



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BAYCHESTER ACADEMY
DBN (i.e. 01M001): 11X169
Principal: CRISTINE VAUGHAN
Principal Email: CVAUGHA2@SCHOOLS.NYC.GOV
Superintendent: ELIZABETH A. WHITE
Network Leader: ELMER MYERS

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
Cristine Vaughan	*Principal or Designee	
Kendra Gardner	*UFT Chapter Leader or Designee	
Steve Miller	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Janine Lawrence	Member/ Assistant Principal	
Rena Green	Member/ Assistant Principal	
Leona Williams	Member/ Teacher	
Anita Erichsen	Member/ Teacher	
Cloyette Eversly-Holder	Member/ Parent	
Theresa Perry	Member/ Parent	
Requel Russell-George	Member/ Parent	
Karene Anderson-Jones	Member/ Parent	
Sherwyn Lovell	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)
X	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.

Improve teacher effectiveness in Competencies 3b Questioning and Discussion Techniques, 3c Engaging Students in Learning, and 3d Using Assessment in Instruction whereby 85% of teachers will move one level as measured by the Danielson Framework of Teaching evaluation rubric by June 2014.

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.

With the onset of the new Teacher Evaluation system, we have identified a need to strengthen pedagogical practices in order to impact student achievement. Through the observation-feedback cycle, teachers will receive actionable next steps to improve their practices. When we reviewed the ARIS data from last year, it was found that 78% of teachers met their goal of improving one level in the selected competencies. English Language Arts performance indicated that there is a need to improve questioning and assessment practices in ELA and Math.

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. After each round of observations, the administration will analyze the trends and patterns. This data will be used to inform differentiated professional development sessions tailored to subgroups of teachers.
2. The Baychester Academy Danielson Team (encompassing teachers) will provide individualized support and guidance to teachers on their respective grade.
3. Teachers will participate in a minimum of 12 hours of professional development in order to become proficient in the three school selected competencies. Professional Development sessions will be conducted throughout the school year on Chancellor's Conference days and during regularly scheduled teacher team and faculty meetings. 100% of teachers attended the four day Baychester academy retreat in August/September 2013.
4. School leaders will set up and follow a schedule for formal and informal observations with timely feedback to teachers aligned to the school-selected Danielson competencies.
5. School administrators will use the Danielson *Framework for Teaching* rubric to provide feedback for formal and informal teacher observations.
6. Administrators will conduct initial and end of year goal conversations to track progress and target extra support to help teachers meet the goal of moving one level in the selected competencies.
7. Math and ELA staff developers and consultants will use the Danielson rubric to provide feedback throughout the year.

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

1. The administration and select teachers (who performed well in a specific domain or competency) will facilitate the pd sessions. The sessions will be offered afterschool, during lunch and designated professional development days.
2. The BA Danielson team attended two Saturday workshops offered by network 607 and turn keyed their learning on Election Day. As more workshops are offered, the team will provide additional support.
3. The assistant principals, school based Danielson team and outside consultants will conduct the professional development sessions.
4. The administration will develop the timeline and schedule post observation feedback conversations.
5. The rubric will be used by the teachers and administration to rate the lesson and discuss next steps.
6. The administration will develop the timeline and schedule initial and end of year conversations.
7. The consultants use the Danielson framework to give feedback to teachers after the labsite.

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

1. After the pd sessions are completed the next round of observations will be conducted and the team will review the ratings to see if teacher pedagogy is steadily improving.
2. Professional Development reflection/feedback sheets will be submitted by each teacher following the pd. The team will review the data and use it to inform future sessions.
3. On Spring 2014 NYC School Survey, at least 85% of teachers agree or strongly agree that "my PD experiences this school year have been sustained and coherently focused, rather than short-term and unrelated.
4. Teachers' ratings will be compiled, tracked and monitored to ensure steady growth in the selected competency, 3 times a year. After the ratings are analyzed, targeted professional opportunities will be made available.
5. The ratings for each observation are entered into Advance where the administration team can generate reports and view teacher progress.

- Teachers will submit a data reflection document including their professional goals. These goals will be monitored throughout the year. 17/24 teachers selected at least one of the targeted competencies as their personal professional goal during the initial planning conference.
- Consultants will send all feedback given to teachers to the administration team weekly.

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

- The observation-feedback cycle and professional development will take place every 6 weeks, beginning October 15, 2013 and ending June 1, 2014.
- The team will provide sessions throughout the school year as needed (November 2013 – May 2014).
- Teachers will participate in weekly training throughout the year, including the two Chancellor’s conference days and four retreat days.
- The administration meets monthly to review observations completed and plan for the following cycle.
- After the conclusion of each observation, teachers will receive feedback in writing or in person.
- The initial conference is scheduled for September and October. The End of Year conference will be scheduled in May 2014.
- The consultants provide actionable feedback following each classroom visit.

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

- Teachers attending professional development afterschool will be paid per-session. The Office of Teacher Effectiveness competency studies will be used to guide the professional development session.
- Sessions will be offered to accommodate teachers’ schedules (ie. Lunch and learns, afterschool, Saturdays).
- Conference days will be used where teachers are present as part of their professional responsibility.
- During the weekly cabinet meeting, the administration team will meet to schedule the observations. Teachers’ preparation periods are used for the feedback conversations.
- Teachers preparation periods are used for the feedback conversations.
- These conferences will occur during the school day and afterschool (per-session).
- Teachers are made available (with extra prep periods) to attend meetings with the consultants.

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

Title 1 SWP
Fair Student Funding

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.

Over the course of the 2013-2014 school year, teachers will administer and score a minimum of four ELA performance tasks (MOSL and ReadyGen) where 80% of students will demonstrate an increase of at least one level (Levels 1-4) by the final Measure of Student Learning (MOSL) task given May 2014.

Comprehensive Needs Assessment

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

After administering the baseline MOSL performance task (September 2013), the teachers scored and analyzed the data. They noted gaps in student understanding. They are using their findings to plan and drive their instruction. In addition, teachers need to reflect on the curriculum and ensure that the CCLS are at the forefront of their teaching. After reviewing our 2012-2013 Progress Report, ELA was noted as an area in need of improvement.

Instructional Strategies/Activities

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

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

- Teachers are using the data collected to differentiate their lesson plans.

2. Teachers are analyzing the ReadyGen curriculum and adjusting their instruction in order to meet the needs of the students.
3. The ReadyGen team (who attended two full day professional development sessions) presented their learnings at the Election Day PD where all teachers were present.
4. An ELA consultant will work closely with grade teams and administration to ensure that students receive rigorous, CCLS aligned tasks.
5. The administration, teacher teams and consultants are reviewing the tasks to conduct a CCLS gap analysis. This analysis is used to plan for future instruction.
6. The Consultant will work with the teachers in their classrooms, training them how to give students feedback that will improve the quality of their responses.
7. Teachers create a portfolio for each student to store all performance tasks. These portfolios are reviewed consistently to ensure that students are making growth and to target areas of need.
8. The MOSL team meets weekly to discuss ELA data and find trends and patterns. The teams' findings are disseminated to the faculty. The teachers are responsible to use this data to inform their instruction. After each performance task, a thorough gap analysis is conducted and the power standards are highlighted. Teachers decide which standards are a priority and the information is presented to the staff.

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

1. Individual teachers are using the data to create small groups where individual students' needs are met.
2. Grade teams, led by the Grade Leader, meet at least two times a week to plan their units and lessons, using the gap analysis to inform their teaching.
3. The ReadyGen team attended two full day professional development sessions (per-session and full day substitute teachers were utilized).
4. The consultant will work with grade teams during planning periods.
5. The consultant, teachers, and administration meet weekly to analyze student work.
6. The consultant meets with teachers bi-weekly to conduct classroom support visit.
7. Classroom teachers create the portfolio. AIS, SETSS and other support personnel use this work sample to differentiate their instruction.
8. MOSL team, teachers, and administration

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

1. School wide, we have implemented a "Looking at Student Work" protocol where teachers and administrators meet to review and analyze student performance on ELA tasks. As a team, we decide the effectiveness of the lessons taught and what teachers should focus on next.
2. Teachers routinely meet to plan and discuss the effectiveness of the ELA lessons and units.
3. The Election day reflection sheet gave the audience a chance to provide a needs assessment and feedback on the session.
4. The tasks will be scored and reviewed to gauge student progress.
5. Teachers meet weekly with consultant and/or administration team to discuss student work. Teachers create a portfolio for each student that shows growth from one task to the next.
6. The administration team and consultant will conduct weekly walkthroughs where the focus will be on the feedback teachers are providing to students.
7. Student work will be tracked and reflected upon. Teachers will ensure their teaching aligns to students' needs.
8. All data collected is reviewed and shared. Teachers use this data to inform their instruction.

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

1. The teachers will meet weekly to review the curriculum and student work from September 2013- June 2014
2. September 2013- June 2014
3. The professional Development session was November 5, 2013. More professional development opportunities will be offered beginning in January 2014.
4. Twenty five days throughout the 2013-2014 school year.
5. The meetings will occur weekly beginning October, 2103 and ending June, 2014.
6. Consultant visits occur weekly/bi-weekly and feedback to teachers occur each time (September 2013- April 2014)
7. Portfolio documents will be added throughout the year (September- June)
8. The MOSL team meets weekly and shares their findings with the staff bi-weekly throughout the school year.

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

1. Teachers will use their common planning periods.
2. Teachers will use their common planning periods.
3. Per-session and substitute coverage
4. Teachers will meet during their common planning and afterschool. Substitute teachers will cover teachers so they can attend meetings.
5. The team will meet during their common planning and afterschool.
6. Consultant will push into the classroom to support the teacher.
7. Teachers will discuss their students' performance during Inquiry team meetings (1 time a week).
8. The MOSL team is paid per-session three times a month in order to meet afterschool.

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).

- Teachers are sending home daily homework that will increase students' exposure to a variety of tasks. The parents will be responsible to ensure that the homework is completed daily.
- The Parent Coordinator will conduct workshops to familiarize the parents with the ReadyGen curriculum and offer strategies that they can use to support their children at home.
- The administration will present the ReadyGen curriculum and expectations at the School Leadership Team and PTA meetings.
- During Parent Teacher Conferences, teachers will share the child's portfolio in order to demonstrate how the child has progressed.
- Progress reports will be sent home throughout the school year highlighting growth in the area of ELA (using the data gathered from the performance tasks).

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

The ELA I-Ready diagnostic assessment will show 70% of students demonstrating an increase of one grade level by June 2014.

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.

The I-Ready diagnostic assessment is given three times a year (September /October, January/February, and April/May) and tests students in a variety of areas, including phonics, vocabulary, and reading comprehension. The September/October baseline assessment indicated that approximately 40% of students in each grade are performing below grade level. It is imperative that students are able to read on grade level in order to be able to access the rigorous ELA curriculum. The NYS ELA exam in April 2013 placed 21.8% of our third and fourth graders on levels 3 and 4. 45% of our students are making one year's progress in ELA.

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. Teachers will analyze the data and reflect on the implications for their teaching. The MOSL team created a document titled "Implications for Instruction" which is aligned to the ELA CCLS standards.
2. Teachers will use the subgroup reports (that can be accessed online) to create small groups and provide differentiated instruction. Groups will be targeted.
3. Grade teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
4. 100 % of teachers will engage in Data Dialogues with administrators 3x a year.
5. Levels 1 and 2 at-risk students will receive push-in intervention and differentiated monthly progress monitoring.
6. The ELA consultant will work closely with teacher teams to analyze students' reading and responses to literature, and provide actionable feedback that promotes growth.
7. An extended day program will be offered to all students first through fifth grade two afternoons a week. An extended morning program will be offered to all third, fourth and fifth grade students two mornings a week.

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

1. Classroom teachers, AIS support staff, and the MOSL team work closely to ensure that the data informs instruction.
2. AIS teachers and classroom teachers will use the data to differentiate instruction.
3. The grade level teams, ELA consultant and the administration team will meet weekly.
4. The administrators will schedule the meetings. Teachers will be asked to complete a data reflection document.
5. The AIS and SETSS teachers will push into the classrooms to service the students. The support staff will also have an opportunity to plan with the respective grades. During this time, the support teachers will offer suggestions for differentiation.

6. The ELA consultant and grade team will meet bi-weekly.
7. Classroom and AIS/SETSS teachers will instruct the students during these times.

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

1. Students will be reassessed in February and May 2014.
2. When students are re-assessed, teachers will have access to the data to see if their instruction had an impact. Teachers will adjust accordingly.
3. Unit plans will be collected every 6 weeks. The administrators and consultants will work collaboratively to ensure that the units are aligned to the CCLS. Students' individual needs will be noted on plans as well as ways the teacher will differentiate.
4. The data dialogues will be used to ensure that the teachers are reflecting on their students' performance and creating lessons that will impact student achievement. The expectation is that the data will steadily improve over the course of the school year.
5. The AIS and SETSS teachers complete focus templates daily to track student progress and measure students' growth towards meeting their goals.
6. Students' responses are graded using the two point state rubric. Student notebooks will be brought to data dialogues, post observations, and to grade level meetings to ensure that students' response are steadily improving.
7. Teachers will keep logs on small group instruction as well as assessing the students throughout the program.

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

1. The data from all three assessments will be analyzed throughout the year. The final assessment will be given in April/May 2014.
2. September/October, January/February, April/May, with data being analyzed after each assessment.
3. Grade teams meet weekly throughout the school year.
4. Data dialogues will be scheduled three times a year.
5. Students receive AIS services throughout the school year, daily.
6. The ELA consultant works with grade level teams bi-weekly.
7. The extended day will begin in September 2013 and end June 2014. The extended morning program will begin December 2013 and end April 2014.

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

1. The MOSL team meets weekly to review data and discuss student achievement.
2. Teachers will utilize their common planning time to meet with the AIS providers to develop differentiated plans.
3. Teachers will use their communing planning time to plan their lessons and units.
4. Data dialogues will occur three times a year during the teachers' preparation periods.
5. AIS teachers and SETSS teachers push into classrooms daily to work with students.
6. Teachers will use their common planning time and their classes will be covered by a substitute teacher in order to attend the consultant meetings.
7. Teachers will be paid per-session to teach the extended morning program.

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).
- Teachers will distribute individual student reports to parents throughout the year and offer strategies for parents to work on at home.
 - A parent workshop was offered to explain the I-Ready assessment and reports to parents.
 - The Baychester Academy Data Card is sent home with the report card three times a year, highlighting the sources of data that are used to gauge student growth.
 - In addition, AIS teachers and SETSS teachers send progress reports to parents.

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.

Title 1 SWP
Fair Student Funding

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.

Improve math student performance and progress in grades Kindergarten through Fifth grade. By June 2014, October Baseline and May End of Year Go Math!

Assessment will show that 70% of students will make at least 1 level of progress.

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.

When the teachers reflected on the September baseline assessment, it was determined that 73% of students were below grade level. A similar assessment will be given at the end of the year and the expectation is that 70% of the students will make 1 level of progress. The assessment being given is a CCLS aligned test that reflects the grade level expectations in Math. When students were tested on the 2013 NYS Math exam, 36% scored at level 3 and 4. 63% of Baychester Academy Students made at least one years' progress in Math.

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. Math consultant and math staff developer will provide targeted professional development on mathematical pedagogical strategies 1x a month.
2. Classroom teachers and Academic Intervention Services (AIS) providers will conduct assessments and maintain progress records to document goal outcomes.
3. School leadership will hire and schedule instructional support periods for teachers using math coach and external consultant.
4. Math consultant and math staff developer will assist Pre-K- 5 grade teams in school wide grade-by-grade curriculum CCLS gap analysis.
5. School wide implementation of the weekly exemplar word problem protocol designed to build math knowledge, skills and confidence.
6. Redesign math lesson planning expectations for all grades. Go Math! lesson planning will be aligned to Danielson 1e, Designing Coherent Instruction.
7. Math extended day program will be offered to all third, fourth and fifth grade students to give them access to more targeted CCLS aligned curriculum

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

1. Math consultant and Math AIS/staff developer will use the Go Math! Curriculum, as well as online resources, to ensure students have access to rigorous Math curriculum.
2. Teachers and AIS providers
3. Administration team and math consultant
4. Grade level teams will meet with the consultant at least two times a month.
5. The math consultant and math coach/AIS teacher will assist teachers in developing these rigorous problems.
6. The grade level teams with support from the consultant and administration.
7. Teachers will use a CCLS aligned program to instruct the students.

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

1. Based on feedback the teachers are receiving from the administration, teacher pedagogy will continuously improve. There will be an increase in the number of students scoring on grade level by the end of the year.
2. Students' progress will be tracked and the mastery of specific concepts will be noted on the CCLS data tracking sheets. Students receiving AIS/SETSS will steadily improve on their assessments.
3. Consultants and the math coach will train teachers in utilizing formative assessments to form their instructional groups. These groups will be differentiated and meet the students' needs. Students' will progress at a steady rate.
4. The data will be analyzed and the teachers will use this data when planning their lessons and small groups. These specific, differentiated groups will be noted on their lesson plans.
5. The weekly exemplar is graded and day 5 scores are entered on the data dashboard.
6. Weekly Math lessons will be available for review by the administrators. The administrative team will offer teachers feedback on their plans. Lesson plans will be reviewed during informal and formal observations.
7. Attendance will be monitored to ensure achievement in math. Students will have access to approximately one and half hours of extra math support each week.

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

1. Support will be offered bi-weekly, beginning September 2013 and ending May 2014
2. Data will be collected monthly and reviewed by the team, beginning in October 2013 and ending in May 2014
3. Support will be offered bi-weekly, beginning in September 2013 and ending in May 2014
4. Support will be offered monthly, beginning in September 2013 and ending in April 2014
5. The exemplar will begin in September 2013 and continue through the end of the school year. The goal is that all students will have access to at least 35 rigorous word problems that will build confidence as well as conceptual knowledge.
6. Grade Teams will meet weekly to ensure that all math lessons are planned and aligned to the CCLS beginning in September 2013 and ending in June 2014.

7. The extended day program will be offered December 2013- April 2014 (two mornings and two afternoons a week)
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The teachers will use their common planning periods to meet with the consultants. Substitute teachers will be used to cover teachers when they attend meetings scheduled during the school day.
 2. Classroom teachers will meet with the AIS/SETSS providers at least one time per week to discuss student progress during the scheduled common planning meetings.
 3. Teachers will use their common planning periods to attend meetings with the consultant and math coach.
 4. Substitute teacher will be used to cover teachers when they attend meetings with the consultants.
 5. Grade teams will meet two times a month to analyze the exemplar problems and develop next steps for the students.
 6. Grade teams will meet during their common planning periods to plan math units and lessons.
 7. Teachers will be paid per-session to teach the extended morning program.

Strategies to Increase Parental Involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- The parent coordinator will host math workshops throughout the school year that will assist parents in supporting their children in math.
 - During Parent Teacher Conferences, teachers will offer parents strategies that can be used at home to support their child.
 - The Math Simulation data will be shared with the parents after each scheduled simulation (November, January, March).

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	x	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.
- 100% of parents will receive communication from Baychester Academy on student ELA and Math progress and performance every 6 weeks.

Comprehensive Needs Assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- After considering how many times parents received updates on their child's progress as well as reflecting on the 2012-2013 Learning Environment Survey, it was discovered that parents needed more frequent progress reports in order to aid in their child's academic growth. In order to support their children in accessing the rigorous CCLS curriculum, parents need frequent feedback on their child's performance and strategies they can work on at home.

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. Distribute Student Progress Reports in October, January and May.
 2. Distribute Report Cards in November 2013, March 2014, and June 2014.
 3. Distribute Promotion In Doubt Letters in January 2014.
 4. Monthly workshops to support parents in strengthening the parent/teacher relationship.
 5. Monthly workshops to help parents support their child at home in Reading, Writing and Math.
 6. Monthly workshops to support parents of students with disabilities.
 7. Workshop topics will include:
 - a. Computer technology and software to support their child's academic achievement
 - b. How to understand, interpret, and use data
 - c. What are the NYS ELA and NYS Math Assessments? What are the Core Standards?
 - d. Test Preparation strategies and activities for the New York State ELA and Math Standards
 - e. Supporting their child's learning in CCLS ELA and CCLS Mathematics

- f. Benchmarks for supporting children to become better readers
 - g. Tips for quality homework
 - h. Strategies that foster positive behavior at home and in school
 - i. Establishing a strong home-school connection
 - j. Becoming a parent volunteer
8. Invitations to several special celebrations (monthly literacy celebrations and publishing parties, music and theatre productions)
9. School website www.baychesteracademy.com

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

- 1. Teachers
- 2. Teachers
- 3. Teachers and administration
- 4. Parent Coordinator
- 5. Parent Coordinator
- 6. Parent Coordinator
- 7. Parent Coordinator, school staff, administration
- 8. Teachers
- 9. Technology Teacher and School Staff

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

- 1. Progress reports are signed by the parents and returned to school.
- 2. Report cards are signed by the parent and returned to school.
- 3. Parents who receive a promotion in doubt notice attend a conference with the classroom teacher. Teachers review data with the parents and offer strategies that can assist their children at home.
- 4. Parents will sign in upon arrival. Parent Coordinator will offer parents tips and suggestions on how to support their child at home.
- 5. Parents will sign in upon arrival. Parents will be given strategies to use when working with their child at home.
- 6. Parents will sign in upon arrival.
- 7. Monthly workshops will be offered. Parents will be given survey and feedback forms. Forms will be collected and analyzed. Parent Coordinator will use surveys and feedback forms to tailor workshops to meet parents' needs.
- 8. Classroom teachers will ask parents to sign in upon arrival.
- 9. Parents can access information about the school as well as class web pages designed by the teachers.

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

- 1. October 2013, January 2014, May 2014
- 2. November 2013, March 2014, June 2014
- 3. January 2014
- 4. At least one time a month from September 2013- June 2014
- 5. At least one time a month from September 2013- June 2014
- 6. At least 3 times a year, September 2013-June 2014
- 7. At least one time a month from September 2013- June 2014
- 8. At least 3 times per year, September 2013-June 2014
- 9. Website updated throughout the year, September 2013-June 2014

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

- 1. Teachers will complete these reports.
- 2. Teachers will complete report cards and host two Parent Teachers conferences.
- 3. Teachers will meet with parents during preparation periods.
- 4. The parent coordinator will host the workshops during the school day and after school.
- 5. The parent coordinator will host the workshops during the school day and after school.
- 6. The parent coordinator will host the workshops during the school day and after school.
- 7. The parent coordinator will host the workshops during the school day and after school.
- 8. Teachers will send out invitations to classroom events. School staff will send home notifications of school wide events.
- 9. The technology teacher and school staff will maintain the school website.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The progress reports will be used to communicate with parents on the progress of their student.
- The reports will be signed by the parent and returned to school. Parents can make appointments to meet with their child's teacher if they would like a further explanation.

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.

The Title 1 funds of \$3076.00 will be used for all parent involvement workshops and trips.

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	<ol style="list-style-type: none"> 1. Differentiating the ReadyGen curriculum to meet the needs of the students 2. Extended Day program 	<ol style="list-style-type: none"> 1. Small group, push in 2. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. Before school 2 days a week, after school 2 days a week
Mathematics	<ol style="list-style-type: none"> 1. Differentiating the Go Math! Curriculum to meet the needs of the students 2. Extended Day program 	<ol style="list-style-type: none"> 1. Small group, push in 2. Small group 	<ol style="list-style-type: none"> 1. During the school day 2. Before school 2 days a week, after school 2 days a week
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. At risk counseling provided by school social worker 	<ol style="list-style-type: none"> 1. Small group and one-to-one 	<ol style="list-style-type: none"> 1. Throughout 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 *TAS 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.
<ol style="list-style-type: none"> 1. Baychester Academy created a hiring team composed of teachers and administration. This team has created an interview protocol to ensure the hiring of staff committed to the BA philosophy and values. 2. Strategies for hiring and retaining effective teachers : Our school continues to maintain rigorous hiring practices which include interviews, demo lessons, and background checks. Majority of our teachers are highly qualified for their positions based on an annual survey. Administration and Baychester Academy hiring team attend recruitment hiring fairs. 3. Teachers participate and benefit from the New Teacher Evaluation System and receive feedback, including actionable next steps and plans to support their professional growth. 4. All new teachers are assigned a mentor that assists them throughout the school year. 5. Teachers receive actionable feedback that is aimed to improve teacher practice. Teachers are offered support (professional development, interclass visits, consultant support) if needed.

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).
<ol style="list-style-type: none"> 1. Teachers attend in house professional development sessions, studying the ELA and Math CCLS. 2. At the conclusion of the observation-feedback cycle, teachers are offered differentiated professional development tailored to their needs. 3. Literacy and Math consultants provide targeted professional development and classroom support visits to support teachers in implementing the Common Core aligned curricula . 4. Teacher teams attend curriculum based trainings and turnkey the information to the staff. 5. The administration schedules interclass visits for teachers to observe best pedagogical practices. 6. Teacher teams meet daily (during their preparation period) to plan common core aligned ELA and Math units and lessons. The AIS and SETSS teachers work with the grade teams to ensure that all of the learners needs are being met.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>All student funding is comingled. The following services will be implemented to support the five students in Temporary Housing:</p> <ul style="list-style-type: none"> • Enhanced focus on attendance and arrival/departure times • Basic Emergency Supplies • Counseling Services provided by Social Worker • Parent Involvement • Transportation/ Metro Card Distribution

- Outreach efforts to support students in temporary housing
- Data Collection to assess the needs and progress of STH
- Intervention programs
- Daily socio-emotional support provided by the teacher
- Extended office hours, including Principal contact information provided for parental outreach

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.).

Parents of Pre-K students are invited in for an informational meeting in May/June. At this time they are given information on how to prepare your child for kindergarten. In early September, all kindergarten parents are asked to attend an “Open School” night where the classroom teachers explain the expectations of Kindergarten and give an overview of what the students are expected to learn by June. Parents are invited to attend workshops, offered by the parent coordinator, throughout the year.

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.

The Measures of Student learning Team (MOSL) was established in June 2013. The team is comprised of the UFT chapter leader, the three administrators, and classroom and cluster teachers. The team reviewed several research based assessments and made selections based on the needs of our school and students. Professional Development on how to implement these assessments began during the August retreat and continues monthly. The MOSL team meets weekly and analyzes the assessments and results. This data is presented to the staff bi-weekly. The team also analyzed the NYS ELA and Math exam from 2013 to highlight power standards addressed. The team created and presented a document that highlighted the implications for teaching.

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 are 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 11	Borough Bronx	School Number 169
School Name Baychester Academy		

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 Cristine Vaughan	Assistant Principal Janine Lawrence
Coach type here	Coach type here
ESL Teacher Rosemary Fung	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Denise Jackson-Gordon
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	397	Total number of ELLs	8	ELLs as share of total student population (%)	2.02%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	8		2	0		0				8
Total	8	0	2	0	0	0	0	0	0	8

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	2				3									5
Chinese														0
Russian														0
Bengali														0
Urdu			0		1									1
Arabic		1	1											2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	1	1	0	4	0	0	0	0	0	0	0	0	8

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)	2	1	1											4

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

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		2			2
4					0
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			2						2
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
School-wide, students are assessed using the Fountas and Pinnell running record assessment. Students are grouped based on these results, into guided reading groups which occur at least one time a week. Students are re-assessed informally to gauge growth. This assessment targets accuracy, fluency and comprehension. Small group instruction aids children in strengthening their comprehension and fluency.
All students are also assessed using the I-Ready online diagnostic assessment in ELA and Math. The baseline has indicated that there is a need for students to develop vocabulary and comprehension skills. Some students are struggling with phonics. Teachers are using this data to form groups and differentiate their whole class instruction.
Teachers utilize whole class discussions and partner work in order to benefit the ELL students by providing them with support with a peer. Modifications are also considered when providing assessments, such as separate location.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels reveal that students are achieving English proficiency at a consistent rate. The scores they received on the NYSELAT directly correlate to their performance on the NYS ELA and Math exams as well as on school based formative assessments.
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](#))
RNMR report is not available as of today (11/19/13)
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?
 - a. Students who are in fourth grade are performing at higher levels in Listening /Speaking than in Reading/Writing. This data is consistent with the NYS ELA exam.
 - b. The results of the ELL periodic assessments will be used by the teachers to drive instruction and determine what intervention programs need to be in place in order to keep ELLs progressing consistently with their peers and on grade level as determined by the Common Core Standards.
 - c. The school will review the periodic assessments to determine the modalities the students are struggling with and provided targeted support.
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](#).)
General content instruction for all ELLs is provided at the Tier I instructional level with the ELL teacher and classroom collaborating on lessons targeted at increasing language acquisition and academic proficiency. When data from formal and informal assessments by both ELL and classroom teachers indicate an intense need for intervention, students are placed at Tier 2 or Tier 3 levels as needed. Instruction at these Tiers is tailored to meet ELLs' language and academic needs and specific domains in which they are at risk. Students are provided with increasingly intensive, targeted instruction designed to match their learning needs. These needs are determined by individual students' performance on periodically administered assessments.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language development of ELLs is carefully assessed as they move through the stages of acquisition in order to appropriately differentiate instruction in all environments of education. The level of second language development determines a student's zone of proximal development and drives instruction by scaffolding language development, or providing the support students need as they progress.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of P.S. 169's ESL program is measured by the individual student's advancement on the NYSESLAT exam and for those ELL students in the 3rd through 5th grades, a score of 3 or better on the NYS ELA and Mathematics exams.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All parents are given the HLIS form to complete upon registration. The ESL teacher, Jessica Skarvinko will help a parent complete HLIS in English and Spanish. A translator for other languages is provided if needed. The ESL teacher conducts the informal oral interview with the parent and student in English and Spanish, translator provided in other languages. Based on HLIS and informal interview, teacher will determine if student is eligible for LAB-R testing within 10 days of registration. If through LAB-R, it is determined student is an ELL, parent is given Entitlement letter and invited to Parent Orientation meeting.
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.
The ESL teacher schedules a ELL Parent Orientation meeting within the 10 days of student registering. At the meeting, Parent views the DOE ELL Parent Orientation video describing the three NYC ELL programs. Brochures are also given to parents with information about the ELL programs. Then, Parent Survey and Program Selection forms are distributed and completed by the parent. Once the selection of program choice is made by the parent, we place the student accordingly. Students are tested by the NYSESLAT to determine continued entitlement. Parent outreach is performed when parents select a TBE/DL program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL teacher and office staff ensure that the entitlement letters are distributed and forms are returned, secured and stored. parents are given these forms when registering their child. The ESL teacher is responsible to store all documents and ensure all letters are filed.
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.
If a parent chooses the bilingual or dual language programs, the parents are given a choice to register their child in another school in the district that offers their choice.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher takes the students to a separate location and administers each part of the test. ATS reports are used to determine eligibility.
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. 
The parents have selected that their children be serviced by an ESL teacher while remaining in a general education or special education (2 students in 12:1) classroom.

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])?
PS 169 uses a push in model to service the students. The ELL students are grouped and the ESL teachers works with them following the same ELA and Math curriculum. The ESL teacher both differentiates instruction and facilitates the group following the content taught by the classroom teacher. The students are heterogenously grouped.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
The ESL teacher follows the school schedule to ensure that ESL students receive the mandated units of ESL instruction. Students in the beginning or intermediate levels of language development will receive tow units (360 minutes) of ESL instruction, and students at the advanced level will receive one unit (180 minutes), as prescribed by the Commisioner's Regulations Part 154. school teams meet weekly to discuss data nd student performance. this information is used to monitor student progress.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
The ESL teacher works in the classroom to aid ELL students in accessing the curriculum in all content areas. the ESL teachers meets with the grade level teams to assist in unit planning and lesson planning to assist the teacher sin meeting the ELL students indivisual needs. All lessons and units are designed with the Common Core Learning Standards in mind. The ESL teacher's role is to ensure that the ELLs can access the tasks.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
PS 169 does not implement a bilingual program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL instruction is designed to develop students' skills in listening, speaking, reading, and writing the English language. The ESL teacher uses ESL strategies while providing the regular content that all students receive in their classrooms. The school team, that include the content area teachers, ESL teacher, and any support instructors, meet regularly to examine data. This data is used for individual student profiles and to monitor gains in the four modalities throughout the year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE students will receive extra assistance during the school day and will have access to AIS services and an extended day program 2 afternoons a week for a total of 100 extra minutes of small group instruction. In addition, the early bird program will be offered to all third, fourth and fifth grade students from December 2013- April 2014.

b. ELL students who have been in US schools less than three years will receive ESL services (push in) as well as receive small group instruction from their classroom teachers. these students may also be eligible for AIS services.

c. Students who have been receiving ESL for 4-6 years will receive AIS support as well.

d. We do not currently have any ESL students who have received services for more than six years.

e. Former ELL's receive AIS support as well as small group instruction from their classroom teacher.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ESL teacher and Special Education teacher provide targeted support during all content areas and incorporate oral language activities that support the students listening and speaking.

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?

Students who are identified as having special needs are provided with extra materials and visuals to aid in content comprehension. They are given extra time to complete their tasks and are grouped in small groups so that they can receive individual assistance. They are provided with grade-level material in smaller parts that are differentiated to meets their special needs as identified on their IEPs.

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:			

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

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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.
- All services that will be mentioned are conducted in English. The school offers ELL students AIS services in ELA and math throughout the school day, in addition to ESL services. The AIS teachers work closely with the classroom teams to ensure that all students, including ELLs, are successful at accessing the content areas. The Extended Day program happens two days a week (Wednesday and Thursday) from 2:50-3:40. Students who are at risk, including ESL students, are invited to stay for small group ELA and Math support. The Early Bird program will run from December to April and provide students with ELA and Math testing support. AIS teachers attend grade team meetings daily to work collaboratively with the classroom teachers to differentiate lessons for all students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL program currently implemented at P.S. 169 has proven to be effective in meeting the needs of the ELLs in both content and language development. The ELL students are steadily improving in the areas of ELA and Math. The students' oral language has improved (as noted in the NYSESLAT speaking and listening sections). We need to continue improving in the areas of reading and writing, to ensure all ELL students are scoring at level 3 and 4 on the NYS ELA exam.
11. What new programs or improvements will be considered for the upcoming school year?
- The extended day program was a new endeavor this year. Teachers are using a targeted literacy intervention with their small groups during this time.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students in our school have access to services that will help them achieve at high levels in all content areas. Students are provided with AIS services depending on their need. The early bird program is open to all students in grades 3-5 and the extended day is for struggling students (levels 1 and 2).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- PS 169 has smart boards in every classroom in addition to a document camera. The teachers create engaging lessons utilizing these supports. The smart board works well in introducing content area vocabulary. The class computers are used for students to work on websites designed to support literacy and math success. Classrooms also have listening centers that are used for targeted students. All resources mentioned facilitate interactive learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students work with peers in their native language if needed.
16. Explain how the required services, support, and resources correspond to ELLs' ages and grade levels.
- All ELLs are placed in the appropriate grade level for their age upon arrival. Materials and resources used are developmentally appropriate and on grade level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- For newcomers, PS 169 provides the following support:
- Extended Day Program, where the student practices ELA and Math grade level content
 - Classroom is organized so that there is lots of interaction with peers and teacher to foster the development of academic concepts and language
 - Use of Native Language is encouraged to support English language acquisition
 - Teachers build upon what students already know to help them gain confidence and value themselves as learners.
 - Use of graphic organizers and extensive modeling for written work, to help prepare for ELA
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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. A professional development plan which includes all staff members who work with ELL students, including classroom teachers, cluster teachers, educational assistants, parent coordinator, counselor, and all other staff members. Areas covered in the staff development include ESL and the content areas. The topics included are the theory of 2nd language acquisition, lesson planning using ESL methodology such as TPR (Total Physical Response), and the identification and placement of ELL students.

2. The ESL teacher is regularly sent to professional development throughout the school year. The ESL teacher shares the information received providing professional development for all teachers of ELL students in our school. This training is provided during professional development days and other times, totaling 7.5 hours for classroom teachers and 10 hours for teachers of SWD

The certified ESL teacher will provide professional development to the classroom teachers to assist them in preparing differentiated lesson plans for ELL's. Staff development for teachers to learn ESL methodologies and strategies will also be provided. Topics covered during the scheduled staff development include the process of identifying and placement of ELL students in differentiated groups.

Various forms of differentiated instruction discussed include the use of seating arrangement to improve the opportunities for interaction and acquisition of education in the context of social climate, the use of cognates to facilitate vocabulary development, and promoting a safe environment where ELL students feel free to take risks as they engage the new language.

The critical aspect of the relationship with the parents is covered as well as how to communicate effectively with both parents and caregivers. The use of cooperative learning to promote interaction among students and the development of scaffolding activities will help ELL students organize their thoughts and develop comprehension.

3. Students will have access to the fifth grade curriculum which prepares them for middle school. students will be offered opportunities to visit middle schools.

4. Teachers working with ELL students will take advantage of staff development opportunities offered by School Support Organizations as well.

The ESL teacher will participate in common grade planning periods, grade conferences, staff retreats, as well as one-on-one conferences with teachers of ELL's as needed.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are invited to workshops offered by the parent coordinator throughout the month. Additional ESL workshops will be held for parents through out the year. Other topics of interest, such as the transition from elementary to middle school, will be offered.
 2. All meetings and workshops are offered to the entire community. The school is in partnership with the Learning Leaders and is actively looking for parent volunteers.
 3. Parents receive surveys to assess their needs. The parent coordinator works closely with all subgroups.
 4. Parents are offered workshops on how to meet their child's needs at home.

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: Baychester Academy

School DBN: 11X169

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cristine Vaughan	Principal		1/3/14
Janine Lawrence	Assistant Principal		1/3/14
Denise Jackson-Gordon	Parent Coordinator		01/03/14
Rosemary Fung	ESL Teacher		01/03/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 11X169 School Name: Baychester Academy

Cluster: 06 Network: 607

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

Part A: Needs Assessment Findings

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

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

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

Through the process followed and discussed in question 1, PS 169 has determined the language in which written translation and oral interpretation is needed in Spanish. All important documents (ie. letters, report cards and other correspondence) will be translated into Spanish. This correspondence includes but is not limited to Title I and Title III letters for after school programs, important and necessary letters to be sent home, handbooks, flyers for parent workshops, and letters that are sent home from the School Assessment Team to parents for I.E.P. Meetings. These translated services will meet our identified needs so that our large, non-English speaking population will be more involved in the day today activities of our school. Non-English speaking families will be more aware of the workshops, activities, and services provided to the PS 169 school community. These services will provide Non-English speaking parents with access to their children's education options, help support parent- school accountability and broaden parent's capacities to reach their child's educational goal. Additionally, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

Part B: Strategies and Activities

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

We reviewed the Home Language Identification Surveys (HLIS) to identify what languages are spoken at home. We conducted an informal oral survey with the students to clarify the language needs in the home. Finally, the classroom teachers discussed with the ESL teacher, student's para professional and the school's parent coordinator the language needs of the parents with whom they need to communicate. The language in which translation and oral interpretation are needed is mainly Spanish. For PPC and IEP meetings there is also a need for oral interpretation in Spanish. On site Spanish translation services will be provided by the ESL teachers, parent coordinator or other school staff. If the need for translation (Albanian, French, Twi or Fulani) services for PPC and IEP meetings should arise, then an outside vendor will be provided by the school. The process described above will ensure the timely dissemination of translated documents to parents determined to be in need of language assistance services. In addition, parents will be able to support shared parent-school accountability, access information about their children's educational options and increase their capacities to improve their children's achievement. In addition, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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

PS 169 will provide oral interpretation services for all Parent-Teacher Association meetings in Spanish. In addition, these services will be available for parent workshops and parent-teacher conferences. Oral interpretation in Spanish will also be available at School Assessment Team IEP meetings. These services will be provided in-house by school staff. If there is a need for oral interpretation services for PPC and IEP meetings in a language other than Spanish, an outside vendor will be contracted. These oral interpretation services will meet our identified needs so that our non-English speaking parents will feel more comfortable to attend the workshops and meetings provided for the P.S. 169 school community. Non-English speaking families will be more cognizant of the workshops and services provided for the P.S. 169 school community. Our non-English speaking parents will have a better understanding of their children's educational options, will be more empowered to support shared parent- school accountability and will ultimately increase their capacity to improve their children's achievement. These services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

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

PS 169 will provide Spanish translation and interpretation services for all important citywide and school-wide materials as well have an interpreter available in Spanish at parent meetings including ESL parental choice, parent workshops, and PTA meetings. These services will be provided in-house by school staff. If the need arises to provide interpretation services for PPC or IEP meetings in a language other than Spanish, then an outside vendor will be contracted to provide these services. If translations are not readily available, we will notify parents of other options regarding school documentation.