

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

21k098

School Name:

THE BAY ACADEMY FOR THE ARTS AND SCIENCES

Principal:

MRS. MARIA TIMO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School Number (DBN): 21k098
School Type: Gifted and Talented Grades Served: 6-8
School Address: 1401 Emmons Ave Brooklyn, NY 11235
Phone Number: 718-891-9005 Fax: 718-646-7250
School Contact Person: Janice Dalton Email Address: Jdalton3@schools.nyc.gov
Principal: Mrs. Maria Timo
UFT Chapter Leader: Ms. Jacqueline Herman
Parents' Association President: Mr. Joseph Etienne
SLT Chairperson: Mrs. Janice Dalton
Student Representative(s): N/A

District Information

District: 21 Superintendent: Ms. Isabel DiMola
Superintendent's Office Address: 1401 Emmons Ave Brooklyn, NY 11235
Superintendent's Email Address: idimola@schools.nyc.gov
Phone Number: 718-648-0209 Fax: 718-648-2165

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 405 Network Leader: Michael Mehmet

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mrs. Maria Timo	*Principal or Designee	
Ms. Jacqueline Herman	*UFT Chapter Leader or Designee	
Mr. Joseph Etienne	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Mr. Scotte Perry	Member/ Teacher	
Mrs. Nicole D'Agosta	Member/ CSA	
Mrs. Janice Dalton	Member/ CSA	
Mr. Raymond Sitorus	Member/ Parent	
Mrs. Denise Kritikos	Member/ Parent	
Mrs. Vidalis-Morales	Member/ Parent	
Ms. Leah Erlenbach	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Bay Academy for the Arts and Sciences serves a gifted and talent population of students in grades 6-8. Students are accepted to the school through talent testing. Every child is involved in an in-depth study of the talent concentration they are accepted into.

We believe that all children can and will achieve their potential and become productive, literate, responsible citizens. We have developed a rigorous program aligned to the New York State Common Core Standards. We have developed a program of collaborative, coherent instruction which includes working in teams, with parents and the community to provide intensive instruction and enrichment in every area for all our students. This enables all students to be prepared for High School and beyond.

The Arts Program continues to be a driving force and a strong focus throughout the school. We believe that the arts are an important factor in the development of language, motor skills, decision making, visual learning, inventiveness, cultural awareness and improved academic performance. The arts department brings rigorous standards and accountability to arts education with the Blueprint for Teaching and Learning in the Arts. The arts department lessons and assessments are also in alignment with the Common Core Capacities in English Language Arts and Standards for Mathematical Practice.

Technology plays an important role in all instruction and teachers are provided with the resources needed to integrate technology into every lesson. All teachers have received a laptop computer as well as an iPad mini and every classroom is equipped with a Smart Board or Promethean Board to be utilized for interactive instruction and to drive student centered work. Class sets of mobile laptops and iPads are also made available for hands on technology use within academic and performance classes.

All teachers attend weekly scheduled Inquiry Team meetings, where they collaborate, review student work and analyze the school's item skills analysis based on test scores. We also work collaboratively through several partnerships including; Urban Advantage, Teaching American History, Spring Concert Series/Brooklyn Borough President, Assemblyman Cymbrowitz Health Fair, NIA's Comprehensive After-School Program, and Cultural After School Program (CASA) in conjunction with Brighton Ballet.

School involvement in philanthropic endeavors such as *Pennies for Patients*, *Multiple Sclerosis Walk*, *Breast Cancer Awareness*, *Breast Cancer Walk*, *American Heart Association*, *Toys for Tots*, and *Prostate Awareness* has become a successful driving force of the overall academic achievement. The 'buy in' is outstanding and supported by staff and students. Students work harder to achieve greater results because of this sense of pride, commitment and integrity.

The strengths of the Bay Academy derive from the continuity throughout the school on the implementation of the Common Core Standards in all subject areas, protocols, grading systems, strategies, and communication with parents through Edline, Websites, email and progress reports. Our goal for our students is to become critical thinkers and problem solvers to become high school ready.

The Bay Academy has made the most growth in creating a professional learning community which will cultivate a higher level of trust and support amongst teachers throughout the school. We will continue to focus upon parent involvement and communication between school and home.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2014-2015 Quality Review data indicates that in indicators 1.1, 1.2 and 2.2 our school is Well Developed. These indicators speak to how our school ensures that students are engaged in rigorous instruction aligned to the Common Core Learning Standards and/or content standards, how our teachers pedagogy is based in a set of coherent beliefs around how students learn, how our assessments of curricula are aligned to the content and are on-going, and how the data from the assessments is utilized. Quality Review indicator 1.2 was noted as an area of celebration. In this area there is a solid partnership between teachers, students, administration and parents to educate our students. Danielson's Framework is utilized to give meaningful feedback to teachers so if shifts in instruction are needed they can be made in a timely manner to ensure quality instruction continues. Utilizing data from the New York State exams we continue to shift instruction to meet the diverse needs of our students. In the areas of Math and ELA detailed analysis of the results are noted below.

Math- Teachers continually identify each student's strengths and weaknesses using available data, such as ARIS, Schoolnet, Formative/Summative assessments, as well as teacher observations and interactions with students. Teachers used the summer assignment and the Common Core Learning Standards Aligned Baseline on September 15th as a pre-assessment to identify the skills of their students. The analysis of this comprehensive data is used to propel the instructional process of creating meaningful lessons, grouping of students, student programs, and student placements. Meaningful and immediate shifts were made to the curriculum maps and pacing guides to meet the needs of the students. School leaders and teachers work collaboratively to ensure the math curriculum is aligned to the Common Core Learning Standards. Curriculum maps and pacing guides are maintained and updated as needed and are kept by the Math team as well as the principal. School leaders and teachers have clearly defined criteria to ensure that each student meets the rigorous demands for promotion to the next grade.

When analyzing the 2014 State Math Exam, out of the 503 incoming 6th grade state exam scores, 402 students received a 0, 1, and 2 on a possible 3 point question on at least one extended response question. Out of 486 6th grade students tested 360 students received a score of 0, 1 or 2 out of a possible 3 points on at least one extended response question. Out of the 453 7th grade students tested, 267 scored a 0, 1, or 2 out of 3 on at least 1 extended response question.

Students have a strong foundation in the basics of mathematical operations and algebraic concepts. Our students have shown great strength in answering multiple choice questions on the state exam. They have developed strategies such as highlighting, underlining, or circling any word or words or values given in the stem of the question. Students use what they know, eliminate the choices that are definitely not the answer. This is similar to the last step in problem solving which is the 'look back' step to determine if the answer makes sense.

When analyzing the Items-Skills Analysis, students have difficulty on the extended response questions. Teachers are using real-life problems to increase mathematical rigor in the classroom. Math problems in "real life" require problem solving skills to determine what is important, what solution is sought, and what questions to ask. The teacher's role is to scaffold instructional strategies whereby students will gain mastery in mathematical language during small and large group activities. This year the math team has improved creating learning situations that require collaboration among students and student discussions. This allows students to listen to alternative strategies and choose the appropriate one when solving word problems. Students defend their thinking through written and verbal response. All students including Special Education and ELL's are required to master challenging, rigorous study habits and demonstrate their thinking and ability in these new learning situations.

ELA- When analyzing the 2014 ELA State Exam, out of the 504 incoming 6th graders tested, 204 scored a 0, 1 or 2 out of a possible 4 points on at least one extended response question according to the Items Skills Analysis report. Out of the 487 6th graders tested, 240 students scored a 0, 1 or 2 out of a possible 4 points on at least one extended response question according to the Items Skills Analysis. Out of 470 7th grade students, 130 students scored a 0, 1 or 2 out of a possible 4 points on at least one extended response question according to the Items Skills Analysis. These subpar results are indicative of the lack of citing evidence in written responses across the grades. Hence, immediate action was taken to tackle this issue.

Teachers worked collaboratively and identified that the glaring need of students was to gather and cite evidence in their writing. Students need to improve their selection of evidence and the use of this evidence in their writing. Evidence based discussion and response are the focus of the ELA classroom this year. Teachers worked collaboratively during the teacher team meetings to create new instructional plans with this focus. The continuous examination of student work validates this

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Math- By June 2015, students who performed in the lowest third on the 2014 NYS Math exam will improve their problem-solving skills to enhance their performance by 3% as measured by the NYS Math Test constructed response questions.

ELA- By June 2015, students that performed in the lowest third of the city including general and special education students in grades 6-8 will improve their ELA performance by 2% as measured by the NYS ELA Test.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>•Professional development has been provided so all teachers recognize that questioning and discussion techniques promote higher leveled thinking in all disciplines. Teachers encourage students to build on each other’s responses to questions by responding either with a comment or a new question. This promotes student discussions. Teachers use open-ended questions based on DOK levels. Teachers were provided with discipline-specific professional development to effectively implement teaching strategies in Common Core State Standards as well.</p>	<p>Teachers</p>	<p>September 2014-June 2015</p>	<p>Administration, Common Core Team</p>
<p>•Teachers see the importance of this through student’s responses on extended response questions and lack of mathematical explanations justifying their thinking. The math team has met with and collaborated with the Latin team on Tuesday afternoons to</p>	<p>Administration, Instructional Team</p>	<p>September 2014-June 2015</p>	<p>Teachers, Administration</p>

<p>with updated information on their students' progress. Parents use e-mail, phone calls, homework planners or appointments as a means to communicate with the teachers. This open communication is a successful strategy to help promote student achievement.</p> <ul style="list-style-type: none"> • Teachers establish trust with families by communicating with them about instructional programs and individual students and by inviting families to be part of the education process itself. Teachers use an online grade book so that families can access these records privately at any time to monitor the progress of their children. This year teachers have the opportunity to meet with parents after school hours. Teachers have provided multiple resources for parents, including workshops on how to access and use Edline. Webinars have been created for parents to access important information. These webinars have been designed to assist parents in becoming partners to their child and the school. A monthly newsletter has been developed for parents about important instructional information and school events. Monthly progress reports are sent to all parents. This report provides parents with updated information on their student's progress and an analysis of these reports shows students are making gains and improvements in their academics. This report provides parents with updated information on their students' progress. 	Teachers	September 2014-June 2015	Teachers, Administration
<p>ELA Action Plan</p> <ul style="list-style-type: none"> • Through Expeditionary Learning students are involved in evidence based classroom protocols which focus on gathering and using evidence during discussion. Every teacher is a teacher of literacy and therefore all subject teachers have been trained to utilize these protocols within their classroom to foster cohesive instruction. ELA teachers adjusted their pacing and curriculum maps to meet the instructional goals of the department. Reflecting upon instructional decisions made when Expeditionary Learning was adopted, it became apparent that pacing had to be adjusted to meet the needs of all students for the NYS ELA exam. 	Teachers	September 2014-June 2015	Teachers, Administrators
<ul style="list-style-type: none"> • We have adopted questioning techniques using Webb's DOK tiered questioning. Our lesson plan format includes an area which enables the teacher to track questioning according to level of rigor. In this way, teachers can be assured that they are challenging students through higher order thinking questions. This technique allows teachers to build up to thought provoking and engaging questions. This leads to rich conversations among students with teachers insisting that students stay deeply connected to the topic. All classroom discussion must be supported with text based details allowing our students to meet the demand for evidence based discussion and writing. 	Teachers	September 2014-June 2015	Teachers, Administrators
<ul style="list-style-type: none"> • The ELA Team met with the Social Studies department on Tuesday afternoons to discuss the importance of evidence based writing. Sample student work was examined to determine what exemplary work looks like as well as work that 	Teachers	September 2014-June 2015	Teachers, Administrators

<p>needs improvement. The Social Studies department has focused on primary source documents which rely heavily on using evidence in written response. Teachers in the ELA and Social Studies collaborate to meet the needs of all students.</p> <ul style="list-style-type: none"> • Scaffolding instruction has allowed all students to perform at a high level. Teachers create a variety of entry points for more challenging assignments. Student schedules are carefully created. The school wide programs are created using student data to help teachers align their instruction to the Common Core and meet the needs of all their students. Homogeneous grouping based on state ELA and Math scores enable teachers to move through lessons at an appropriate rate for success. Within all classrooms, students are offered different entry points to both challenge students and allow them to be comfortable with the task at hand. Teachers move at varied paces constantly checking in with students and revising instruction to meet the needs at hand. Exit slips at the end of lessons provide teachers with valuable information for the next day. Regrouping based on this data continuously assures that teachers are fully aware of all students’ needs. Teachers use student work and data to refine their academic tasks and make immediate adjustments to engage, advance and assess their students. Regular interaction with complex text and academic vocabulary builds students’ abilities to interact with complex text successfully. All students read the same complex texts with modifications made to the way students approach the text. Students naturally refer back to text and are continuously questioning and discovering through discussion, writing and reading. • Instructional strategies include teacher pacing according to students ability, embedding enrichment within each lesson and providing opportunities for students to develop rich and meaningful conversations. The adoption of the NYS rubric for short response in the classrooms has been at the forefront of the focus. The goal is that students are completely familiar with the way that responses will be graded. • Parental involvement and engagement will be increased this year as we strive to continue to include parents in all aspects of the ELA exam. Edline enables parents to track progress of their child on a weekly basis with daily homework assignments readily available online to both student and parent. The ELA team is developing a webinar which will be available for parents to view. The topic of the webinar is “How to prepare your child for the State ELA exam”. This webinar will include strategies, websites and information aimed at helping parents understand the ELA exam and how they can help their child. 	Students	September 2014-June 2015	Teachers, Administrators
	Students	September 2014-June 2015	Teachers, Administrators
	Teachers Parents	September 2014-June 2015	Teachers, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Math Resources- Students in grades 6-7 will receive 8 periods of Math per week. Students in grade 8 receive 6 periods of Math per week. Instructional resources include professional development, Common Core materials from Engage NY.

ELA Resources- Instructional resources include Expeditionary Learning Curriculum and professional development in understanding and implementing the EL protocols into the classroom. Students in all grades receive 8 periods of ELA per week. Students are grouped homogeneously to support student learning.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
EdPerformance administered in January will be used to indicate progress in meeting the goal for both ELA and Math.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In reviewing the 2013-2014 NYC School Survey in the area of School Culture the data indicates students are 88% satisfied with the school culture. In this same area our parents are 90% satisfied with the school culture. Although these percentages are higher than the city average of 86% this area was our lowest scoring area on the survey. Looking more closely at the survey the data indicates that our students feel safe, comfortable and are being educated in an environment that is conducive to rigorous learning.

Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015 our NYC School Survey will have a 2% increase in the area of school culture to a 94%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • As per the Chancellor’s Citywide Instructional Expectations, we have devised a system to ensure that each student is known well by at least one staff member. • Inquiry Team collected student data and compiled a Comprehensive Student Data Handbook which was distributed to all teachers at the beginning of the school year. • The handbook consists of each student’s name, class, ois number, address, parent contact information, gender, home language, previous year’s ELA and Math scores and level, previous year’s attendance, learning style, Special Education Services, SETSS, classifications or accommodations and any other pertinent information. • Each handbook provides space for teachers to document notes from parental contact, conferencing notes with students, and developing strategies for areas of student 	All students	Sept. 2014 to June 2015	All teachers are required to implement and the administration will oversee the strategy.

development. <ul style="list-style-type: none"> This Comprehensive Data Binder is being utilized by each teacher to help get a better understanding of their incoming students. Teachers are able to better prepare their approach to meeting their students individual, social, instructional, emotional and future needs. 			
<ul style="list-style-type: none"> In an attempt to establish a closer relationship with the families of our students, teachers are in the process of creating informational webinars focus on specific subject areas as well as preparation for high school, emotional and social challenges faced by the middle school student and other pertinent information regarding the welfare of our students 	Parents and students	December 2014 – June 2015	All teachers working by subject area and overseen by administration
<ul style="list-style-type: none"> A newsletter published monthly, updates parents about important instructional information, school wide and community events 	Parents and students	November 2014 – June 2015	Mrs. Samuelson (Art Teacher) along with selected newsletter committee.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Student data from ARIS
- Time for research, planning, entering data, printing and binding handbooks
- Supplies such as binders and paper

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

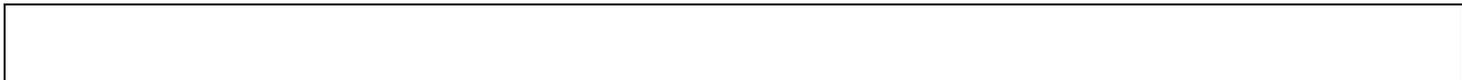
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Surveys created by the Instructional Team will be administered to the students and parents in February to monitor the progress towards the goal.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In reviewing the 2013-2014 NYC School Survey, the area of School Environment indicates we are slightly below performing at the Exceeding Target Level. Our Quality Review indicates that we are Well Developed in Indicator 4.2 which states that our teachers engage in structured professional collaborations on teams using the inquiry approach that promotes shared leadership and focuses on improved student learning. To continue this work the school will inaugurate a series of instructional and reflective professional development workshops to adjust the methods in which teachers evaluate student work. The initiative includes several student work protocols to assist teachers and improve the quality of their evaluations and in doing so, their instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

June of 2015, 95% of teachers will be trained and incorporate strategies for looking at student work more critically, measured by the results of the 2014-2015 NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Teachers will view Consultancy Protocol video and receive instruction on completing the related task worksheet. • Teachers will continue collaborative discussions, look for evidence of professional growth, update goals and establish a new action plan. 	Teacher Teams	September 2014 – June 2015	School Administration
<ul style="list-style-type: none"> • Teacher teams will form grade specific collaborative learning teams and meet to discuss terminology of protocols. • Each team will: <ul style="list-style-type: none"> -Complete the Personal Teaching Inventory. -Complete Consultancy Task worksheet. -Participate in guided collaborative discussions about student work. -Observe colleagues’ practices. 	Teacher Teams	September 2014-June 2015	School Administration

-Reflect on colleagues' observations. -Create an action plan based on observations. -Implement strategies to attain action plan goals with a focus on lesson design, lesson implementation, lesson analysis, and reflective practice.			
• The 85 minute block on Mondays will be utilized to continue to build team capacity. Teachers will develop strategies to examine more closely student work.			
• The 85 minute block on Mondays will be utilized for teachers to collaborate on strategies to identify struggling students and develop strategies to support their individual needs.	Teacher Teams	September 2014-June 2015	School Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- PowerPoint presentation
- Video demonstration of Consultancy Protocol
- Consultancy Protocol Task worksheet
- Instruction and reflection will occur during weekly professional development allotted time.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Through monthly department conferences and observations both informal and formal progress towards meeting this goal will be assessed.

Part 6b. Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In reviewing the 2013-2014 NYC School Survey, the area of School Environment indicates we are slightly below performing at the Exceeding Target Level. Our Quality Review indicates that in indicators 1.1, 1.2 and 2.2 the school is Well Developed. These indicators address the instructional Core and speak to the curricula, teacher pedagogy and assessment. To further this work the school will inaugurate a series of instructional and reflective professional development workshops to adjust the methods in which teachers evaluate student work. The initiative includes several student work protocols to assist teachers and improve the quality of their evaluations and in doing so, their instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, 95% of our teachers will be trained and will incorporate strategies for looking at student work more critically, measured by the results of the 2014-2015 NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> •Teachers will view Consultancy Protocol video and receive instruction on completing the related task worksheet. •Teacher teams will form grade specific collaborative learning teams and meet to discuss terminology of protocols. •Each team will: <ul style="list-style-type: none"> -Complete the Personal Teaching Inventory. -Complete Consultancy Task worksheet. -Participate in guided collaborative discussions about student work. -Observe colleagues’ practices. -Reflect on colleagues’ observations. 	Teacher Teams	September 2014-June 2015	School Administration

-Create an action plan based on observations. -Implement strategies to attain action plan goals with a focus on lesson design, lesson implementation, lesson analysis, and reflective practice. •Teachers will continue collaborative discussions, look for evidence of professional growth, update goals and establish a new action plan.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> •PowerPoint presentation •Video demonstration of Consultancy Protocol •Consultancy Protocol Task worksheet •Instruction and reflection will occur during weekly professional development allotted time.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
During monthly Department Conferences progress will be assessed through the interactions at the meeting amongst the teachers. The type of protocols incorporated in to looking at student work during the meeting.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our Quality Review data shows that we are Well Developed in indicator 3.4 but it is our area of focus. Each Tuesday the 80 minute block is set aside for to increase outreach. Our sessions were being poorly attended by parents. In response the poor attendance at our outreach sessions and to the Chancellor’s Engagement Initiative, the school has launched a series of online webinars. Parents and students will be able to access relevant instructional or informative content through engaging web based videos. The series of webinars will allow us to reach the maximum population of our students and their families. The launch of this program ensures our place as a 21st Century school, offering parent engagement in the form of professional quality internet videos in addition to traditional forms of communication.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 95%, of our teachers will create department specific webinars which will be posted as links onto the school’s website, Edline.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> •In response to the low turnout at parent engagement workshops, the idea emerged to connect to a larger population of working parents, by providing access to content and information through the website at any time. •The webinar team researched a number of software options to find a program that met our needs most efficiently and decided to purchase Camtasia, which converts Power Point Presentations to web ready MP4 files. • A school wide professional development in software training has been developed for each department. 	Students and Parents	December 2014 – June 2015	Ms. McGrath (Art Teacher) along with a liaison from each department.

<ul style="list-style-type: none"> •The Inquiry Team and Teacher Teams brainstormed content options that would be most beneficial to the needs of the students and their families. •Each department is developing their chosen topic and creating a high impact PowerPoint presentation. •Each department will convert the PowerPoint presentation to a Camtasia file adding voice narration, background music and in some cases, animation. •Videos will be uploaded onto our school's Edline website for convenient viewing. 			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- PowerPoint software
- Camtasia software
- External Microphone
- Planning, training and creating will occur during weekly professional development allotted time.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

Data retrieved from Edline will provide information regarding the number of parents accessing the webinars.

Part 6b. Complete in **February 2015**.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	x	No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Teachers are currently working on creating the webinars.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students are selected for AIS based on State Exam scores as well as teacher recommendation.	Expeditionary Learning, MyOn Reader, Test Ready, Coach, SchoolNet	Small group instruction	During the school day
Mathematics	Students are selected for AIS based on State Exam scores as well as teacher recommendation.	Engage NY, Test Ready, Coach, SchoolNet	Small group instruction	During the school day
Science	Students are selected for AIS based on State Exam scores as well as teacher recommendation.	NYC spiral curriculum, Gizmos	Small group instruction	During the school day
Social Studies	Students are selected for AIS based on State Exam scores as well as teacher recommendation.	NYC curriculum	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation and IEP mandates		Small group instruction	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **IS 98**, 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 the school and the families. The 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 the school community. **IS 98** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

IS 98 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 098
School Name Bay Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Maria Timo	Assistant Principal Mark Goldberg
Coach N/A	Coach N/A
ESL Teacher Jennifer Cerbone	Guidance Counselor Loreli Aguiar
Teacher/Subject Area Karen Goldberg, ELA	Parent MaryAnn Russo
Teacher/Subject Area Jeannine Airo, math	Parent Coordinator Caryn DiMari
Related Service Provider Kareen Leivant	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	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1375	Total number of ELLs	16	ELLs as share of total student population (%)	1.16%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE							1		1					2
SELECT ONE														0
Total	0	0	0	0	0	0	1	0	1	0	0	0	0	2

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	3	0	0	8	0	0	5	0	0	16

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	3	0	0	8	0	0	5	0	0	16
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	
	ELL	EP	ELL	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	
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							6		1					7
Chinese														0
Russian							2		2					4
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian							1							1
Other							2		1					3
TOTAL	0	0	0	0	0	0	12	0	4	0	0	0	0	16

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1							1
Intermediate(I)							1							1
Advanced (A)							14							14
Total	0	0	0	0	0	0	16	0	0	0	0	0	0	16

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess the early literacy skills of our ELLs, we use EdPerformance, an educational performance series that lets us know which skills ELLs are deficient in. For example, EdPerformance might show us if a student is having trouble with citing textual evidence or analyzing evidence. We use these results to then differentiate and drive instruction. Finally, these results may lead to referral for

small group instruction or other such services. Currently our 16 ELLs' literacy skills, as determined by EdPerformance, range from 6th through 8th grade reading levels. EdPerformance is administered four times per year. Instructional shifts are made based on the results of this assessment tool. In addition, content teachers set goals with students based also on the results of these goals.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels on the 2013 NYSESLAT reveal that most of our ELLs are at the advanced level (14/16). While this is promising, we realize that we must look deeper to see why these advanced level students remain at the advanced level and are not advancing to proficient status. Once the combined modality scores become available, we will do so.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQO tool](#))
At this time, 2013 NYSYESLAT modality scores are not yet available.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

ESL PROGRAM ONLY

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

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

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

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

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All new students to the school are greeted by the pupil personnel secretary, the assistant principal of ELL and the certified ELL teacher. The parent of the potential ELL student is interviewed and then administered the HLIS, in their native language, if necessary. Afterwards, the student is informally interviewed by the ELL teacher, if English is spoken. If English is not spoken, a translator (usually a native speaker from amongst our staff) conducts this interview under the guidance of the ELL assistant principal. If such a staff member is not present, a phone call is made to the interpretations services number at the DOE. Based on the results of the HLIS, the student may be administered the LAB-R/NYSITELL exam decided upon and administered by the certified ELL teacher. This is done within the first ten days of school.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Our school offers a parent orientation meeting in September (within the first ten days of school) to the parents of newly enrolled ELLs when they are established as such. During this meeting, parents receive an agenda and are then shown a DOE video outlining the ELL programs offered by the DOE. This video is made available in nine different languages, if needed. In addition, parents have the opportunity to ask any questions they may have. In attendance at this meeting are the ELL teacher, the ELL assistant principal, a paraprofessional (when applicable), the parent coordinator and an ELA teacher. It is at this meeting where the Parent Survey and Program Selection forms are distributed, fully reviewed and collected. These are then kept on file in the student's cumulative record. Copies are filed by the ELL teacher. To inform parents of this meeting, letters are sent home to all ELLs (in their native language) immediately when they are identified as such, usually by the first full week of school. In addition, postings are placed in the school lobby and posted on the school website as well as on Edline (an online resource for all children and their parents). If a parent chooses a program not available at our school (TBE/DL), he/she is immediately informed via phone call (using translation services when needed) that their choice is currently not available at our school. We provide him/her with nearby schools that may offer this program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Firstly, various ATS reports (RLER, RLAT, RLAB, RNMR used to determine NYSESLAT eligibility) are completed and reviewed by the licensed ELL teacher. To ensure that Parent Survey and Program Selection forms (initially distributed at Orientation meeting or mailed due to non-attendance) are returned, along with entitlement letters, our ELL teacher keeps a careful record of those that were not returned. She then calls parents who have not returned such letters to see to it that they are returned in a timely manner. These forms are then kept on file in the ELL teacher's classroom. Let it be noted that when a form is not returned, the default program for ELLs is TBE as per CR-Part 154.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
To place identified ELL students in the appropriate program, we rely on and hope to honor parent choice based on the results of the Parent Survey and Program Selection form in accordance with CR-Part 154 guidelines (program options offered to parents: TBE, DL & ESL). If a requested program is not available at our school, we immediately advise the parent (in their native language via DOE translator/native language staff member) of other schools in the district that offer the program of their choice. These selection forms are kept on file in the case such a demand presents itself for a specific program. When a child is placed in our available program (ESL), we inform the parent via phone call or mail, in their native language when needed, details about said program and answer any questions they may have about the three programs offered in NYC.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is treated like any other such standardized test. Using the ATS report "RLER", the ELL assistant principal (Mark Goldberg) along with the licensed ELL teacher (Jennifer Cerbone) identify every eligible NYSESLAT student and each student is administered all four parts of the NYSESLAT. Attendance is accurately kept to ensure all ELLs complete all four parts.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing said forms for the past few years, the trend has overwhelmingly been for the ESL program, and therefore the program model available at our school is fully aligned with parent choice. At no time has a parent ever phoned the school to

request a change in program.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

passages from all of the subject areas.

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

It has been our experience that ELLs prefer to be assessed using English language exams. However, if we feel that any of our ELLs needed to be or requested to be assessed in their native language, we do have staff members on board who have expressed the ability to translate classroom quizzes/exams.

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition, our ELL teacher makes use of NYS-produced practice exams, and closely studies the results of any ELA/ELL pre-assessment exams to help drive instruction. We also rely on the ELL interim assessment, when provided by the state.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

6C. For ELLs receiving 4-6 years of service, our ESL teacher provides small group instruction based on their area of weakness as outlined by their NYSESLAT and posted test results on ARIS. During this small group instruction, the teacher relies on graphic organizers, visual cues and the like to improve students' English language skills.

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

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

Social Studies:				
Math:				
Science:				

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

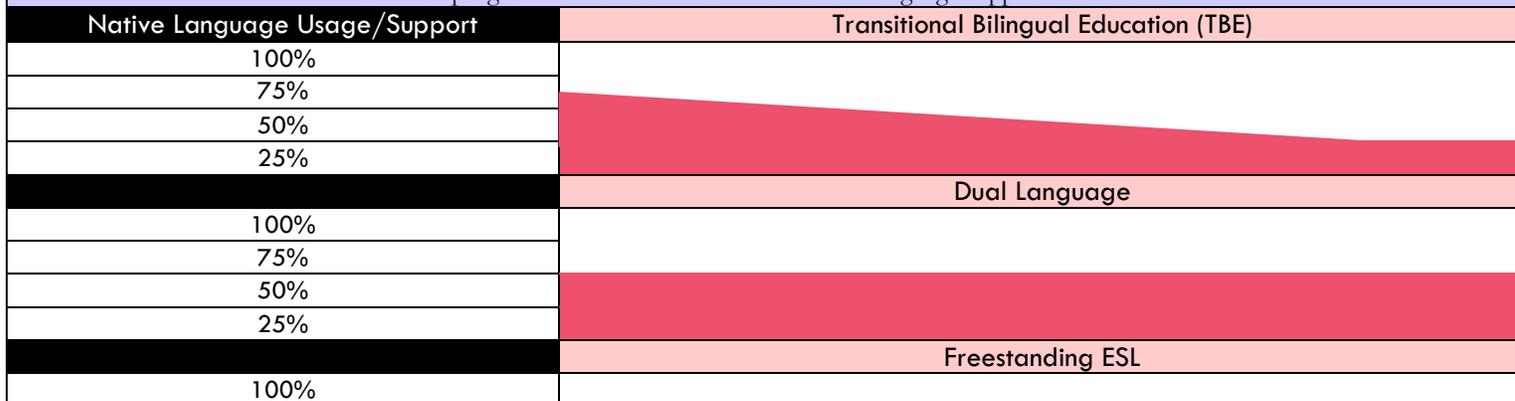
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

C. Professional Development and Support for School Staff

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

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: <u>Bay Academy</u>		School DBN: <u>21k098</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Timo	Principal		1/7/14
Mark Goldberg	Assistant Principal		1/7/14
Caryn DiMari	Parent Coordinator		1/7/14
Jennifer Cerbone	ESL Teacher		1/7/14
MaryAnnRusso	Parent		1/7/14
Jeannine Airo/math	Teacher/Subject Area		1/7/14
Karen Goldberg/ELA	Teacher/Subject Area		1/7/14
N/A	Coach		1/7/14
N/A	Coach		1/7/14
Loreli Aguilar	Guidance Counselor		1/7/14
not part of LAP team	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **21K098**

School Name: **Bay Academy**

Cluster: **CFN405**

Network: **Mehmet**

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.

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

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

Our school has a diverse population of students. Our parents speak Russian, Spanish, Urdu and Chinese, to name a few. Translations issues have never presented themselves, Parents were informed of this information at a recent PTA meeting. In addition, staff members have also received the translation phone number from the DOE.

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.

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

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

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

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

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