance(the advance students are only serviced 4 times a week.). Group B contains 2nd grade advance. Group C contains 4th and fifth grade beginner, intermediate and advance. The type of program P.S. 169 uses is a pull out program. The ELL teachers' program is designed to not pull students while they are at lunch and at different times of the week. This is to ensure they are not missing the same subject every day. The program models are block, class travels together as a group and heterogeneous, mixed proficiency levels.

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)?

At the Bay Terrace School, beginner and intermediate students receive 8 periods a week and advance students receive 4 periods a week. Each period is 45 minutes. When planning schedules, Ms. Phipps and the other service providers in the building collaborate to make sure their time tables do not interfere with the different services.

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.

Paste response to question here: During a Readers Workshop lesson, the ESL teacher provide students with small group instruction by following the Teachers College workshop model. This supports learning in the four modalities in English as they learn new strategies during Readers and Writers workshop.

During Writers workshop the ESL teacher provide students with small group instruction utilizing a model of instruction for writing following the Teachers College writing process. They begin each session with a minilesson and then conduct small group strategy lessons to target their writing goals/needs based on their notebooks entries and published pieces. The ESL teacher also incorporate shared writing and interactive writing during strategy lessons to enrich language development.

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

Native language support is present in our ESL program through the use of native language texts for cross-cultural learning, realia, dictionaries/glossaries, visual aids, and partnerships between ELLs of the same language to support them academically and socially as members of our school community. We ensure that ELL's are appropriately evaluated in their native language by providing them translators during state tests or giving them the state test in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here: We ensure that ELL's are appropriately evaluated in all four modalities of English language acquisition throughout the year in many ways. Curriculum-based measures and other formative measures such as end of unit tests, running records, classroom observations, oral interviews, class presentations, Role Play, writing samples, portfolios, multiple choice exams, and ELL Interim assessments .

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).

Paste response to questions here: Our instructional Plan for SIFE students will incorporate intervention and emotional support from our guidance counselor. These students will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. We will provide the students with supplementary reading intervention program based on their reading needs during the day, which will be in addition to their ESL services. They will be invited to attend extended day program which is help for 50 minutes on Tuesday, Wednesday, and Thursdays after school. Programs that will be utilized are Leap Frog, Mondo Pathways to Writing, and Moving into English. Based on data from numerous assessments, instruction is differentiated.

The ELL's in our school that are here less than three years (new comers) receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. Emotional support is provided by our guidance counselor to help them embrace the American culture during the month of September. They will receive constant exposure to vocabulary and literacy instruction using a variety of manipulatives and pictures. The same programs used for SIFE students will also be used for this sub group. In addition to those programs, Voyager is also implemented.

Our 4-6 year ELL's receive the mandated number of minutes per week of ESL instruction based on their proficiency level in accordance with the NYS CR Part 154. Within the mandated instructional time, these students receive small group instruction in writing, which has been identified as an area that needs improvement. Writing goals are created for this subgroup which emphasize pre-writing, creating paragraphs, topic sentences, sentence variety, and editing.

Long Term ELL's will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program to support their reading and writing needs based on their levels. Supplementary intervention programs that will be utilized are Voyager, Rygby On Our Way to English, Mondo Pathways to Writing, Empire State NYSESLAT, and Attanasio and Associates Getting Ready for the NYSESLAT and Beyond.

Our plan for transitional support for students who reached proficiency on the NYSESLAT: The ESL teacher conferences with the classroom teacher to monitor continued development. These students are offered the opportunity to participate in ESL field trips. They also receive ELL accommodations during the State tests.

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?

6&7) ELL's identified as having special needs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with the NYS CR Part 154. The Pull Out ESL instruction model is preferred and is used to support their academic needs in reading and writing to enhance the flow of learning within their usual class setting. Out of the three students that have special disabilities, two are escorted with an alternate para when they are serviced by the ESL teacher, Ms. Phipps. The same programs that are utilized for Long Term ELL's are also used with addition to Interactive Smart Board Lessons.

Some instructional strategies and grade level materials that the teacher of ELL-SWDs use that both provide access to academic content areas and speed English language development are:

- Seat students away from any distractions.
- Use a checklist to get students organized.
- Space short work periods with breaks.
- Provide written and verbal directions with visuals
- Provide incentives for beginning and completing material.
- Divide tests into small sections
- Role Play, model situations
- Share success between home and school
- Pick a goal and focus on one for each activity.
- The Write Source, On Our Way to English, and Rigby In Step Readers are used to accelerate English language development.

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?

The IEP, Speech, ESL, Physical Therapist, and classroom teacher collaborate to make sure there is flexibility in meeting the diverse needs of ELL-SWD's within the least restrictive environment. While doing this we come up with the best strategies for these students during our PPT meetings. All of the service providers are present in the meetings: ESL, speech, IEP Teacher, PT, and OT. During this meeting we ensure that all ELL's with disabilities are receiving services based on their IEP. The members of the PPT team along with classroom teachers compare their timetables on a regular basis to make sure there are no conflicts, and all ELL's receive their mandated hours from each service provider.

All of the aforementioned materials and methods for other ELL groups are utilized for students with special needs with additional scaffolding where necessary. Methods used are repeating and rephrasing, using graphic organizers and pictures, and collaborative learning where students have the opportunity to use multiple intelligences and their particular learning styles. Language learning games are supplemental motivational materials. Teachers allow extra "wait time" for students to process information when answering questions. The ELL teacher uses hands on phonics, vocabulary and writing activities. ELL-SWD interact with their peers during instructional time and extra curricular activities.

The ESL teacher along with the classroom teachers, have read and understood the IEP of the ESL special education student. They have incorporated the necessary strategies in working with the students. The PPT Team at P.S. 169 meet every two weeks and uses the time to discuss how the ELL's are performing in their mandated services that are listed on their IEP. I :

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

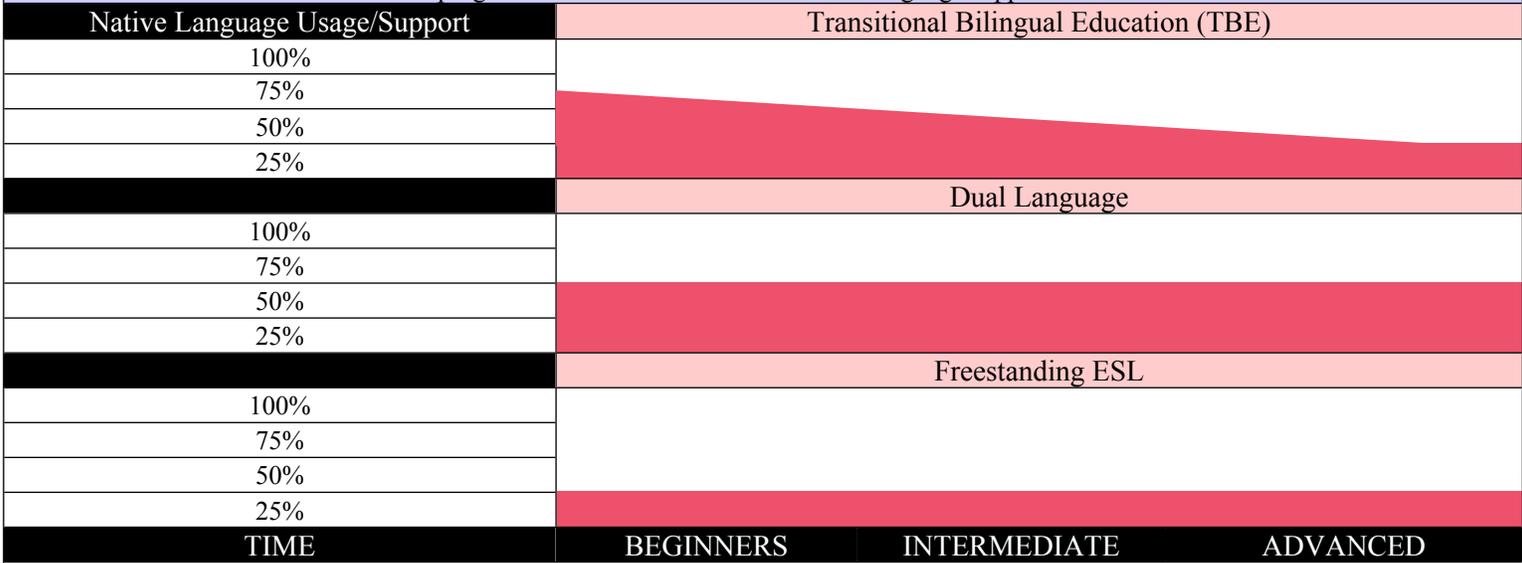
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

The use of two languages is utilized during standardized testing as a test accommodation. Children are allowed to use a bilingual dictionary. If necessary, ELL students have the test available in their native language as well. Also, to help prepare struggling ELL's for the state tests, these students are placed in extended day program which is 2 days a week for 50 minutes each.

Explicit English as a Second Language (ESL) and ELA instruction is ongoing to meet the needs of our beginners, intermediate, and advanced students. ELL students will be instructed using the Rigby On Our Way to English, Rigby In Step Readers, and The Write Source. These programs are designed for instruction in listening, speaking, reading, and writing in English specifically for the ELL population. The program is aligned with grade curriculum and the lessons provide differentiated instruction for every lesson. This program complies with the Common Core in ELL instruction. It teaches language using manipulatives, flashcards, audio, and charts to help develop language and build transitions to comfort levels.

The point of entry model (POEM) provides a lens through which instruction is planned and implemented to ensure ELL students' engagement, productivity, assessments and real world connections. The school uses performance indicators set by the state to drive instructional program. We have incorporated variety instructional strategies in accordance with ESL/ELA standards that will allow ELL students to become proficient readers and writers. These strategies include, but are not limited to, role-playing and components of a Balanced Literacy Program including shared reading and writing, interactive writing, guided and independent reading and read alouds. We use graphic organizers and cooperative learning provides ELL students with an opportunity to engage in accountable talk. Furthermore, ESL instruction utilizes pictures, games, Total Physical Response (TPR), dramatization, text representations, and manipulatives, chants, songs, poems, and charts to help them acquire language skills.

ELL students are given an opportunity to operate at all levels of the cognitive domain, striving to reach higher order thinking skills such as: analysis, synthesis, and evaluation. Phonics and vocabulary instruction are provided through various materials to help build language acquisition. Class trips provide the ESL teacher with opportunities for discussion, language experience approach and reinforcement of topics being taught in the classroom. Numeracy acquisition is developed through engaging in hands on activities. ELL students have multiple opportunities to make connections in science and social studies through literature.

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

Paste response to question here: In order to meet the standards of the Common Core, using the above programs has helped them achieve their content and language development goals. Our current programs are able to develop the oral language of the students. Through the use of chant and concept posters the ELL's built familiarity with themed-related language concepts. General-academic and content specific vocabulary is built through vocabulary cards. Students are able to read multiple genres on the same theme through student anthologies. Their word study skills are developed by using word study song charts. The programs are able to provide differentiated reading instruction. Through writing, students are able to recognize parts of speech, write sentences, build paragraphs, build a writer's resource, and proofread their work. Students are able to understand the writers' process along with being able to do Descriptive, Narrative, Expository, Persuasive, Creative, Research, and Response to literature writing.

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

Further implementation of the Common Core State Standards, continued participation in grade meetings by the ELL teacher, lesson planning using more questioning techniques provided by the Depth of Knowledge Levels, and weekly planning sessions are improvements for the upcoming school year.

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

The ESL afterschool program that was held during the 2010-2011 school year will be discontinued due to the lack of funds from Title III. Funds were not provided to our school because there are less than 30 ESL students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

P.S. 169 had implemented the Renzulli Model for Schoolwide Enrichment for ALL students, including our ELL students. We believe that opportunities to participate in enrichment activities should be provided to all students. We do this through enrichment clusters, community service and various other enrichment activities. All ELL students participate in the activities listed below.

All K-5th grade students participate in enrichment clusters once a week for 90 minutes. Enrichment clusters are researched based, flexible, have high standards and advanced levels of academic challenge for all students, employ multiple intelligences, use a hands-on approach and culminate in a product of service. At P.S. 169 we call our enrichment clusters EPI's (Explore, Problem Solve, Investigate). Students choose EPIs based on their interest.

The following is a list of some of the EPIs offered at P.S.169:

- Crime Scene Investigations
- The Recycling Team
- Robotics
- Buildings - In Collaboration with the Salvadori Institute
- Bridges - In Collaboration with the Salvadori Institute
- Comic Book Making
- Calling All Bankers - In Collaboration with Classroom Inc.
- Is There a Doctor in the House? - In Collaboration with Classroom Inc.
- The Young Naturalists
- Lights, Camera, Action
- Wonderful World of Animals
- Helping Hands
- Treasure Hunting

-PS 169 GLEE EPI

Community Service

- St. Jude's Math-a-thon
- Community Art Contests
- Penny Harvest
- Food Drives
- Senior Citizen Centers
- Spring Fling
- International Night
- School Garden
- Student Council
- Peer Mediation

Additional Enrichment Activities

- "Constitution Works" with Teaching Matters
- Chess in the Schools Program
- Ballroom Dancing from American Ballroom Theatre
- CASA Theatre Program with Queens Theatre in the Park
- Cultural Trips
- Chamber Group
- Student Council
- Clubs

English Language Learners are encouraged to attend Extended Day, After School, and Saturday programs. All communications are sent with native language translations, and bilingual interpretations are used when necessary. ELL students attend regular classroom sponsored field trips as well as ELL field trips. Ballroom Dancing is also offered to the ELL students which is held

once a week starting in November 2013 and ending in May 2014. Students study various styles of dance as cultural arts enrichment.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The following instructional materials are used to support ELLs at P.S. 169:

The ESL teacher uses Rigby's ESL Program: "On Our Way To English", which includes guided reading and shared reading components to help students strengthen their reading and writing skills. Students use NYSESLAT test prep materials so that they can become familiar with and receive instruction in sample selections from the writing and reading selections of the NYSESLAT. Getting Ready for the NYSESLAT AND BEYOND and Empire State NYSESLAT are the two books that are used.

-The Write Source: Writing Program

-In Step Readers: Guided reading Program

-Rosetta Stone computer software program. During independent time students are allowed to log onto their account to practice all 4 Modalities of the English language.

- Words Their Way- Big Book are used for shared reading, small books are used for guided reading. Students are introduced to both new vocabulary, and new conversational phrases. This program introduces vocabulary and concepts in English. It also introduces phrases, and encourages the students to converse in English. In addition there is an extensive index of all the vocabulary used in the book.

- Mondo – Pathways to Writing - This program assists English Language Learners in develop writing skills on different grade levels. There are fiction and non-fiction posters, as well as large graphic organizers. These help the students develop writing skills using different literary genres. The students learn to plan, compose, record, revise, edit, and publish their writing.

- Literature and Leveled Libraries - The ESL classroom has a large collection of literature, organized according to reading levels, themes, genres, and subject matter. ELL students are encouraged to read and borrow books, according to their interest, level, or particular subject being studied in their classrooms.

- Bilingual Glossaries - These glossaries in various languages are used in all content areas, in the regular classroom, as well as the ESL classroom. They are also used to prepare for specific citywide tests, such as the State Math Test, or the State Science Test, as well as helping students perform on the actual test.

- Leap Frog – An electronic reading program which reads aloud to students as they follow along, using a special pad, book, and pointer. - This is an exciting format for the ELLs on all levels. It encourages and teaches reading in a non-stressful and entertaining atmosphere. It is used in the Extended Day Program and in the Title III After-School.

We do not offer a bilingual, dual language or 2-way program at this time; therefore, the only time ELL students are assessed in two languages is when the English LAB-R indicates that the student may be dominant in their native language. At that time, the LAB-R will be administered in the ELL student's native language.

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

Native Language Materials and Support: Bilingual dictionaries, glossaries, and bilingual and native language books are used to support students' native language. In our ESL program, newcomer students are paired with bilingual students when necessary. Cognates and cognate word walls are used to scaffold language learning. Pictures and realia are used.

The targeted intervention program P.S.169 offers is the extended day program. The Extended Day program is held Tuesdays and Wednesdays from 2:20-3:10PM. Native language support is given to students by supplying them with bilingual books, in their native language and English. Also, during state tests, bilingual word for word glossaries are supplied to students. We also have staff in the building to provide native language support in the following languages: Italian, Spanish, Hebrew, Hindi, Urdu, Greek, and Korean.

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

ELL services and resources correspond with ELL's ages and grade levels. Grade level materials are utilized in the "Rigby on Our Way to English" program as well as "The Write Source". Other materials such as the games and pictures are age and grade appropriate. ELL teachers use grade level pacing calendars and curriculum maps when planning and consult with classroom teachers. They also refer to the Common Core State Standards when planning.

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.

P.S. 169 does not have any activities in place before the beginning of the school year to assist newly enrolled students; however P.S.169 does have several activities to assist ELL's at the start of the school year and during the school year. These include parent

orientation breakfasts, open school night, and the pairing of newcomers with bilingual students to assist them. In addition, the school provide numerous activities that involves students and parents such as: Hat Making Workshop coordinated by the art teacher Mrs. Kaufman, bake sales, The Pumpkin Parade, Boo Bash, Math Game Night in January, Valentines Day activities in January, Open Mike Night at Barns and Noble, Burger King Night, The Bay Terrace School Carnival, and parent meetings to help parents work with their children on test preperation for the ELA and Math. Paste response to question here:

18. What language electives are offered to ELLs?

There are no language electives that are offered to ELL students.

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)?

NA

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.

1) ELL, regular and special education teachers will be provided with professional development on the various strategies that are effective when teaching ELL students. They will learn to understand that: ELL student's cognitive/academic development is enhanced when the use of multicultural literature is utilized in English and the native language. Effective instruction is present when the individual learning style is considered. The promotion of the interrelationships across disciplines enhances cognitive development in the native language and English.

2) The ESL teacher, Ms. Phipps, attends professional development once a month provided by the Network CFN-Children's First Network, Teacher's College of Columbia University, and OELL (office of English Language Learners). Such work shops include: Designing and Developing Exemplary Practices for ELL's, Sheltered Instruction, and Data Driven Instruction for ELLs. The ESL teacher then turnkeys strategies and information learned at these workshops with classroom teachers and other staff. PS 169 has had PD workshops throughout the year to address the needs of ELLs and their teachers. Some of these include the following topics: Balanced literacy, Common Core State Standards for literacy and Numeracy, Addressing the ELL Population, Text Comprehension, Academic Rigor, Centers, and ESL strategies in literacy. Cross grade articulations and grade meetings take place to ensure that the needs of ELLs are being met. The ELL teacher collaborate with classroom teachers of ELLs to make recommendations and discuss students' individual needs. Recently Ms.Phipps has attended the following workshops: Reading and Writing Non-Fiction:Instruction for ELL's, Teacher's College Strategies for ELL's, Vocab and Writing Instruction for ELL's with Disabilities, UCONN Confratute, Instruction Shifts for ELL Academic Success, and Common Core Aligned Math for ELL's (a 6 part series to last from October 2013-May 2014).

The assistant principal, Jason Rivers, obtain his professional development from Teachers College and his A.P. mentor. The principal, Vanessa Chambers, obtains her PD from Teachers College, and her mentor as well. The school psychologist Cheryl Miodownik receive her PD from her supervisor Maria Fikar. The OT/PT team receive their PD from CSC and ORCS. The Speech teacher, Elizabeth Kennedy and the IEP/resource room teacher, Kristy Pulsch, receive their PD from their supervisors and Teachers College. The school secretaries and the Parent Coordinator obtain their PD from the DOE.

3) The ESL teacher work with classroom teachers to help students develop skills they will need in middle school such as notetaking techniques, listening skills, filling out graphic organizers and following multi-step directions. The guidance counselor, Yang Synn, holds a meeting with parents to talk about kids going from elementary school into middle school. The ESL and classroom teachers provide direct instruction in content area vocabulary and materials and use data to analyze students' strengths and weaknesses on standardized tests. Students visit local middle schools as well. Instruction is rigorous in preparation for the middle school grades. Item analysis is utilized in lesson planning in order to address student needs. In the general ed classrooms, students sit together on round tables, rather than the traditional square desks. The students store their books underneath chairs. During IIM, students work with other teachers on the grade. These strategies help the ELL students transition from classroom to classroom, which is done in middle school daily.

The following professional development sessions have taken place or are planned for all teachers of ELLs including our ESL teacher and classroom teachers who service ELLs. These professional development sessions will serve to fulfill the 7.5 hour mandated training required. These professional development opportunities will be taking place during Chancellor's Conference Days and monthly faculty conferences.

- Using Data to Drive Instruction
- Differentiation
- Guided Reading
- Schoolwide Enrichment Model
- Independent Investigation Method

The ELL Teacher also meets with the classroom teachers individually and discuss strategies for each ELL. There is a sign in sheet and an agenda that is provided along with PD materials. These documents are stored in a binder in the ELL office.

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?

Paste response to questions 1-4 here Paste response to questions 1-4 here

1) The staff at P.S. 169 will continue to support parents of ELL students and offer counseling on a daily basis. ELL parents are invited to be part of the Parents Association. Parent workshops are offered for all parents with interpreters to support the monolingual parent. All school family activities are designed to include all parents of the P.S. 169 community. ELL parents will participate in literacy and numeracy workshops that are provided for the entire school.

- PTA Meetings - All parents are invited to monthly PTA meeting. Translators are available, making these workshops welcoming for ELL parents.

- Parent Workshops - All parents are invited to monthly parent workshops. These workshops are curriculum based. Translators are available, making these workshops welcoming for ELL parents.

A bilingual parent workshop is conducted to explain the NYSESLAT. The Parent Coordinator distributes study guides and various materials for use at home in English and their native language.

2) The school uses a translation service to translate documents and letters when necessary. With the help of Burger King and Barns and Noble, we are able to hold events at these two locations for ELL parents to come out and support their children and the school. The remainder is accomplished within the school with the assistance of the parent coordinator.

3) The needs of parents are evaluated through a survey and through dialogs with those who attend breakfasts and lunches that are held specifically for parents of ELL's. On-going phone and face-to-face meetings are held with parents throughout the year to address student achievement, concerns, and recommendations. Meetings are held on parent teacher days and evenings to discuss student progress. The parent coordinator is constantly communicating with parents of ELLs. We use tools such as E Chalk and our PS 169 website, which is interactive, to communicate with the parents. Through these tools, we are able to evaluate the needs of the parents.

4) A bilingual workshop is held to discuss any issues and questions that parents have. Some issues may include concerns regarding homework, assessments, afterschool programs and student progress. Parents are invited to attend ESL field trips. There is a parent-teacher organization. The Parent Coordinator is bilingual and reaches out to, and is available to ELL parents. Again, activities that parents are involved in are: Hat Making workshops, Bake sales, PTA Meetings, Pumpkin Parade, Boo Bash, Math Game Night in January, Open Night Mike at Barns and Noble, Burger King Night, Spring Carnival, and basketball games.

Paste response to questions here:

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vanessa Chambers	Principal		1/1/01
Jason Rivers	Assistant Principal		1/1/01
Orit Foresta	Parent Coordinator		1/1/01
Joycelyn Phipps	ESL Teacher		1/1/01
Carrie Herrera	Parent		1/1/01
Lindsay Anastasi	Teacher/Subject Area		1/1/01
Rochelle Curran	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Yang Synn	Guidance Counselor		1/1/01
Nancy ramos	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: 25Q169 School Name: PS 169 The Bay Terrace School

Cluster: 3 Network: 533

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.

During the registration process a parent is interviewed in order to complete the HLIS, the Home Language Identification Survey. This interview is usually conducted by the ESL teacher and Parent Coordinator. The parents are asked the language they prefer to be contacted in, with written and oral communications. In addition, parents complete the Emergency Blue Card, where they provide a language that they wish the school to use as a means of communication. This information is transferred into the ATS, which is also a tool to identify various ethnic groups in the school.

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.

After reviewing the Emergency Blue Cards, HLIS forms, interviews with pedagogues, school counselors, and the parent coordinator, we discovered that our school community requires translations at activities such as registration, parent teacher conferences, P.T.A meetings, written notices, and phone calls home to parents. We found that we need translations for Korean, Chinese, Spanish, Russian, and Polish. Our findings are conveyed to our school community in School Leadership meetings, and PTA meetings.

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.

Through the Department of Education's Translation and Interpretation Unit, we have documents such as school brochures, registration information, PTA notices, parent meetings that are part of our school information must be translated into many languages . This is done to effectively communicate with our diverse multicultural school population. Presently the dominant languages spoken, other than English , are Korean, Chinese, Spanish, Russian, and Polish. At P.S. 169 we make sure letters are sent home translated by Office of Translation Services or by our school staff. This allows us to provide our non English speaking families with the same information as our English speaking parents. Brochures in the parents native language are provided by the Department of Education so that parents fully understand the three program choices that are available to them. This ensures that parents make the correct decisions about the chosen program.

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

Oral interpretation is provided by our in house staff members, Ms. Synn, who is fluent in Korean, Ms. Morales who is fluent in Spanish, and Mr. Rudister who is fluent in Russian. Also, we use the interpreters provided by the Department of Education's Translation and Interpretation Unit.

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

Our Parent Coordinator has copies of the Parent Rights and responsibilities brochure which she gives to parents upon registration for the parents and general meetings. These brochures are also available in her office. Upon entering the school, Parental Notification Postings are visible to all visitors assuring them the availability of translators. Important documents are also available from the DOE. Dependent upon the needs of the parents, letters are translated in a variety of home languages and interpreters are hired when necessary. Parents may also indicate that they need interpreters through written communication with the school.

