

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PS 31Q
THE BAYSIDE SCHOOL

DBN (i.e. 01M001): 26Q031

Principal: TERRI GRAYBOW

Principal Email: TGRAYBOW@SCHOOLS.NYC.GOV

Superintendent: DANIELLE GIUNTA

Network Leader: MARY JO PISACANO/JOANNE JOYNER WELLS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Terri Graybow	*Principal or Designee	
Behajah Patterson	*UFT Chapter Leader or Designee	
Christine Hooper	*PA/PTA President or Designated Co-President	
Linda Grappone	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Laura Rice	Member/ Teacher	
Kevin Revell	Member/ Teacher	
Tasha Lewis	Member/ Parent	
Marjorie Chavennes	Member/ Parent	
Susan Simon	Member/ Parent	
David Wong	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By the end of June 2015, 80% of students in grades 3-5 will improve their comprehension skills as measured by making at least one year's progress, moving along the continuum of Levels A-W, on the TCRWP Independent Reading Levels.

Comprehensive Needs Assessment

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

An analysis of student portfolios, running records and the 2014 NYS ELA item analysis in ARIS reveals students in grades 3-5 need to make progress further on the TCRWP continuum and master the skills at each level to successfully make progress in their current grade. Such skills include:

1. Reading with fluency
2. Reading with increased stamina
3. Identifying the big idea
4. Identifying main idea and supporting details
5. Inferencing
6. Comparing and Contrasting
7. Mastering Academic Vocabulary
8. Mastering Student to Student text based Conversations for a sustained period of time
9. Posing and answering high level questions, based on Bloom's Taxonomy and Depth of Knowledge

Instructional Strategies/Activities

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

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

1. Teachers will utilize effective conferencing strategies in order to plan for differentiation and meet the needs of individual students
2. Close reading will be utilized to help students read for sustained period of time.
3. Teachers and Inquiry Team will collect data and maintain a data portfolio to drive planning for differentiated instruction
4. Teachers will assess students a minimum of 4x per year using TCRWP to be collected by administrators

5. Teachers will pilot a rotational reading program

6. Continued implementation and staff development around Thinking Maps
7. ESL Teachers in school and after school will introduce MyOn Reading and ESL portions of Ready-Gen to increase academic vocabulary.
8. Teachers will provide ample opportunity for student to student sustained interaction and conversation
9. Teachers will participate in professional development around Bloom's Taxonomy and Depth of Knowledge Wheel

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

Key personnel will be :

1. Classroom Teachers, SETSS Teacher, ESL Teachers
2. Classroom Teachers, After School Teachers, ESL Teachers, SETSS Teacher
3. SETSS Teacher, Classroom Teachers, ESL Teachers, Administration
4. Classroom Teachers, Administration, Technology Specialist

5. Classroom Teachers, Administration
6. Network Personnel, In-House Teacher Trainer
7. ESL Teachers, Technology Specialist
8. Classroom Teachers, Cluster Teachers, ESL Teachers SETSS Teacher
9. All Teachers, Administration, Outside Resources

Additional Resources:

- Academic intervention two days per week before school – Beyond the Bell – Certified Teachers
- Academic Enrichment one day per week after school – Beyond the Bell – Certified Gifted and Talented Teacher
- Lunch time peer tutoring – Staff Supervised
- Self Sustaining After School Homework Help – Certified Teachers/Student Volunteers
- MyOn Diagnostic Tool and Lessons
- Additional Netbooks and iPads Purchased to support online lessons and diagnostics

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

1. Teacher Team Meetings
2. Pre and Post Assessments, Teacher Observation, Administrative Observation, Student Reading Logs
3. Teacher Teams, Administration and Data Collection
4. Quarterly Collection of TCRWP Data
5. TCRWP Assessments, Pre and Post Assessments, Teacher and Administrative
6. Collection of Writing Samples, Teachers Observation, Glows and Grows
7. Pre and Post Online Assessments, Pre and Post Reading Assessment, Teacher Observation, Administrative Observation
8. Administrative Observation
9. Administrative Observation, Peer Observation

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

1. Teacher Team Meetings - Weekly September 2014 – June 2014
2. Pre and Post Assessments, Teacher Observation, Administrative Observation, Student Reading Logs – Ongoing September 2014 – June 2014
3. Teacher Teams, Administration and Data Collection – Ongoing September 2014 – June 2015
4. Quarterly Collection of TCRWP Data – September 2014, November 2014, March 2015, June 2015
5. TCRWP Assessments, Pre and Post Assessments, Teacher and Administrative Observation October 2014 – June 2015
6. Collection of Writing Samples, Teachers Observation, Glows and Grows – Monthly
7. Pre and Post Online Assessments, Pre and Post Reading Assessment, Teacher Observation, Administrative Observation October 2014 – June 2015
8. Administrative Observation - Ongoing
9. Administrative Observation, Peer Observation October 2014 – June 2015

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

1. Teachers will be scheduled for common preps 1X per week
2. Reading Block, Beyond the Bell After School
3. Professional Development Time Mondays and Tuesdays
4. Student Teachers provided for assistance with Assessments
5. Fair Student Funding will be utilized to purchase materials to support reading stations
6. Per Diem Funding for Outside Professional Development, Professional Development Time Mondays
7. Technology Voucher funding will be used to purchase the Myon diagnostic tool with corresponding lessons geared for individualized instruction
8. Programming of Sustained Reading Block
9. Professional Development Time Monday, Peer Visitation, Purchase of Blooms Taxonomy Flip Charts

Strategies to Increase Parent Involvement

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

Strategies to Increase Parental Involvement

1. Back to School Meet the Teacher – September 16, 2014
2. Send home letters 3X per year to each child’s parent/guardian imparting child’s reading level and progress made
3. Conduct parent workshops on literacy and how to support reading at home
4. Encourage participation in school read-a-thon
5. Invite parents to be guest readers in classrooms
6. Distribute information to parents on how to support reading at home (translated in home languages)
7. Parent team maintains and manages school library
8. Administration and staff will arrange parent workshops, prepare materials and advertise to parents
9. Principal/Parent Coordinator will assist parents who have not accessed ARIS Parent Link or need assistance in changing pass words to gain access
10. Encourage parents to use school website on eChalk which can be translated into a multitude of languages
11. Continue parent/guardian run library
12. Invite families to all shows and performances
13. Invite parents to chaperone class trips
14. Encourage parents to attend class events and celebrations
15. Provide translators for parent teacher conferences and other meetings
16. Send home weekly calendar informing parents of all school activities
17. Maintain an open-door policy

Budget and Resource Alignment

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

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
No Additional Finding Sources											

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 80% of students will show an increase in their problem solving and number sense by an increase of at least one level as evidenced on CCLS aligned tasks.

Comprehensive Needs Assessment

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

The 2014 State Math exam according to ARIS item analysis, results on CCLS aligned tasks and analysis of student work shows that students need to show progress in:

Performance based problem solving and being able to explain their work in writing.

1. Identifying the correct operation for problem solving
2. Using number clues
3. Mastering each operation
4. Identifying the process used to solve a problem and being able to give a written explanation
5. Navigating multi-step word problems

Instructional Strategies/Activities

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

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

1. Continue use of Envision Math Program in grade K-5
2. Supplement math program with GO Math in Beyond the Bell
3. Teachers will utilize effective conferencing strategies in order to plan for differentiation and meet the needs of individual students
4. Teachers/Students/Envisions introductory Videos will model math strategies
5. Teachers will provide ample opportunity for student to student sustained conversations around math

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

Key personnel will be :

1. Classroom Teachers, SETSS Teacher
2. After School Teachers
1. Classroom Teachers, SETSS Teacher, Administration
2. Classroom Teachers, Envisions Trainer, SETSS Teacher, ESL Teachers
3. Classroom Teachers, SETSS Teacher, ESL Teachers

Additional Resources:

- Academic intervention Beyond the Bell
- Enrichment Beyond the Bell 1 days per week – Certified Gifted and Talented Teacher
- Lunch time peer tutoring – Staff Supervised
- Self Sustaining After School Homework Help – Certified Teachers
- Additional Netbooks and iPads Purchased to support online lessons and diagnostics

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

- 1. Pre and Post Assessments, Teacher Observation, Administrative Observation,
- 2. Teacher Teams, Administration and Data Collection
- 3. Administrative, Peer Observation, Data Collections
- 4. Administrative Observation
- 5. Administrative Observation, Peer Observation

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

- 1. Pre and Post Assessments, Teacher Observation, Administrative Observation September 2014 – June 2015
- 2. Teacher Teams, Administration and Data Collection October 2014 – June 2015
- 3. Administrative, Peer Observation and Data Collection October 2014- June 2015
- 4. Administrative Observation On-going
- 5. Administrative Observation, Peer Observation October 2014 – June 2015

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

- 1. Utilize Fair Student Funding to Purchase Materials
- 2. After School Per Session – Temporary Shortfall Funding
- 3. Schedule Common Prep 1X Per Week
- 4. Fair Student Funding for Math Materials
- 5. Professional Development Mondays

Strategies to Increase Parental Involvement

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

Parent Involvement

- 1. Back to School Meet the Teacher – September 16, 2014
- 2. Parent workshops will be provided on CCLS in Math and how to support successful problem solving
- 3. Written information will be sent home and advertised on eChalk Website on helping to support children in math
- 4. Involve students/parents in St. Jude's math-a-thon and other external math challenges
- 5. Administrators and staff will prepare workshops and support materials in math and advertise workshops to parents
- 6. Math workshops will be offered by parent coordinator, teachers and staff during the day and in the evening to support differing schedules

Budget and Resource Alignment

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

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
----------	-----------------	--	-----------------	--	------------------	----------	------------------	--	------------------	--	---------------

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

No Additional Funding Sources

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 80% of all students in grades 3-5 will show progress in the ability to read and analyze informational texts and writing opinions and arguments in response as measured by Department of Education Performance Task Rubrics and CCLS

Comprehensive Needs Assessment

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

Using the data from student writing portfolios and the information gathered from the 2014 ELA item analysis we concluded that students in Grades 3-5 needed further improvement in the skills required to successfully analyze informational texts and write opinions and arguments. These skills include:

1. Find text evidence to support an argument
2. Comparing and contrasting two or more stories
3. Maintaining prolonged student to student discussions around a text
4. Ask and answer higher level questions based on Bloom's Taxonomy

Instructional Strategies/Activities

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

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

1. Teachers will provide close reading opportunities
2. Teachers will use Thinking Maps to provide visual representation of comparing and contrasting multiple stories
3. Students will be given ample time to and appropriate prompts to facilitate sustained discussions
4. Blooms Taxonomy Flip charts will be utilized to prepare higher level questions

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

Key personnel will be :

1. Classroom Teachers, SETSS Teacher, ESL Teachers, After School Teachers
2. In House Thinking Maps Trainer, Classroom Teachers, Cluster Teachers, SETSS Teachers, ESL Teachers
3. SETSS Teacher, ESL Teachers, Cluster Teachers, Classroom Teachers, After School Teachers
4. Administration, Classroom Teachers, SETSS Teachers, ESL Teachers

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

1. Data Portfolios, Pre and Post Assessments, Teacher and Administrative Observation
2. Writing Samples, Data Portfolios, Glows and Grows
3. Administrative Observation
4. Administrative Observation, Data Collection

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

1. Data Portfolios, Pre and Post Assessments, Teacher and Administrative Observation – October 2014 – June 2014
2. Writing Samples, Data Portfolios, Glows and Grows October 2014 – June 2015
3. Administrative Observation September 2014 – June 2015
4. Administrative Observation, Data Collection September 2014 – June 2014

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

1. Schedule reading and writing block for each class
2. Utilize professional development time for on-going Thinking Maps Training
3. Schedule peer intervisitation
4. Utilize Fair Student Funding to purchase materials on Bloom's Taxonomy

Strategies to Increase Parental Involvement

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

Parent Involvement

1. Parent workshops will be provided on CCLS in writing and how to support ability to read and analyze informational texts and writing opinions and arguments in response as measured by DOE Aligned Rubrics
2. Written information will be sent and advertised on new eChalk Website home on helping to support children in writing
3. Administrators and staff will prepare workshops and support materials in writing and advertise workshops to parents
4. Writing workshops will be offered by parent coordinator, teachers and staff during the day and in the evening to support differing schedules

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
---	----------	----------	-----------	---	-----------	-----------	--------

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

No Additional Funding Sources

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

6.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

6.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	At-Risk SETSS Beyond the Bell AIS ESL/Reading Push-in Peer Tutoring RTI	Small group instruction Small Group Instruction Small Group Instruction Small Group Instruction One-to-One	School day Before School/After School School Day School Day
Mathematics	At-Risk SETSS Breakfast Club AIS ESL/Reading Push-in Peer Tutoring RTI	Small group instruction Small Group Instruction Small Group Instruction Small Group Instruction One-to-One	School day Before School After School School Day School Day
Science	At-Risk SETSS Breakfast Club AIS ESL/Reading Push-in Peer Tutoring RTI	Small group instruction Small Group Instruction Small Group Instruction Small Group Instruction One-to-One	School day Before School After School School Day School Day
Social Studies	At-Risk SETSS Breakfast Club AIS ESL/Reading Push-in Peer Tutoring RTI	Small group instruction Small Group Instruction Small Group Instruction Small Group Instruction One-to-One	School day Before School After School School Day School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk Guidance – Provided by guidance counselor, psychologist, speech teacher, OT, PT or social worker RTI	Small Group or One-to-One	School Day

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

4. All elements of the *All Title I Schools* section must be completed*.

1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 31Q The Bayside School	DBN: 26q031
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The program will service 3, 4 and 5th grade current ESL students as well as students who have tested out of the ESL program within the last 2 years.

There are 21 students who qualify as having tested out and 21 students who are current ELLs. The program will run in four (4) six week cycles to work on the various ELA skills. The students will be rotated in and out of the program to keep the groups small. Each group will participate for two, six week cycles. the ESL teachers will plan with Common branch teachers to incorporate ESL methodologies and utilize them in instruction as well. Common branch teachers will incorporate reading and writing instruction to supplement classroom instruction.

2 ESL and 2 Common Branch teachers will collaborate to plan and provide instruction in the following areas of need:

Reading:

- close reading skills
- vocabulary
- cause and effect
- main idea
- inference
- using context clues

Writing:

- informational witing
- opinion writing

The classes will be held after school for one hour on Wednesdays and Thursdays beginning January 7, 2015 and continuing through May 28, 2015. The students will attend both days and be grouped flexibly by grade and ability. ESL teachers will co teach with Common Branch teachers to provide targeted small group instruction. Materials will include:

- New York Ready ELA for grades 3, 4 and 5
- New York Ready Writing for grades 3, 4, and 5
- Progress Reading for grades 3, 4 and 5
- Benchmark Writing

Part B: Direct Instruction Supplemental Program Information

- MyOn (technology based reading program)
- Imagine Technology Based Program

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: ESL Common Core aligned strategies will be presented in workshops for all staff by 2 certified ESL teachers. Workshops will take place during structured professional development time on the following Mondays from 2:40 PM - 4:00 PM. ESL teachers will attend Network Provided Professional Development as well Monday in house, on-going Professional Development around Common Core reading and writing strategies.

- January 12, 2014
- February 9, 2015
- May 18, 2015

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents will be invited to attend workshops before and after school and during parent engagement time on Tuesdays. Parents will be notified by letters backpacked with the children, postings on the school's eChalk website (which can be translated by the click of a button), and by email.

Translation during workshops will be provided by parent coordinator and parent volunteers.

Workshops will be planned and presented in collaboration with the ESL teachers and parent coordinator. Workshops will include:

- Benchmark Writing Program - November 19, 2014
- Test taking strategies - ELA - January 21, 2015
- Test taking strategies - Math - January 28, 2015
- Middle School Admissions - November 25, 2015
- Moving up to the next grade - May 2015

Part D: Parental Engagement Activities

--

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$9,271 School will supplement \$71	Per session for after school program for 4 teachers \$1840 per teacher 45 days of service @ 51.51 per session rate
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,000	New York Ready ELA Books \$10.00 per student (school will subsidize cost)
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$11,200	_____

**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 26	Borough Queens	School Number 031
School Name The Bayside School		

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 Terri Graybow	Assistant Principal Tony Kossovitsas
Coach N/A	Coach N/A
ESL Teacher M. Gaudioso/ D. LoPiccolo	Guidance Counselor Aimee Serfaty
Teacher/Subject Area Leslie Sall- SETSS Teacher	Parent N/A
Teacher/Subject Area	Parent Coordinator Roberto Johnson
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	489	Total number of ELLs	69	ELLs as share of total student population (%)	14.11%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out														0
Push-In	5	5	5											15
Total	5	5	5	0	0	0	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	62	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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
Dual Language										0
ESL	62		6	7						69

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	62	0	6	7	0	0	0	0	0	69
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Korean														0
Spanish														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	3	5	8	3	6									25
Chinese	2	9	6	5	2	3								27
Russian		1												1
Bengali														0
Urdu			1											1
Arabic				1										1
Haitian														0
French														0
Korean	3	2	1		5	2								13
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	8	17	16	9	14	5	0	69						

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)	3	2	2	0	3	2								12
Intermediate(I)	0	5	4	0	1	2								12
Advanced (A)	5	10	10	9	10	1								45
Total	8	17	16	9	14	5	0	69						

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	3	8	2	0	!Und
4	4	4	0	0	
5	1	2	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

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

NYS Science

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

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

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 early literacy skills of our English Language Learners, our school uses Fountas and Pinnell and TCRWP, (Teachers College Reading and Writing Project). TCRWP helps us to assess the proper reading levels for our students on the independent level and for guided reading levels. Fountas and Pinnell allows teachers to assess students in reading for decoding and fluency. Both assessment

tools help our teachers gain better insight in lesson planning for our ELL population. In addition, ESL teachers assess beginner ELL's in basic literacy skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
LAB-R results are for our new admits and therefore reflect the students' current grade during this school year. Careful review of our current students' LAB-R results show that the majority of our new admits both in kindergarten and in first grade, scored at the advanced level. The NYSESLAT scores for our school indicate that the majority of ELLs across grades, but specifically in grades 3-5, perform better on the Listening and Speaking sub-tests. The Reading and Writing sub-tests scores indicate a need to focus our instructional planning in these two specific areas. The NYSESLAT scores for 2013 reveal most beginner ELL's moved into the advanced level.
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](#))
Based on the test scores across the NYSESLAT modalities our staff plans instructional goals to meet the needs of all ELLs. After the test results are analyzed, ESL teachers collaborate with classroom teachers to develop lessons that address all four modalities in an effort to have students meet grade level common core standards.
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?ELLs in grades 3-5 take an ESL Periodic Assessment two times a year. Teachers use the data results from this standardized assessment to further drive instruction. Periodic Assessments reveal that our students require more scaffolded instruction in reading. They also show that our ELL's need to develop stronger skills in summarizing and inferencing.
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](#).)
Our school uses data from our RTI team to guide instruction for English Language Learners. The RTI model better serves ELL's who are at-risk for academic difficulties. First our team starts with a universal screening process. If an ELL student is flagged as at-risk or below-benchmark on an particular skill, the student receives targeted instructional support to bolster development in a given area. This support is delivered in coordination with ELL services. We incorporate tier II and then tier III. During the tier III intensive intervention, instruction is given by ELL teachers and in addition by our RTI teacher who is also ESL certified. We continuously monitor progress from our ELL's and then we make educational decisions about changes in goals, instruction and services.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All instructional decisions are based upon students' English proficiency levels, and curriculum is tailored to them.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ESL program is evaluated by the NYSESLAT test results where in Spring 2013 scores did reveal that most beginner ELL' s moved to an advanced level and many advanced students reached English proficiency.

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](#).)

Our English Language Learner student identification process begins with the Home Language Identification Survey (HLIS) at registration. Our principal, Mrs. Terri Graybow, is the pedagogue who assists parents with their HLIS form and conducts an informal interview. The students' home language code is determined based upon the assessment of information collected from the parents on the Home Language Survey, in conjunction with an informal interview with the family. Based upon the responses on the HLIS form, the students are administered the LAB-R, by an ESL certified teacher, to see how proficient they are in English. After calculating the results of the LAB-R, if the student is below the cut score, he or she is then officially identified as an English Language Learner. Eligible ELL's are administered the LAB-R in English and Spanish. Spanish LAB is given when appropriately needed for Spanish speakers. The results of the Spanish LAB allow the ESL teacher to determine whether the students are literate in their native language. Then the ELL students are placed in groups based upon their grade level, proficiency level, and the allotted time required for either beginner, intermediate, or advanced levels.

When a new student is identified as an English Language Learner at PS 31, their parents are sent a notice in their home language inviting them to attend a Parent Orientation. Materials are provided in the parents' home language. Entitlement letters are sent out to all parents in their native language. Before entitlement letters go out, we make a copy and leave it on file in the ESL office. At this time parents view the Orientation Video for Parents of Newly Enrolled English Language Learners, which comes in many languages and explains the various program options available. Parents are informed of the three program choices and have the opportunity to ask for clarification. A state licensed ESL teacher with the assistance of a translator explains the three program choices to the parents at this time. The ESL teachers speak with the parents about the various program options, answer questions, and explain and clarify the program choices. The Parent Survey and Program Selection Forms are handed out during the orientation meeting, and parents are given the option to select one of the following three programs:

1. Transitional Bilingual Education
2. Dual Language
3. Freestanding ESL

This meeting is held in September and repeated throughout the school year as incoming ELL's enter the program.

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.
Parents view a video in their native language which identifies and describes the program choices for their child. Licensed ESL teachers with the assistance of translator/s, explain the three program choices to the parents. The ESL teachers speak with the parents about the various program options, answer questions, and explain and clarify the program choices. The Parent Survey and Program Selection Forms are handed out during the orientation meeting, and parents are given the option to select one of the following three programs:
 1. Transitional Bilingual Education
 2. Dual Language
 3. Freestanding ESL
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 [\[see tool kit\]](#).)
Entitlement Letters are completed and sent home to all newly entitled ELL's immediately after entitlement has been verified. Entitlement letters are sent out to all parents in their respective native languages when available. The Parent Survey and Program Selection forms are filled out by parents at Orientation, collected by the ESL teachers, and securely stored in the ESL room.
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.
The Parent Survey and Program Selection forms are carefully reviewed for parental choice. Copies of these Selection & Survey forms are kept on file in the ESL office. Children are placed in the program chosen by their parents/guardians. If a parent opts for a bilingual program, we explain the necessary requirements for the opening of such, and keep a running log of their names and numbers for potential future need. If a parent opts for a dual language program, we assist them in locating a nearby school with that program. Our goal is to place each ELL child in the program of parental choice. This entire process takes place within the first ten days of admission.
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 New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELL students during the test's respective administration window. A cross-referencing of NYSESLAT eligibility is done using the RLER (from ATS), which reports the names of all NYSESLAT eligible ELL's in our school. Students are administered all four parts of the exam by the ESL teachers, and answer grids are submitted to our Borough Assessment Implementation Director for scoring, as outlined in the annual Assessment Memorandum.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
- A review of the Parent Survey and Program Selection forms for the past few years shows that most of the parents/guardians of students in our school choose the Freestanding ESL program for their children. Over the last few years, a minimal number of parents, 3 in total, chose the Dual Language or Bilingual programs as their first choice for their children. Most parents prefer their children be immersed in learning English alongside their native-speaking peers, and our school offering reflects this.

Part V: ELL Programming

A. Programming and Scheduling Information

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

PS 31Q provides instruction to English Language Learners through a Freestanding English as a Second Language model. Both the push-in and pull-out models of instruction are used. In order to service all ELL's, students are grouped heterogeneously by grade.
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)?

We have two full-time ESL teachers who deliver ESL instruction to our students according to their proficiency levels. The ESL teachers follow the mandated number of units of instruction as per NYS CR Part 154. Teachers service Beginner and Intermediate students with 360 minutes of instruction, which is 8 periods per week. Advanced students are serviced with 180 minutes of

instruction, which is 4 periods per week.

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.

Academic subject area instruction is delivered in English using ESL methodology and Common Core Instructional strategies. In addition our teachers focus on the ESL State standards to ensure that instruction is given across the four modalities: listening, speaking, reading, writing. To give students varying entry points into lessons and to connect with background knowledge, manipulatives and realia are used whenever possible. Teachers have been experimenting with various ways of introducing content area vocabulary and developing structured scaffolds to aid in the retention of it. The school also subscribes to and utilizes web-based tools such as Reading a-z, which allows students to listen to texts and read along.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Since we do not have a bilingual or dual language program here, our students are evaluated in their native languages during initial screening. To aid in the transference of language abilities, students are always encouraged to continue to speak in their respective native languages at home.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are assessed in all four modalities through good teaching practices from both our classroom and ESL teachers. In addition, we participate in the New York City ELL Periodic Assessments which are administered twice per year, and evaluate students' progress in Listening, Reading, and Writing, the results of which are used to inform instruction.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A differentiated learning environment provides different roads to acquiring content, processing, or making sense of ideas. Our teachers differentiate instruction for ELL subgroups by grouping students according to level or particular academic need and providing scaffolded support to them.

At the present time our school does not have any SIFE students in our ESL program, however, our plan for meeting their needs is to tailor instruction to their individual academic strengths, offer an additional teaching period of structured support if possible, and give them extended instructional time in our after- school programs.

ELLs who are identified as newcomers are given targeted instruction focusing on phonics and the acquisition of new vocabulary. Teachers use various teaching strategies such as: choral reading, read and sing-alongs, Total Physical Response, word games, visuals and props, environmental print, along with online resources and appropriate ipad applications. In addition these students are partnered with other ESL students speaking the same language to make this transition smoother.

Intermediate ELLs who have been receiving services for more than 3 years but less than 6 attend our Title III After School Program and are offered our AIS program as well. Their performance data is reviewed to help tailor instruction to their specific needs.

Our Long-Term ELLs are offered At-Risk services such as Reading, SETSS, Wilson or Math. They are also offered participation in our AIS and Title III after-school programs. Instruction is usually tailored to meet their specific needs. Some of these long-term ELL's receive Speech or Counseling services as per their IEP if indeed there is an IEP.

ELL's who have tested proficient on the NYSESLAT continue to receive all testing accommodations for up to two years. Whenever possible, ESL teachers continue to work with these students to ease their transition.

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?
Once an ELL is identified as having special needs, s/he is seen by our related service providers who provide them with the necessary services as per each student's respective IEP. Teachers collaborate to determine the best possible educational strategies including: modifying grade-level content standards if necessary, scaffolding content vocabulary, using pictures clues, using graphic organizers and thinking maps, and partner work with accountable talk.
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?

Our service providers try to push into these students' classrooms to offer academic support while minimizing interruption in the students' schedules. Sometimes, as decided by the School Based Support Team, these students are placed in a CTT class which offers the least restrictive learning environment. Teachers use students' IEP's to tailor instruction to meet students' respective goals.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

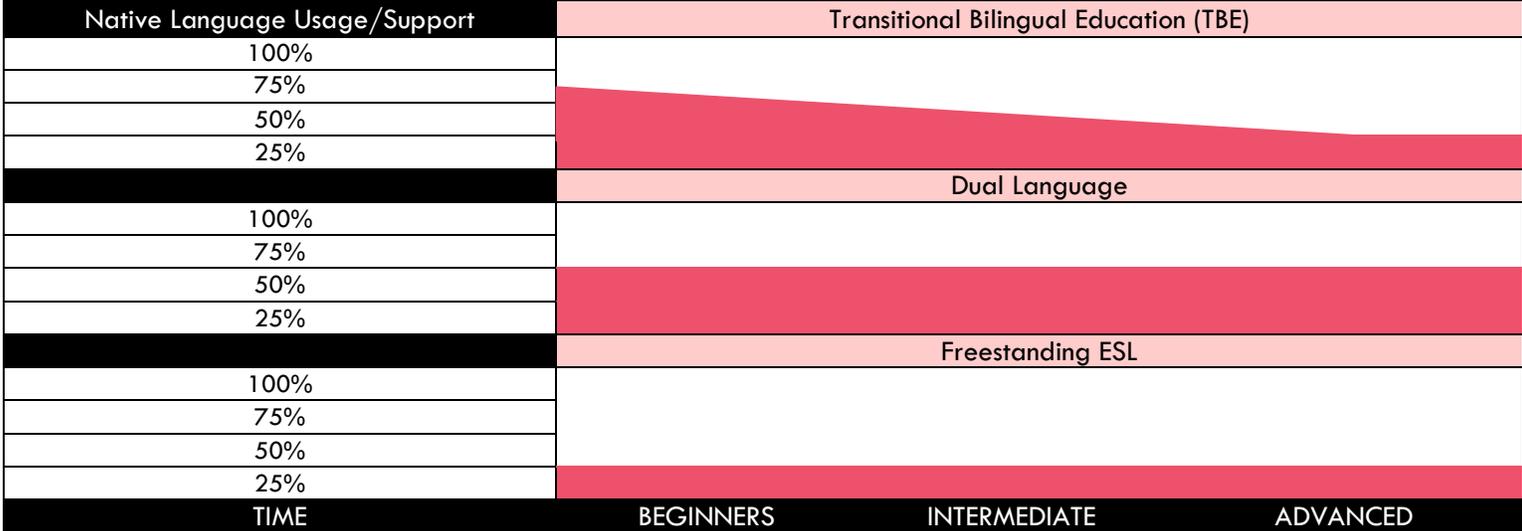
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our school's intervention services include: Resource Room, SETSS, AIS, RTI, Reading, Speech, and Guidance.
- To the best extent possible a hands-on approach to instruction is utilized, especially in the math and science disciplines through the use of content-specific manipulatives.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program fully immerses our ELL's in the English language offering native language support when necessary. Most of our ELL students demonstrate significant academic and language gains and progress steadily along the NYSESLAT levels. For each of the past two academic years, more than 30% of our ELL students have attained Proficiency on the NYSESLAT enabling them to transition out of the ESL program and continue their learning alongside their native-speaking peers.
11. What new programs or improvements will be considered for the upcoming school year?
- For upcoming school year we will implement a Storytelling program in grades K through 2. A professional storyteller will come to the classrooms to dramatize stories. This will give our ELL's the opportunity to enhance their visual and auditory learning skills. We will also be implementing a new Reading and Language Arts program which has dedicated resources for English language learners.
12. What programs/services for ELLs will be discontinued and why?
- There are presently no programs or resources which we plan to discontinue.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL's have equal access to all programs here at PS31. We offer supplemental services to ELL's after school which include: a Title III program offering students the opportunity to incorporate digital photography, story writing, and learning Power Point to strengthen vocabulary acquisition; an Academic Intervention Services program which includes additional instruction that supplements classroom and ESL curricula; an Extended-Day instruction which offers our ELL's small group, differentiated instruction.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Many different materials are used to support our ELL population including: computers, books on cd's, ipads, interactive smartboards, Dymo Mimio Teach. We also subscribe to periodicals such as Time for Kids, National Geographic, and Scholastic News to align with Common Core Standards. Math and Science core studies utilize manipulatives for kinesthetic and visual learners. In addition our Math and ELA curriculums have ESL components which allow for differentiation for our ELLs in their classrooms.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is given to our ELL's in the following forms: bilingual dictionaries and content-area glossaries; computer tools and apps; trade books in the students' native languages; native peer partnerships; staff members who can speak to some of our ELL's in their native tongue.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- All services and resources provided to our ELL's correspond to their ages and grade levels. Students are grouped together by grade level and subgrouped, whenever possible, by proficiency level. This allows instruction to be delivered corresponding to students' grade curriculum and standards. Math and ELA curriculums have ESL components with differentiated lesson activities for reinforcement of concepts for our ELL's. In addition all classrooms libraries have leveled books -appropriate to that grade- which are matched to each individual's independent reading 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.
- To assist our newly enrolled ELL students, our school offers Summer Reading Lists which help students locate and utilize appropriate reading materials in preparation for their school year. Whenever possible, we also recommend language programs offered both in our school and in the community. Throughout the school year, ELL's are offered the following enrichment and extra-curricular activities: Ballroom Dance, Chorus, Carnival, Field Day, Class plays, AIS, Title III.
18. What language electives are offered to ELLs?
- As a K-5 school, we do not currently offer language electives to our students.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

Professional development is an ongoing process and a key component of helping students succeed. All teachers participate in varying professional development opportunities throughout the school year. ESL workshops are generally attended out of the building and are usually given by the Office of English Language Learners. This year we expect multiple opportunities to engage in professional learning on implementing the Common Core Learning Standards. (These workshop offerings are disseminated to schools as they become available, therefore a comprehensive list of them cannot be included here.)

Whenever applicable, teachers turn-key the information to staff during monthly faculty and/or grade conferences. These meetings support both classroom teachers and paras by giving them ESL strategies for their ELL's while helping the staff who need, meet the mandated 7.5 hours of ELL training as per Jose P.

Staff support in assisting ELL's as they transition from elementary to middle school is provided through collaborative planning. The ESL teachers at PS 31 meet with classroom teachers to discuss the needs of each graduating ELL and to determine best practices for assisting these students with their transition. In addition, the graduating students attend middle school orientation in June. Here they have the opportunity to meet with middle school teachers and ask questions about the middle school environment.

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?

Parents are encouraged to participate and become actively involved in their child's learning processes and academic life. To this end, both classroom teachers and ESL teachers coordinate activities throughout the school year to ensure parental involvement. Parents are invited to attend our "Meet the Teacher" night which includes an international buffet of foods from around the world. This gives parents a chance to become familiar with the school environment and meet their child's teacher in an informal setting. Parents are also invited to attend our "Open House" week during which parents are able to observe and participate in their child's learning both in the ESL class and in his/her regular class. In addition parents are invited and encouraged to attend: monthly class performances, trips, special lessons, and most importantly, Parent-Teacher conferences during which they can discuss their child's progress. To the greatest extent possible, volunteer translators are present at these events to further enhance communication with parents of ELL's. However, most times these parents bring their own translators. Parents are also encouraged to attend PS 31's PTA meetings and are informed of adult ESL classes being given at various schools within the community.

Along with needs assessments and the environmental survey, parent interviews and teacher-parent relationships are used to aid in assessing parents' needs. Teachers are always available to discuss any unmet need a parent may have. The school relies upon DOE translation services, volunteers, and staff members to provide assistance when necessary.

Among other things, parents need to know how to assist their children with their learning. To meet this necessity, parents are invited to attend workshops given by school personnel which include, but are not limited to the following: study skills, understanding grade level curriculum and expectations, homework help, moving up to the next grade, and enrichment. These all help parents in supporting their children's educational needs.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 31 The Bayside School

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Terri Graybow	Principal		10/1/13
Tony Kossovitsas	Assistant Principal		10/1/13
Roberto Johnson	Parent Coordinator		10/1/13
MaryAnne Gaudio	ESL Teacher		10/1/13
	Parent		
Diana LoPiccolo	Teacher/Subject Area		10/1/13
Leslie Sall	Teacher/Subject Area		10/1/13
	Coach		1/1/01
	Coach		1/1/01
Aimee Serfaty	Guidance Counselor		10/1/13
Mary Jo Pisacano	Network Leader		10/1/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q031 School Name: The Bayside School

Cluster: 3 Network: 205

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.

This year, P.S. 31 aims to improve written translation and oral interpretation needs of our parent who have limited English proficiency. We will be providing our entire staff with training to ensure they fully understand their responsibility to offer translation and interpretation support to parents. Additionally, this year we will be training a staff member who will be responsible for coordinating language access for parents. This staff member will be trained to monitor parent language needs, identifying school staff who are qualified to provide interpretation, allocating funds to provide language assistance and informing parents as to the varying language assistance available at our school.

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

Our school uses the Home Language Identification Surveys to determine which language parents prefer to communicate in. Additionally, the ATS report, RHLA, breaks down the language aggregation of our school. The top 3 languages currently preferred by parents in our school are Chinese, Spanish, Korean.

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.

The DOE website is a tremendous resource, providing access to translated versions of many commonly used letters, forms, and applications in the most commonly used languages among our parents, such as, Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Spanish and Urdu. Many forms such as enrollment of kindergarten, instructions for school meal applications, common core standards, parent rights and responsibilities, and brochures are all available in translated forms. During our staff training the teachers will be informed of the new Translated Documents intranet page which includes student report cards templates, "blue cards" for family information, field trip notifications, health forms, and translated signs.

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 have always been a part of P.S. 31's plan to communicate with parents of whom have limited English proficiency. Several staff members speak various languages and have volunteered their services to discuss with parents information about their child's education and increase parents' capacity to improve their child's achievement, as well as answer any questions parents have. We have always provided and will continue to provide interpretation services during parent-teacher conferences from an outside contractor. Oral phone conferencing through DOE translation services, is frequently used when a parent speaks a language in which our school staff cannot orally interpret.

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>.

The Chancellor's regulations require that the DOE provides interpretation services to parents seeking assistance regarding their child's education. Our school utilizes over-the-phone interpretation services, translated documents, parent volunteers, and staff members to assist in addressing the varying language needs of our parents.