

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

DBN: (i.e. 01M001): 27Q105
School Name: THE BAY SCHOOL
Principal: LAURIE SHAPIRO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PREK - 8 School Number (DBN): 27Q105
School Type: PUBLIC Grades Served: Prek – Grade 8
School Address: 420 BEACH 51ST STREET, FAR ROCKAWAY, NY 11691
Phone Number: 718-474-8615 Fax: 718-474-8841
School Contact Person: LAURIE SHAPIRO Email Address: LSHAPIR@SCHOOLS.NYC.GOV
Principal: LAURIE SHAPIRO
UFT Chapter Leader: THERESA PEPE
Parents' Association President: CHERYL CLEOPHAT
SLT Chairperson: THERESA PEPE
Student Representative(s): _____

District Information

District: 27 Superintendent: MARY BARTON
Superintendent's Office Address: 82-01 ROCKAWAY BLVD. OZONE PARK, NY 11416
Superintendent's Email Address: MBARTON@SCHOOLS.NYC.GOV
Phone Number: 718-642-5770 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: 2 Cluster Leader: DESPINA ZAHARAKIS
Network Number: 210 Network Leader: JOANNE BRUCELLA

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
LAURIE SHAPIRO	*Principal or Designee	
THERESA PEPE	*UFT Chapter Leader or Designee	
CHERYL CLEOPHAT	*PA/PTA President or Designated Co-President	
SABRINA COLLINS	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	
HEATHER RUSSO	Member/UFT	
KRISTIE IPPOLITO	Member/UFT	
NICOLE WALKER	Member/PARENT	
LIZ MARIN	Member/PARENT	
LOLITA MILLER	Member/PARENT	
WILLIE JONES	Member/PARENT	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The mission of P.S./M.S. 105Q is to utilize all available resources to prepare students to meet high quality, challenging standards of excellence. Our positive attitude fosters a climate that motivates both staff and students to perform with enthusiasm! Each day our students are engaged in learning the Common Core Standards as we prepare them to be college and career ready. Our staff and administration work hard to bridge the gap between school, family, and community through trips, school events, and parent workshops. It is on this statement that we build our educational foundation and philosophy for all our students.

Our school is Pre-Kindergarten to Grade 8 located in Far Rockaway, New York. 95% of the children who attend the school are African American and Hispanic and 5% are Caucasian and Asian. This diversity helps to create a rich, cultural environment. Our English Language Learners (ELL) comprises 5% of our population, while students with disabilities (SWD) make up 19%. There are forty classes in the school-that are grouped heterogeneously with the exception of the ARP classes in the middle school.

Our instructional focus this year is: "Engaging students in authentic content and text-based discussions". Our instructional focus calls for students to be genuinely involved in conversations that foster questioning for deeper understanding. Teachers model how to ask thought-provoking questions; students are expected to use these techniques in their group discussions. Student engagement in discussion involves varied student-to-student interaction and learning. This is accomplished through strategies such as Turn n Talk, Save the Last Word, and partner reading. Teachers have access to a variety of materials for instruction including computers and software via the UFT Teacher Center and the Robin Hood Library.

One of our strengths is professional learning opportunities. We are committed to raising the level of expertise and expand content knowledge of the staff. As a result, our professional learning opportunities ensure that all educational and professional needs of the staff are met. Our Professional Learning Committee meets and discusses the needs of staff members, as they are key stakeholders in their own learning. To that end, a needs assessment survey was conducted in September and again in October for the purposes of matching the professional learning opportunity to the staff needs. Each Monday, quality professional development is tailored to meet those needs. Additionally, our UFT Teacher Center, serves as a professional development support to the school. Its primary goal is to promote teacher excellence and student achievement. The Teacher Center specialists supports the administrators' professional development initiatives, provides in-classroom support, plans and conducts differentiated workshops for teachers and parents; coaches individual teachers on researched-based classroom strategies practices; and engages them in research based literature that expands their pedagogical knowledge.

Each month we engage in other professional learning through our teacher teams. During our team meetings, all staff is actively involved in looking at student work, discussing implications for instruction and deciding on the steps that will take the student to the next level.

All teachers are encouraged and selected to attend off-site professional development given by the DOE, Network 210, the UFT Teacher Center and/or other contracted organizations. All are expected to turnkey the information to the staff during Monday and Tuesday PDs. This year, as in former years, our staff collaborates and shares best practices with each other in order to build capacity and improve their pedagogical skills.

The administrators, Teacher Center specialist or presenters from CBOs such as LIJ COAST, a behavioral support program, conduct monthly parent workshops. Some of the professional learning opportunities are geared toward our Literacy and

Mathematics programs, NYS Assessments, Special Education, English Language Learners, Senior Requirements, and Internet Safety. It is encouraging to see the level of collaboration and commitment to professional learning from the staff. Therefore, we will continue to improve our level of expertise in all academic and social areas.

One of our greatest accomplishments this year was moving our students who were identified by their NYS tests results as being in the **“lowest third”**. According to the School Quality Snapshot and the School Quality Guide 2013 – 2014, those students made tremendous growth in both ELA (79.0%) and Math (75.0%). We look forward to raising their level of achievement even more this year.

We have some challenges that have been addressed in the past but still prevail today. One such challenge is parental involvement. Although we plan numerous professional development workshops, parent meetings with teachers, and keep a line of communication open, we seem to lack the commitment of at least 60% of our parents. Our parent coordinator reaches out to parents through monthly calendars, phone relays and notices, e-mails and face-to-face canvassing, however, the responses are generally poor. We will continue to reach out to parents and invite them in to the school to meet with teachers on Tuesdays during the designated parent engagement time and at other convenient times.

We are proud that our school is in good standing. As a team we continuously strive to provide our students with the tools they need to be college and career ready. We are always learning together to improve our knowledge and craft to meet the needs of our students. We wholeheartedly believe in our school mission statement which states that we utilize all available resources to prepare all students to meet high quality challenging standards of excellence.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

After carefully examining the data collected from documents such as the School Quality Guide, 2014 NYS Math exam, Go Math baseline assessments we have concluded that there is a need to improve the performance and progress of the students in the lowest third. Our instructional focus of having students engage in authentic text and rich discussions, calls for our students to be actively engaged in solving real world problems; students participate in explaining their thinking along with the thought process of their peers.

Based on the NYS Common Core Math scores for grades 3-8, 60% students scored at Level 1, 32% scored at Level 2, 6.3% scored at Level 3 and .8% scored at Level 4. This reflects a decrease of 1.4% in Levels 3 and 4 when compared to the NYS 2013 MATH scores in Levels 3 and 4.

The Item Skills Analysis from the NYS Mathematics Assessment for Grades 3-8 indicate the following needs:

- Solving multistep and real world word problems
- Comparing, adding and subtracting, multiplying , equivalent and use of fractions in measurement
- Interpreting data and applying to different operations
- Constructed responses

Part 2 – Annual Goal

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

By June 2015, 100% of teachers will align assessments to curricula, analyze assessments, and adjust instruction toward achieving Math Common Core Learning Standards, to improve student progress, as measured by a 5% growth percentile increase of our lowest third in Grades 4-8 on the New York State Mathematics Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

<ul style="list-style-type: none"> Professional Learning Opportunities (PLOs): Lead Teachers attend professional learning opportunities provided by Network 210 and other vendors. Some of the topics of the PLOs are: <ul style="list-style-type: none"> Implementing the CCLS instructional shifts Student engagement Data analysis to refine curriculum Standards for Mathematical Practices The information and strategies are turn-keyed to colleagues Implementation of intervention strategies provided by Go Math program. 	Lead Teachers, IEP Teacher, SETSS teacher, classroom teachers,	4. August 2014 – June 2015	Administrators, Lead Teachers
<ul style="list-style-type: none"> Teacher Teams collaborate weekly to analyze student work. This analysis drives instruction to meet the needs of students, with a focus on students identified as the lowest third, SWD, and ELLs. Administration collaborates with Teacher Teams, giving critical feedback to support student learning. 	Teacher Teams, IEP Teacher, SETSS Teacher, ELL provider	5. September 2014 – June 2015	Teacher Team Facilitators, Administration
<ul style="list-style-type: none"> Development and implementation of math checklists and rubrics to be used by parents and students to clarify expectations and monitor progress. Lead teachers hold family engagement workshops on the checklists, rubrics and Math CCLS. Outreach to families on student performance and progress is on-going. 	Students, Families	6. September 2014 – June 2015	Teacher Center Specialist, Administration, Lead Teachers
Small group instruction to focus on addressing the learning gaps	Students	7. September 2014 – June 2015	Teachers

Part 4 – Resources Needed

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

Substitutes to enable lead teachers to attend PLOs
Go Math Resources
Math Resources, rubrics and checklists for parents
Technology for PLOs

Part 5 – Budget and Resource Alignment

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

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

UFT will be offering off-site professional development sessions in the area of mathematics.
Provide a Teacher Center specialist/AIS using Title 1 funds
Provide a Data Specialist/AIS using Title 1 funds

Part 6 – Progress Monitoring

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

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

By January 2015, 100% of teachers will align assessments to curricula, analyze assessments, and adjust instruction toward achieving Math Common Core Learning Standards, to improve student progress, as measured by a 3% increase on the Go Math Benchmark assessment.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on an analysis of the 2013-2014 end of year suspension report there were 350 incidents, 38 superintendent suspensions and 128 principal suspensions; these infractions impair students’ path for success as they are not focused on success at the moment. Our need is to continue to instill in all students positive behaviors for social and academic success.

PS/MS 105 will continue to supports our students with a positive nurturing environment. Ingrained in our culture is our school-wide PARR program, Middle School clubs, Student Council, Student of the Month, Attendance Recognition, and CHAMPS. In addition, we have implemented the following initiatives, Coast, BOKS, Health Wellness Council, Team Three (check in – check out), , Lunchroom incentives, Middle School monthly classroom competition incentives, Student/Teacher afterschool sport competitions/fundraising. Our goal is to continue these positive programs and incentives that directly have a positive impact on students.

Part 2 – Annual Goal

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

By June 2015, we will provide all students with social and emotional support by continuing our school-wide PARR (Positive, Attitude, Respect, Responsibility) to improve their social and emotional health, as measured by a 20% decrease in student infractions as evidenced by OORS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional Learning Opportunities will be provided to staff on school wide initiative PARR (Positive Attitude Respect Responsibility). Posters will be displayed with criteria for staying on PARR, lessons will be taught using the School Discipline Guide in each class. Administration/Lead Teacher/Parent Coordinator facilitates a family workshop on PARR. PARR lessons are on-going and instill the high expectations and demands of the Common Core. The goal of PARR is to create a safe and trusting environment for all.	Staff, students, families	September 2014- June 2015	Teachers, Administrators

Students were engaged in My School Rules lessons that set the classroom rules and expectations for the year. Teachers refer to these lessons throughout the year.	Staff, students	September 2014	Teachers, administrators
Students and their parents are recognized in monthly Student of the Month assemblies that celebrate their success of staying on PARR; families are invited to attend these celebrations.	Students, parents	Monthly September 2014- May 2015	Parent Coordinator, Administration
<p>COAST initiative - Creating Optimism After Sandy Trauma</p> <p>The program involves three levels of support including:</p> <ul style="list-style-type: none"> • school-based resilience building activities for students • educational and skills building workshops for parents and school staff • mental health services for students in need • all students, including SWDs and ELLs, are included in programs to assist in any struggles 	Students, parents	October 2014- September 2015	North Shore LIJ Services Medical

Part 4 – Resources Needed

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

Adjustment in schedule for monthly assemblies and COAST activities
PARR posters
My School Rules Power Point
Parent Invitations to assemblies

Part 5 – Budget and Resource Alignment

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

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

New York State Grant through Department of Child & Family Services

Part 6 – Progress Monitoring

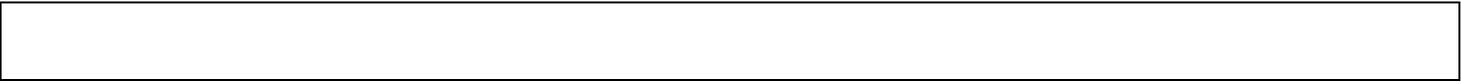
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By January 2015, we will provide all students with social and emotional support by continuing our school-wide PARR (Positive, Attitude, Respect, Responsibility) to improve their social and emotional health, as measured by a 9% decrease in student infractions as evidenced by OORS.

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

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



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Teachers have a shared responsibility for improving student achievement; one of the ways we are continuously striving for student improvement is through our Teacher Teams. Teacher Teams meet continuously to share research based strategies to support better-informed planning that result in effective and highly effective instruction. Analysis of the School Quality Guide 2013-2014 and the 2014 NYS Math Item Skills Analysis Tool indicate that our students struggle in creating a viable mathematical argument. Our Teacher Teams are engaged in data driven instruction that encompasses implementing rigorous tasks and assessments that engage students in critical thinking and developing viable arguments. Our priority is for students to successfully master the Common Core Math Learning Standards at a deep comprehension level and be able to apply their knowledge to real-world applications.

Part 2 – Annual Goal

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

By June 2015, teachers will engage in weekly collaborative grade-level Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide our lowest third population, including SWD’s and ELL’s, with scaffolded support needed to show growth as evidenced by a 35% increase in student performance on the end of the year Math assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>Conduct analysis of released questions from State ELA/Math Exams to determine student expectations and implications for instruction (goals) when compared to student performance</p> <p>Conduct item analysis of BOY MOSL in ELA/Math, Baseline in Math, and Benchmark assessments in ELA/Math to identify trends</p>	Teachers	September 2014 – June 2015	Administration, Lead Teachers

Monitor progress toward established goals			
<p>Professional Learning Opportunities</p> <ul style="list-style-type: none"> Each Monday for 80 minutes and on each Tuesday for 35 minutes to share/experience best practices, looking at student work, and modifying instruction. The ESL and SETTS teacher provide PLO's on implementing differentiated research based strategies to meet the needs of SWD, ELL and at-risk students. Teachers share research based strategies to close the achievement gap for SWD, ELL and the students identified as the lowest third. 			
<p>Teacher Teams review GO Math chapter assessments to identify: Rigor of questions</p> <ul style="list-style-type: none"> Challenges students might incur on the assessments Teams use this information to plan and revise lessons Create formative assessments for checks for understanding in addition to the Go Math program Planning tasks with supports for students to engage in productive struggle <p>Teacher teams analyze chapter assessments, re-teach standards not mastered in small groups. Teacher Teams look for common misunderstandings; discuss research based strategies to address misconceptions; teachers monitor and revise action plans</p> <ul style="list-style-type: none"> Administration gives written and verbal feedback to support staff in implementing research based strategies successfully to engage students and positively impact student learning. 	Teachers, ELL Provider, SETTS teacher	September 2014 – June 2015	Administration
<p>Administration/Lead Teachers facilitates family workshops to families on the Math CCLS. Workshops focus on the Mathematical Practices and specific strategies used in grade bands (K-2, 3-5, 6-8). Fluency in Mathematics Mathematical fluency is important to deepen the conceptual understanding. Students are provided sufficient practice and extra supports to allow them to meet the standards that call explicitly for fluency.</p>	Families, Students	November 2014 – May 2015	Administration, Lead Teachers, Parent Coordinator

Part 4 – Resources Needed

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

Math Item Skills Analysis for 2014 State Exam and September 2014
Professional Resources for PLOs
Scheduling adjustments
Go Math Resources
Fluency Resources

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By January 2015, teachers' engage in weekly collaborative grade-level Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide our lowest third population, including SWD's and ELL's, with scaffolded support needed to show growth as evidenced by a 17% increase in student growth based on the middle of the year Go Math assessment.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The demands of the Common Core require a shift in curricula, assessment and in teacher instruction to better prepare students with the knowledge and skills they need for future success. Analysis of Advance’s Measure of Teacher Practice 2013-2014 indicate only 26% of teachers were rated Effective/Highly Effective in Danielson’s Framework for Teaching component 3b: Using Questioning and Discussion Techniques; while 74% were rated developing or ineffective. Low cognitive questioning had a direct negative impact on achieving the rigor and deeper understanding that is required by the Common Core Learning Standards. Analysis of student performance data and MOTP influenced the development of the school’s instructional focus; engaging students in authentic content and text based discussions.

Part 2 – Annual Goal

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

By June 2015, leadership will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 50% of teachers receiving a rating of effective or highly effective for component 3B. Using Questioning and Discussion Techniques.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Partnership with The Interschool Teacher Development Coaches (TDCs) who partner with teachers and school leaders to deepen their knowledge of <i>Advance</i> , assessment of student progress, and the <i>Framework for Teaching</i> to help them reflect and grow as they meet their students' needs, including SWD, ELLs and other high	Teachers	Three cycles Cycle I: September 15–	Teacher Development Coach, Principal

needs. A support team consisting of Teacher Center specialist, early childhood, elementary, middle, special needs teacher will be trained in Professional Learning Opportunities around 3B. These lead teachers present learning opportunities to their colleagues on developing rigorous questions to engage students and improve student learning. Lead Teachers follow-up with their colleagues to support student learning. Administration schedules inter-visitations for lead teachers to model effective/highly effective questioning techniques that engage students and fosters rich discussions.		October 16 Cycle II: December 1–January 22 Cycle III: March 16–April 30	
Professional Learning Opportunities for staff around domain 3B; with a focus on how to scaffold questioning to deepen understanding for all students, including SWDs, ELLs and high-needs.	Entire Staff	Monthly	Administration, Lead Teachers
Professional Learning Opportunities for Administration provided by Network 210 focusing on specific, effective, actionable feedback to improve teacher practice. During weekly cabinet meetings, Administration shares specific feedback strategies that have been implemented successfully to improve teacher and student outcomes.	Administration	August 2014 –June 2015	Network 210
Lead teachers, Administration, and the Parent Coordinator will organize instructional workshops for families to inform them of questioning and discussion strategies being used in classrooms and how they can infuse them at home.	Families	November 2014 – June 2015	Administration, Lead Teachers, Parent Coordinator

Part 4 – Resources Needed

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

Per diem allocation to cover teachers attend on site and off site professional development.

Part 5 – Budget and Resource Alignment

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

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

Support from Talent Coach three times a year.

Part 6 – Progress Monitoring

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

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

By January 2015, leadership will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 35% of teachers receiving an average rating of

effective or highly effective for component 3B. Using Questioning and Discussion Techniques.

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the 2013-2014 Learning Environment Survey,:

- 95% of parents agree that the school makes them feel welcome.
- 96% of parents agree that the school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.
- 95% of parents agree that the school keeps them informed of what their children are learning
- 91% of parents agree that there is an adult whom their child trusts and can go for help with a problem.
- 88% of parents agree that the school is headed in the right direction.
- 87% of parents agree that the school communicates to them and their children what they need to do to prepare their children for college, career, and success in life after high school.

Students’ success is fostered by parental/family involvement. Our parent involvement is lower than we would like. Our priority need is to have more families engage in and take advantage of school resources and workshops to support their child at home. Our goal is to have more families involved in school events; such as Career Day, Parent Workshops, where we invite parents and members of the community to present their professions to the students. Career Day receives great feedback among students and parent/community presenters. We plan to continue this tradition and expose our students to the varied professions awaiting them when they graduate.

We will continue to reach out to families to keep them informed of their child’s progress in academics as well as their socio-emotional well-being.

Part 2 – Annual Goal

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

By June 2015, strong family and communication ties will increase by 20% as evidenced by an increase in family attendance at school events and family-school communication logs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed 			

<p>to impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Tuesday afternoons are dedicated to outreach to families; teachers will contact parents to share information about their child's success, challenges, and social well-being. Special education providers reach out to SWD families to keep an open line of communication to strengthen home-school relationships to improve students' learning outcomes. In addition, the Guidance Counselor keeps open lines of communication with parents with to support students and families	Parents	Every Tuesday – September 2014- June 2015	Teachers, Guidance Counselor
In celebration of students' success of staying on PARR, families are invited to attend Student/ Parent of the Month assemblies.	Students/Parents	Monthly	Parent Coordinator, Teachers, Administration
All families are encouraged to participate in instructional workshops to support their child at home, e.g. PS/MS 105's Parent Academy.	Families	September 2014-June 2015	Administration, Lead Teachers, Parent Coordinator, UFT Center Teacher, Guidance Counselor

Part 4 – Resources Needed

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

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>i. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the</p>
--

specified goal.

j. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, strong family and communication ties will increase by 12% as evidenced by an increase in family attendance at school events and family-school communication logs.

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

i. Did the school meet the mid-point benchmark(s) in the timeframe specified?

X

Yes

No

j. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	At Risk students as determined by NYS ELA scores, Ready Gen baseline, Teacher College Running Record results	Reading Recovery Gr. 1 Guided Reading Foundations K-2 Ready Gen intervention K-5, Codex Ger. 6-8 Intervention	One-to-one Small groups	During school day
Mathematics	At Risk students as determined by NYS Math scores, Go Math baseline	Go Math intervention K-8	Small group	During school day
Science	At risk students as determined by results of Gr. 4 and Gr. 8 Science results	Close reading strategies, 6 plus 1 trait	Small group	During school day
Social Studies	At risk students as determined by beginning of year assessment	Close reading strategies, 6 plus 1 trait	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	COAST program, Guidance Counselor, School Psychologist, Social Worker	The program involves three levels of support including school-based resilience building activities for students, educational and skills building workshops for parents and school staff, and mental health services for students in need. Counseling activities.	One-to-one, Small group	During school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Principal in collaboration with the Network 210 Human Resources Director and Liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.
Principal in collaboration with the Network 210 Human Resources Director and Liaisons will work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities and the new teacher finder.
Network 210 in collaboration with the Teacher Center Literacy Leaders will offer teachers a critical component to obtain 12 credits towards their master's degree.
In addition, Administration supports and fosters the development of highly-qualified professionals by: <ul style="list-style-type: none"> • Mentors for newly hired teachers, inclusive of general education, special education and ESL teachers • On-going Professional Learning Opportunities engaging adult learners to positively impact student learners • Frequent verbal and written feedback to improve teaching practice • Inter-visitations to classrooms modeling best practices • Support from UFT Teacher Center Specialist to foster professional growth • Regularly scheduled Teacher-Team meetings allowing colleagues to look at student work and create action plans; teams monitor and revise plans based on data

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The school has developed a plan of professional learning opportunities to take place at the school level centered around literacy and math, teacher evaluation (Danielson), looking at student work, analyzing data to drive instruction and formation of study groups using current research to refine instructional strategies. These workshops will be presented every Monday afterschool during contracted Professional

Development time. The Network and DOE also offer monthly and on-going professional development that staff is encouraged to attend.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

In order to achieve smooth transition, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children and parents from Community Based Organizations, Public School Pre-Kindergartens and Special Education Pre-Schools as follows:

Ongoing Communication for Staff

- establish a community-wide Pre-Kindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all Pre-Kindergarten programs
- invite staff of the preschool and kindergarten programs to participate in exchange visits
- establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices
- Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The Pre-Kindergarten standards will also be shared with the Kindergarten staff and supervisors
- Share Department of Education curriculum and standards for kindergarten with CBO agencies and Pre-Kindergarten staff in order to expose them to what will come next

Transition Activities for Children

*schedule a visit or a series of visits to the new school for the children

- provide Pre-Kindergarten children with a summer package that includes transition activities
- encourage children to ask questions about kindergarten
- organize a Pre-Kindergarten Day for parents and children who will be attending Kindergarten in the public school the following year

Involvement of Parents in Transition

- provide parents with information about the school their child will be attending
- invite school personnel, teachers and principals to attend parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistant and parent coordinators that can translate the information during the meeting
- organize and implement a Kindergarten Fair at each elementary school
- invite parents who have already had children transition to kindergarten to talk about their experiences to the parents of the incoming group
- establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.
- during PreKindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Through Inquiry Teacher Team meetings and Monday Professional Development sessions, teachers will be provided the opportunities to analyze data and reflect on instructional strategies being used and how to refine them to meet achievement of individual students. Staff will be invited to PPT meetings to discuss academic, social and emotional concerns regarding individual students. Surveys will be developed to assess current programs and strategies used.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$419,576	X	10, 13, 15, 18, 21
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$133,279	X	10, 18
Title III, Part A	Federal	\$11,200	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$4,649,255	X	10, 13, 15, 18, 21

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

NCLB requirement for all Title I schools

Statement of Parent Policy

The Bay School, PS/MS 105Q

Mission Statement: The mission of PS/MS 105 is to utilize all available resources to prepare all students to meet high quality, challenging standards of excellence.

PS/MS 105 is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

PS/MS 105 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will support CSD 27 District Title I Parent Involvement Policy
- The school will encourage parent participation in district-wide events and activities
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

4. **PS/MS 105** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by October 30th of each year in order to adopt this policy.
5. **PS/MS 105** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parents individual information on the level of achievement of the parent’s child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent’s child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteers and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **PS/MS 105** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following school programs: **State operated Pre School Programs through the following activities:**
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join the Parent Association (PA), School Leadership Team (SLT), Learning Leaders Volunteer Program, workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care,

Academic Intervention Services (AIS), and childcare programs.

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Through **workshops, conferences, classes, including any equipment or other materials that may be necessary to ensure success.**
- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator and the PA President with district support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by October 30 2014.
- School publications (i.e. pamphlets, parent handbook and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by back pack to all parents, one week before the start of the month. It will also be posted in the main lobby as well as the Parent Information Board.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, the emotional and social well-being of the child, health care, adult literacy and continuing education programs, financial planning, etc...

School Visitations

Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Four Parent teacher conferences (fall and spring)
- PA and SLT meetings (monthly)
- PARR Student of the month assemblies
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (**as scheduled by the Parent Coordinator and school staff**)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

Professional Development:

PS/MS 105, CSD 27 and N 210 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

Professional Development is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

Professional Development is provided for parents at District 27 annual events and activities.

ELL Professional Development: City-wide and Regional ESL/Bilingual events and activities will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: City-wide, Regional and District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

PS/MS 105 will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. PA/Title I representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, and SLT for the best involvement and outreach of parents in the school community.

PS/MS 105 will use parental involvement project funding to support parent participation at local and out-of-town conferences, regional/district conferences/meetings/events/activities, parent outreach efforts, parent resources and incentives, adult education program and services, parent volunteer program, parent support groups, family restoration and interaction events and activities, and parent workshops and meetings.

Responsibilities of the Title I Parent Advisory Council/PA Title I

In order to maintain the effectiveness of **PS/MS 105** Title I Parent Involvement Policy, it will be necessary for the PAC to support and uphold the contents of the school and district parent involvement policy, as well as:

- k. Serve for one year term,
- l. Attend monthly school and district meetings,
- m. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- n. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,
- o. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- p. Conduct an annual review and evaluation of the District Parent Involvement Policy.

Qualifications of PAC Representatives/PA Title I Subcommittee

Members of Title I Parent Advisory Council must be a parent of a child attending **PS/MS 105** and elected by parent membership.

Election/Voting Procedures

Members of the Title I PAC will adhere to the following election/voting procedures:

- k. Elections will take place at the time of the PA/PTA elections
- l. Elections will be chaired by the nomination committee
- m. Nomination committee will be formed in April of the election year
- n. Nominations will be accepted from the floor and closed on the day of elections
- o. A quorum of 9 parent members must be present to conduct official business of the PA/PTA and PAC
- p. Only parents with children attending **PS/MS 105** can vote
- q. Absentee ballots/nominations or voting by proxy is not permitted
- r. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA/PTA and PAC meeting.

Duties of PAC Officers

The Title I PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to

remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC meeting.

The Chair shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of **PS/MS 105** for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New York City regarding proposed allocations, CEPs, bases for formulas, proposals, ect. and be an ex-officio member of all committees except the nominating committee.

The Co-Chair will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC's budget.

The Secretary will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

The Designee is appointed by the Chair and shall vote in the absence of the chair.

Record Keeping

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures for a period of seven (7) years. Bookkeeping records such as imprest forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **Cheryl Cleophat, PA President** This policy was adopted by **PS/MS 105** on **November 19, 2014** and will be in effect for the period of 1 year. The school will distribute this policy to all parents (**upon request**) of participating Title I, Part A children on or before November 30, 2014.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration.

PS/MS 105 the Bay School
420 Beach 51st Street Far Rockaway, NY 11691
Tel: (718) 474-8615 Fax: (718) 474-8841
2014-15
Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

PS/MS 105 will:	The Parent/Guardian will
------------------------	---------------------------------

PS/MS 105, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-2015.

PS/MS 105 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:

- Hold parent-teacher conferences (four times a year in elementary/middle schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:

*Fall 9/16/14 & 11/13/2014
Spring 3/19/2015 & 5/13/2015*

- Hold numerous workshops and educational events to provide parents with the tools needed to ensure their child's success.

- Provide parents with frequent reports on their children's progress.

Teachers will send home periodical progress reports and some teachers will post weekly progress reports on engrade.com.

Parents can also visit ARIS parent link a 24hr website to view their student's periodic/annual assessments and report card grades.

Parents can also schedule meetings with their child's teacher.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

The Parent Coordinator is available daily from 8am-12pm and 1pm-3:30pm. Teachers can schedule meetings during prep times.

Administrators

- Provide parents opportunities to volunteer and participate in their child's class, and to observe

Describe the ways in which parents will

support their children's learning, such as:

- Promoting positive use of my child's extracurricular time
 - Monitoring attendance
 - Making sure that homework is completed
 - Monitoring amount of television their children watch

- Volunteering in my child's school
- Participating as appropriate, in decisions

relating to my children's education.

- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with

- the school by promptly reading all notices from the school or the school

- district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School

- Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners,

- the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

K-8

- Do my homework every day and ask for help when I need to.

- Read at least 20 minutes every day outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

- Arrive to school on time

- adhere to all school rules and regulations

6-8

classroom activities, as follows:

Interested parents will take volunteer training at the school. They will be matched with an assignment based on preference and/or need at the discretion of the principal.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

- Arrive to school on time
- Respect my peers, teachers, administrators and other school personnel.
- not bring weapons/contraband to school
- not bring drugs to school

• Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

SIGNATURES:

SCHOOL

PA PRESIDENT

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

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 the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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



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: <u>The Bay School</u>	DBN: <u>27Q105</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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: <u>30</u>
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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

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: Based on the LAB-R, NYSESLAT, ELA, and other assessments of English Language Learners PS/MS 105 proposes to raise students’ listening, speaking, reading, and writing skills. Overall, the goal is to raise students’ academic achievement and help Limited English Proficient (LEP) students attain English proficiency. In an attempt to offer additional support for our ELLs to achieve English proficiency, meet promotional standards, and the common core standards we will continue our ESL after school program.

The after school program for ELL students will target all ELL subgroups and grade levels. The targeted ELL population for this after school program will be current and former ELLs in grades 3 through 8. All subgroups will be served; newcomers, long term, and SIFE ELL students. Those to be served are newcomers, less than 3 years in school, students receiving services 4 to 6 years, long term ELLs who have completed 6 years, and ELLs identified as having special needs.

The ELL after school program will take place from January 7, 2015 through June 5, 2015; for 1.5 hours each day. The program will be on Wednesdays and Thursdays from 2:20 to 3:50. We will have a total of 3 groups, 3rd and 4th grade, 5th and 6th grade, and 7th and 8th grade. The program will run for a total of 20 weeks. The language of instruction will be English with native language support. We will have three (3) teachers who are certified ESL/Bilingual instructors. The teaching positions for ESL teachers, as always, will be made available to PS/MS 105 staff first then we will open it up to teachers within the district. This is in attempt to have all ESL/Bilingual certified teachers for the after school program.

A variety of instructional tools will be utilized. The types of materials used will be NYSESLAT test preparation materials from Attanasio & Associates Getting Ready for the NYSESLAT to support the instructional program. We will also purchase educational software, Imagine Learning Licenses to support the literacy program. We will use Picture dictionaries, thesauri, websites, notebooks, chapter books, leveled readers, and prepared lessons to enhance students deficiency in their language modalities (listenig, speaking, reading, and writing) according to data from NYSESLAT scores. We will use various differentiating techniques during instruction to accommodate all our ELLs. There will be a high concentration on developing and reinforcing the use of academic language for our ELLs, especially our long term ELLs. We will employ scaffolding techniques during student activities to meet all ELLs needs. Newcomers, SIFE, and long term ELLs can receive an abridged version of text to ensure deeper knowledge. Teachers will refer to IEPs when planning for ELLs with Special Needs (SWD).

Part C: Professional Development

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: The rationale for the planned professional development is to educate and prepare teachers with necessary ESL strategies and methodologies needed to support language development. We will focus upon the four modalities tested on the NYSESLAT, listening, reading, writing, and speaking. Teachers will review Data Analysis AMAO and discuss what they have learned. They will also brainstorm ways to best meet the needs of each ESL students. All staff development focuses on rigor and relevance to the students and teachers work as a team; both horizontal and vertical to plan accordingly. The ESL teachers working the Title III program will also attend professional development workshops through the Division of Specialized Instruction and Student Support , listed below, to increase their capacity to effectively provide supplemental instruction. The ESL teacher will attend workshops given by DSWDELL as indicated below. The ESL teacher also attend monthly network meetings and those offered by the DOE.

The workshops include:

- > November 4, 2014 - ELL Data Analysis AMAO - Mrs. Alicea
- > January 9, 2015 - ESL Strategies and Support - Mrs. Fernandez
- > February 6, 2015 - Vocabulary Strategies - Mrs. Fernandez
- > March 13, 2015 - Preparing for NYSESLAT - Mrs. Fernandez
- > January 14, 2015 - L2 or LD: Language Difference or Learning Disability - DSWDELL
- > January 20, 2015 - Building Academic Literacy for Bilingual Students with Disabilities - DSWDELL
- > February 10, 2015 - Instructional Strategies for ELLs with Special Needs - DSWDELL

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: School trips are planned on Saturdays and holiday weeks, so that as many parents as possible can attend. School trips, workshops, and other activities are planned and coordinated by Ms. Miller, the parent coordinator, the Parents Association committee, and/or the ESL teacher, Mrs. Fernandez. The school has planned special events for children and their families such as the 9/11 Memorial Museum, Pre-reading and Pre-writing workshops, YMCA Health/Life programs, a Character Costume party, Unity night, Bowling, Holiday party, and more. Parents have also been invited to attend the Poetry Café, Thanksgiving Luncheon, Winter Holiday Show, PS/MS 105 Talent Show, the GED Program and a Mother's Day Celebration. Invitations are sent home with students in English and the parents' native languages. Parent and community involvement is paramount to the success of ELL

Part D: Parental Engagement Activities

students. Classroom teachers are encouraged to work collaboratively with parents to ensure that they best meet the needs of ELL students. The ESL teacher holds meetings for parents to educate them on the programs available to ELL students including their parent choice options to place the children either in a bilingual or dual language program. In addition to these activities, we hold parent orientation sessions on how data affects their children and how to improve instruction. The Parents Association also conducts weekly workshops, sent home on a monthly calendar in the students' home languages and English. Parents are encouraged to attend the workshops and meet other parents as well. Translation and interpretation assistance will be made available during all parent activities that are related to Title III through the DOE translation and interpretation unit. We also have a list of teachers/staff that are available to translate documents and/or in person.

Parent Engagement Activities Schedule:

- > October 8, 2014 - Pre-reading and Pre-writing- Mrs. Alicea, AP
- > October 22, 2014- YMCA Health/Life program - PTA committee
- > October 30, 2014 - Character Costume Party - PTA committee
- > November 5, 2014 - Early Literacy-Levels/Text Gradients and supporting your children at home
- > November 13, 2014 - 9/11 Memorial Museum - Mrs. Fernandez
- > December 10, 2014 - Parental Involvement - Mrs. Miller, Parent Coordinator
- > December 10, 2014 - Bowling - PTA committee
- > December 18, 2014 - Holiday Party - PTA committee
- > January 7, 2015 - ESL parents - Mrs. Alicea,AP
- > January 29, 2015 - Talent Show - PTA committee
- > February 11, 2015 - Special Education and your child - Mrs. Alicea, AP
- > February 13, 2015 - Pre- Valentine Social - PTA committee
- > February 27, 2015 - Multicultural Dance- PTA committee
- > March 11, 2015 - Kindergarten Readiness for PreK and incoming parents - Mrs. Alicea,AP
- > April 1, 2015 - State Testing (grade 3 parents)- Mrs. Alicea, AP
- > May 6, 2015 - Looking ahead to next year (parent comments, questions, concerns, and ideas) -Mrs. Miller, Parent Coordinator

Part E: Budget

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

Allocation Amount: \$ _____

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	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
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. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 27	Borough Queens	School Number 105
School Name The Bay 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 Laurie Shapiro	Assistant Principal Laura Alicea
Coach Rachel Hayden	Coach
ESL Teacher Zillah Fernandez	Guidance Counselor Susan England
Teacher/Subject Area Vivian Fitzgerald / Spanish	Parent Shaniqua Hayes
Teacher/Subject Area Michael Goldberg / Science	Parent Coordinator Alla Miller
Related Service Provider Iolanda Lally / Speech	Other
Network Leader(Only if working with the LAP team) Patricia Tubridy	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	848	Total number of ELLs	42	ELLs as share of total student population (%)	4.95%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	4
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	2

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							2			2

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	0	0	0	0	0	2	0	0	2	
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	6	5	1	5	4	1	3	4					35
Chinese		1												1
Russian														0
Bengali	1													1
Urdu														0
Arabic				1										1
Haitian														0
French					1		1							2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	7	7	5	2	6	5	2	3	4	0	0	0	0	41

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)	8	1	0	0	2	2	0	1	2					16
Intermediate(I)	0	1	4	2	2	1	0	0	0					10
Advanced (A)	0	5	1	0	2	2	2	1	2					15
Total	8	7	5	2	6	5	2	2	4	0	0	0	0	41

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		4				7
8	1		4						5

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
As of September 2013, all students are assessed using the TCRWP Running Records to assess, track and monitor students' progress. Teachers use the findings of this data to drive their instruction and differentiate based on the needs of the students. Teachers also meet to disseminate data and plan future instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
A review of the NYSESLAT data indicates the following:
- In grades K, 1 and 2 most students are beginners with listening and speaking being at the intermediate level for some of these students.
The focus for these learners is the integration of reading and writing into activities which call upon the listening and speaking skills. For the students in grade 2, reading and writing at the intermediate level while listening and still show greater levels of proficiency for these students.
 - In grades 3, the large increase in students scoring at the intermediate and advanced levels reflect the targeted instruction received previously.
 - In grade 4, a greater number of students are at an advanced level of listening and speaking, but have moved to an intermediate level of attainment in reading and writing. A focus on vocabulary and reading comprehension is being used to continue this growth.
 - In grades 5-8, the smaller numbers of ELLs and larger percentage of students who score at advanced level of proficiency at all modalities, are seen as justification for provision of service as noted below.
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 [AMAQ tool](#))
Assessment results are reviewed for all students. Particular attention is paid to vocabulary and syntax of questions asked responses required and genre type for ELA as these factors relate to levels of language acquisition. The information is used to make instructional decisions by the ESL teacher, classroom teachers and AIS staff. Teachers use running records, writing samples, teacher made assessment, observations and student conferences to further inform their practice. As a school, we have put an enormous focus on writing as an area of weakness. Classroom teachers and ESL teachers are working to strengthen this modality and provide more students scoring proficient on NYSESLAT. We had 22 students score proficient last year and hope we will do the same this year as we continue to focus on their areas of weakness.
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?
- All ELL students will meet the high standards set for them as well as have access to all programs that non-ESL students have. It is the goal to provide an educational policy for ESL students that will offer alignment with NYC performance standards, ESL standards, primary literacy and NYS learning standards. The LAP committee will continue to gather and review ELL data that will drive instructional practices across the grades and provide the students with an academically rigorous curriculum.
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](#).)
Teachers utilize RTI within the classroom with small group instruction; focusing on individual needs of students. Teachers are constantly assessing students and using the results to plan future lessons and groups.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers take this into consideration while planning and introducing vocabulary, specifically with Tier 2 and Tier 3 words.
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?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELLs by the ELA results and percentage of students testing proficient each year, moving up levels and

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](#).)

At the time of registration, the existing Home Language Survey is reviewed by the Assistant Principal, Laura Alicea and/or the Principal, Laurie Shapiro. They meet with the parents to fully and accurately complete the HLIS if new to the city or country. A review of the HLIS provides information to establish eligibility for LAB screening. Additionally, the students' exam history is received by ATS and students' existing LAB or NYSESLAT scores are used to group students accordingly.

To initially identify students who may possibly be ELLs during the registration of the children, parents are asked by the Pupil Personnel Secretary, Assistant Principal and ELL Coordinator, Laura Alicea or ESL Teacher, Zillah Fernandez, to complete the Home Language Identification Survey (HLIS). An informal oral interview is also conducted and a translator is provided whenever necessary. There are several staff members that speak Spanish and assist when necessary. The Assistant Principal, Laura Alicea and both Spanish teachers, Vivian Fitzgerald and Joanne Fosse are also trained in HLIS and are fluent in Spanish.

After completion of the survey, a trained school pedagogue reviews the HLIS; either one of the ESL teachers, Zillah Fernandez, or the Assistant Principal and ELL Coordinator, Laura Alicea. If the HLIS indicates that a language other than English is used in the home, the students is administered the Language Assessment Battery Exam (LAB-R) within ten days of registration. If student scores at Beginning, Intermediate, or Advanced level student is a LEP / ELL. Spanish speaking students who tested into the program are then administered the Spanish LAB exam. All personnel involved in the screening, HLIS review, and administering of LAB-R are trained school pedagogues (Principal, Assistant Principal and ESL teachers). To annually evaluate ELLs we check the NYSESLAT scores of students to assess their current level of proficiency for linguistic and academic placement for the present school year. RNMR reports are pulled from ATS and reviewed for student's progress and proficiency in all modalities. Upon review of scores, letters are sent home to parents that are for either continued entitlement or the discontinuation of ESL services based on proficient scores. Copies of HLIS, entitlement letters, no longer entitled letters and NYSESLAT scores are kept on file in the Assistant Principal's office in the Compliance Binder.
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.

As with the HLIS, parents are also given the entitlement letters at the time of registration and all programs are described to parents. It has been the overwhelming choice of parents to see their children enrolled in the freestanding ESL program. It has been the experience that parents are unwilling to consider transfer of their children to any school which might be available to their child with a bilingual program. One of the geographic realities of the Rockaway Peninsula is that parents are more concerned with their children's attendance being in the local zoned school than any other programmatic considerations. At this time there is no trend indicating that parents are seeking Transitional Bilingual Education.
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 [\[see tool kit\]](#).)

Parents of students who have been LAB-R tested and are determined to be ELL entitled are notified as soon as entitlement is verified. Parents are notified in writing in English and their home language. Letters are sent home with children in their parent/teacher correspondent folders. The NYSESLAT scores of students from previous school years are checked to determine continuing entitlement to services. The parents of these students are therefore, notified of continuing entitlement for services. They are also notified in writing. Parents are invited to a parent orientation session within ten school days after the enrollment of child. To ensure that parent surveys and program selection forms are returned parent orientation meetings are held monthly throughout the school year. Parents are invited (in English or home language) to attend. They are contacted in writing and when necessary by telephone and personally when seen at the school during arrival or dismissal of students. All forms are requested to be filled out right after the meeting. Copies of HLIS, entitlement letters, no longer entitled letters and NYSESLAT scores are kept on file in the Assistant Principal's office in the Compliance Binder.
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.

After reviewing the Parent Survey and Program Selection forms, the program model at PS/MS 105 is aligned with what parents have been requesting. The ESL program is offered in grades K-8 for parents who prefer this option.

The school expects the trend for the selection of the ESL program to continue. PS/MS 105 will continue to review and collect data from Parent Survey and Program Selection forms to assess the number of parents selecting each option. If at any time we have 15 or more parents selecting TBE or DL, the school will take appropriate measures necessary to open the program at PS/MS 105.

As we use a push in model, each grade has one class that is designated for the ELLs. Upon registration or eligibility determined by

the LAB-R, students are placed in their grade appropriate class. Parents are notified of their child's class placement at time of registration if available. If child is placed after LAB results are tallied, the parent is notified by phone and a letter is sent in the home language as well.

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

The NYSESLAT consists of Speaking, Listening, Reading, and Writing sub-tests that are aligned with State Standards for English as a Second Language. The NYSESLAT is a mandated test for all LEP/ELLs. Every LEP/ELL student must take the NYSESLAT until she/he has reached the level of proficient in English on the NYSESLAT, which will allow her/him to exit a bilingual education or ESL program. The NYSESLAT is administered only in April-May of each year. All ELL students are first identified and given the speaking portion of the NYSESLAT individually. In our school we collaborate with a neighboring school and the ESL teachers from each school test the other schools students. Thereafter, a schedule is prepared. On the designated dates all students, by grade, are given the Listening, Reading, and Writing portion of the NYSESLAT. Pedagogues who are involved with administering the exam are trained beforehand. There are two teachers in the room during testing. All ELLs with IEPs receive their mandated accommodations and all ELLs are moved to a separate and private location.

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. 
- It has been the experience that parents are unwilling to consider transfer of their children to any school which might be available to their child with a bilingual program. One of the geographic realities of the Rockaway Peninsula is that parents are more concerned with their children's attendance being in the local zoned school than any other programmatic considerations. At this time there is no trend indicating that parents are seeking Transitional Bilingual Education. After reviewing the Parent Survey and Program Selection forms, the program model at PS/MS 105 is aligned with what parents have been requesting. The ESL program is offered in grades K-8 for parents who prefer this option.

The school expects the trend for the selection of the ESL program to continue. PS/MS 105 will continue to review and collect data from Parent Survey and Program Selection forms to assess the number of parents selecting each option. If at any time we have 15 or more parents selecting TBE or DL, the school will take appropriate measures necessary to open the program at PS/MS 105.2

Part V: ELL Programming

A. Programming and Scheduling Information

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

The ESL program is designed to support ELLs in second language development. ESL is provided as a pull-out program, where students are grouped by grade AND level of proficiency.

P.S./M.S. 105Q has a freestanding ESL program where students receive their instruction in English. The number of ESL instructional units is dependent upon their score on the LAB-R or the NYSESLAT and what level they have achieved as required by CR Part 154 Regulations.

P.S./M.S. 105Q uses a pull-out model to accommodate the needs of their ELL students and to complement their classroom instruction. ESL is taught through an integrated curriculum that includes reading, writing, listening and speaking. Ongoing articulation between the ESL teacher and the classroom teachers helps to ensure that content based ESL instruction is complimentary to what students are learning in their mainstream classrooms.

The ESL teachers use the curriculum and modify their teaching to make the content understandable for ELLs. They teach language and content cohesively. Lessons are developed to include language objectives in every content lesson.

The students are involved in learning focused on language acquisition techniques that will further enable them to meet competency when they are in their classroom. While this model is designed to meet their needs of language acquisition, specific attention is given to writing and vocabulary development.
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)?

In compliance with ESL related mandates, beginners receive 360 minutes of instructions as do intermediate ELLs. Advanced ELLs receive 180 minutes of instruction weekly. All data is driven from student performance as well as LAB-R and NYSESLAT test scores in order to improve instruction. Explicit ELA instruction takes place on a regular basis as well as small group instruction in math. When a child still presents learning challenges that require additional assistance, P.S./M.S. 105Q offers a variety of AIS assistance including small group instruction as both push in and pull out on grade level.
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.

At PS/MS 105 ELL-SWDs receive appropriate education in the least restrictive environment and all students interact in a positive way while working towards common classroom goals. Teachers, staff and administrators differentiate curricular, instruction and schedule flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. All teachers have common planning time, grade conferences, vertical and horizontal team meetings to collaborate and plan instruction. Curriculum may be modified to accommodate and meet students' needs according to their IEP. Teachers write and know all goals and objectives students are working to master then work to meet their needs. At PS/MS 105 ELL-SWDs receive appropriate education in the least restrictive environment and all students interact in a positive way while working toward common classroom goals. Teachers, staff, and administrators differentiate curricular, instruction, and schedule flexibility to meet the diverse needs of ELL-SWD within the least restrictive environment. All teachers have common preps, grade conferences, vertical and horizontal team meetings to collaborate and plan instruction. Curriculum may be modified to accommodate and meet student's needs according to IEP. Teachers write and know all goals and objectives students are working to master then work to meet their needs. Classes are heterogeneously grouped with disabled and non-disabled peers working cooperatively.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All ELLs are ensured proper and appropriate evaluations in their native language. Whenever necessary, students are provided assessment in their native language. All New York State tests are provided in the students' native languages. All ELLs are ensured proper and appropriate evaluations in their native language. Whenever necessary, students are provided assessment in their native language. All New York State test are provided in the student's native language.

Various instructional strategies are used to best meet the needs of the ELL students. The program model is an English only model where students from different countries come together to learn English. The students are from many countries, including but not limited to Haiti, the Dominican Republic, Senegal, Sierra Leone, Puerto Rico, Mexico, the Ivory Coast and Guatemala among others. Instructional strategies are varied but always directed to best meet the needs of the ELL students. Various instructional strategies used include, but are not limited to, ongoing test preparation in the four modalities of listening, speaking, reading and writing. By targeting these modalities of listening, speaking, reading and writing the school strives to ensure that the ELL student population will

reach academic proficiency in all content areas. In addition to P.S./M.S. 105Q's use of test preparation materials to assist the ELL students, the school uses the modeling and total physical responses approaches to assist them as well. Through these approaches the students learn English through hands-on interactive activities. By using role play and drama (the reader's theatre program) the ELLs can act out their feelings in a nurturing, non-threatening environment.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Additional materials include Empire State NYSESLAT, Getting Ready for the NYSESLAT and Beyond Picture Dictionaries, leveled libraries, My First English/Spanish Dictionary and computer software including Achieve 3000 for all 5th grade students. Smart Boards are used in all 3-8 classrooms.

All programs promote language development.

The required services and support and resources correspond ELLs ages and grade level. The school is able to provide ESL services in grades K-8 for the required hours according to NYSESLAT levels. Instructional materials used for upper and lower grade classes provide extra ELL support and instruction that promote language development.

The certified ESL teachers for grades K-8, utilize a variety of instructional techniques, strategies and ESL methodologies to enhance the academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation and metacognitive development. Through a thematic approach to teaching, students are taught the four modalities of language: reading, writing, listening and speaking; using the aforementioned instructional techniques. During the thematic approach to instruction the five ESL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP). At PS / MS 105 the Imagine It! Program is used in grades K – 4 and includes an ELL-SWD intervention component which classroom teachers and ESL teachers implement. Our 5th grade classes use Achieve 3000 which provides language translation and also provides access to academic content areas and accelerated English Language development.

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. Describe your instructional plan for SIFE.

Currently there are no SIFE students in our school. However, if we were to have SIFE students they would be offered Academic Intervention Services. In addition to the mandated instructional requirements, these students would be invited to attend our ESL After-School Program and ESL summer school. The ESL teacher would work closely with the classroom teacher to ensure adequate progress of these students.

b. Describe your plan for ELLs in US schools less than three years (new comers).

English Language Learners in US schools less than three years are given the mandated instructional time as prescribed by CR Part 154. In addition, these students also participate in the ESL After-School Program.

c. Describe your plan for ELLs receiving services 4 to 6 years.

Ells receiving services for 4 to 6 years will continue to receive the mandated instructional time based on their NYSESLAT scores and proficiency levels. These students are endanger of being long-term ELLs and level 1 or 2 in school therefore, they are our prime candidates for AIS, Instructional Intervention planning, Extended Day, and After-School.

d. Describe your plan for Long-Term ELLs (completed 6 years).

Long-term ELLs are offered a variety of academic intervention services. They are invited to attend the After-School program. Students receive intensive reading and/or math instruction that targets their individual needs. Differentiated instruction is provided in small groups.

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All former ELLs are offered and entitled to receive the same testing accommodations as current ELLs for two year following the year they passed the NYSESLAT. If it is determined that any of our former ELLs require additional support services after exiting the program it is provided. Former ELLs are offered before/after school programs, tutoring, AIS, and/or a continuation of ESL services for a designated period of time. .

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?

Teachers use the ESL and Remediation components of the ReadyGEN program, CodeX and GoMath.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

The curriculum provides extra ELL support kits and instruction that promote language development. The certified ESL teachers for grades K-8, utilizes a variety of instructional techniques, strategies, and ESL methodologies to enhance the academic performance of English Language Learners. The instructional techniques employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and metacognitive development. Through a thematic approach to teaching students are taught the four modalities of language: reading, writing, speaking, and listening; using the aforementioned instructional techniques. During the thematic approach to instruction the five ESL approaches are employed. They include Cooperative Learning, The Natural Approach, The Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language the focus shifts towards Cognitive Academic Language Proficiency (CALP). At PS/MS 105 the ReadyGEN Program is used in grades K- 5 and includes an ELL-SWD intervention component, which classroom teachers and ESL teachers implement. The curriculum provides extra ELL support kits and instruction that promote language development. All teachers have access to SESIS. They review students IEPs and arrange schedules and programs accordingly to meet all mandates on IEP. Whenever necessary, student is provided with a bilingual instructor and/or paraprofessional.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

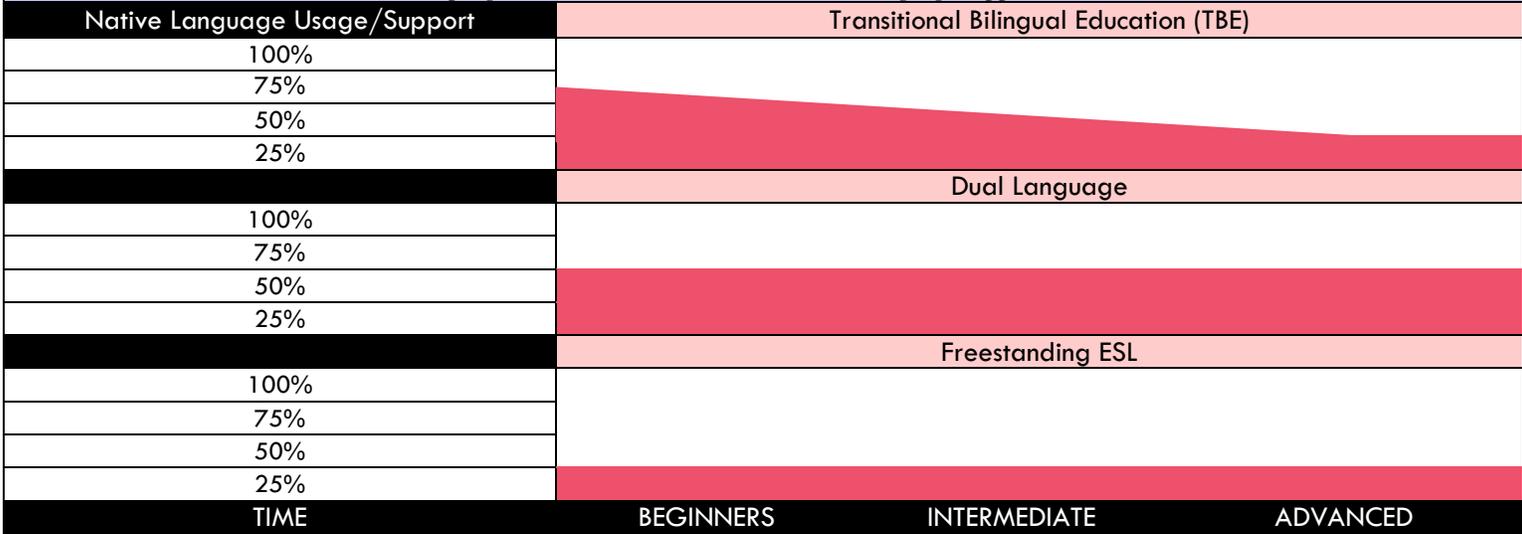
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention programs for ELLs include English Language Arts, which is a reading program for students in grade K-5 using the ReadyGEN program. It centers on 120 minutes of literacy instruction, uninterrupted Balanced Literacy, read-alouds, whole class directed lessons, learning center activities etc. We also have the Reading Recovery Program, which is a research-based reading and writing program for teaching decoding and encoding beginning with phoneme segmentation. Early Day (ETS) is also part of our targeted intervention programs for ELLs. At risk services are provided by Guidance Counselors.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This is the first year of this particular program. All students have been given baselines in writing and reading and monthly monitoring to ensure progress. Students' needs are addressed in small guided reading groups .
11. What new programs or improvements will be considered for the upcoming school year?
- New programs and improvements for this year are ReadyGEN, CodeX, GOMath. A greater emphasis has been placed on differentiated tiered instruction in all classes which enables us to meet the academic needs of our ELLs. Also we want to improve our attempts with RTI to ensure success for all of our students and reach AYP.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs have equal access to all school programs. ARP classes are implemented in grades 7-8 and our ELLs are in these programs. ELLs are also part of our clubs programs. They are also afforded equal access to any After School and Saturday school programs including ELA and Math preparation classes. ELLs are given the opportunity to participate in any program that is beneficial to their level of proficiency, interest, and learning style.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- A variety of instructional materials are used to support the learning of ELLs. In the content area the Ready Gen and Code X programs are used which incorporates ESL intervention components. The Social Studies, Math, and Science teachers use big books, guided readers, and shared readers in both English and Spanish. The Library has a number of different materials and website access in Spanish and English. The classes also have a variety of libraries for literacy, math, science, social studies and ESL in the classrooms. In the ESL Program, instructional materials that are used include National Geographic Reach, National Geographic Inside, Leaped Library, Foundations, a number of different picture dictionaries, English Now! A/B Intervention, and Language, Literacy, & Vocabulary! National Geographic Windows on Literacy program.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In ESL native language support is provided through computer programs, picture dictionaries, thesauri, books in student's native language, and translation websites. Our program emphasizes the importance of placing the learner's native language and cultural background and experiences at the center of the educational program. Differentiated Instruction and student generated materials are used for teaching and learning.
- Newcomers are also paired with intermediate or advanced students to assist in adjusting to a new country and/or building.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services support and resources correspond to ELLs' ages and grade levels at PS/MS 105. PS/MS 105 is able to provide ESL services in grades K-8 and students are grouped by proficiency as well as age and grade. Our classes use Ready Gen story materials and Code X that is supportive to ELLs. The programs include extra ELL support kits and instruction that promote language development. Classes also have grade leveled libraries in English. Additionally, all resources are aligned to the Common Core Learning Standards, as required by all students.
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.
- Tours of the PS/MS 105 building are provided for all newly enrolled ELL students and their parents. They are introduced to the parent coordinator and ESL teacher who provides them with information about school and community tutoring, after school programs and programs that are available to our students. Mrs. Miller, our parent coordinator also assists in helping families make the transition with a welcome breakfast.
18. What language electives are offered to ELLs?
- N/A

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

All personnel at PS/MS 105 receive professional development in ESL throughout the year. Workshops are offered for classroom teachers and the ESL teacher. Topics include ESL strategies and instructional techniques employed during instruction including modeling, scaffolding, bridging, contextualization, schema building, text representation, and meta-cognitive development; Data Analysis; ESL methodologies including Cooperative Learning. Our ESL teacher attends a monthly workshop pertaining to ELLs. Teachers currently participate in professional development on designated PD days.

Teachers have access to monthly PDs through the OELL, Office of English Language Learners. Teachers of ELLs recently received professional development on Engaging Students in Learning for ELLs. They also have been giving workshops on how to utilize the Common Core Library website, which is full of attainable lessons and modeled lessons. Additionally, they have participated in many ELL webinars and received PD through The Teaching Channel for teacher's website.

PS/MS 105 is a K-8 school therefore, as our elementary students' transition to middle school; staff of ELLs receives an eligibility list with NYSESLAT scores as well as full access to ARIS which provides indicators and data on ELLs. All data on students are compiled and reviewed by teachers. Middle school students are provided with a list of ELL High Schools, open house opportunities and summer school preparation courses for ELLs.

All staff including the ESL teacher meets in professional learning teams throughout the school year. Periodically during professional learning team meetings ELL training is provided by our ESL professional. Teachers receive copies of ESL Standards and are informed as to how to incorporate them in daily lessons. Teachers also have grade wide common planning periods and differentiate to meet student's needs academically and linguistically.

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?

Parent and community involvement is paramount to the success of ELL students. Classroom teachers are encouraged to work collaboratively with parents to ensure that they best meet the needs of ELL students. The ESL teacher holds meetings for parents to educate them on the programs available to ELL students including their parent choice options to place the children either in a bilingual or dual language program and state assessments and standards. Program activities that were done to assist newly enrolled LEP students included staff development on how to make ELL students more comfortable in school. In addition to these meetings, we hold parent orientation sessions on how data affects their children and how to improve instruction. Meetings are held on a monthly basis, congruent to the Parents' Association meetings. Both the Parent Coordinator and Pupil Personnel Secretary also attend the workshops.

Translation services are available via the Assistant Principal, Parent Coordinator, Spanish Teachers, ESL Teachers and the office of Translation. Forms are sent home to parents in both English and Spanish.

The Parents Association also conducts weekly workshops, sent home on monthly calendar in the students' home languages. Parents are encouraged to attend the workshops and meet other parents as well. Parents are also given the opportunity to have Question and Answer sessions with staff members and form their own workshops.:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laurie Shapiro	Principal		1/1/01
Laura Alicea	Assistant Principal		1/1/01
Alla Miller	Parent Coordinator		1/1/01
Zillah Fernandez	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Susan England	Guidance Counselor		1/1/01
Patricia Tubridy	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q105 School Name: The Bay School

Cluster: 2 Network: 210

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.

Upon registration of their child, parents must complete a home language survey. This indicates the language spoken at home, as well as most comfortable by the parents. At this time, parents are also given a copy of the DOE's Language Card.

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

Through our data collection, we found that almost all of our non-English speaking students and parents spoke Spanish, with the exception of two. Parents were informed in their home languages that all notices would be going home for them to read in their language, and copies would also be available in school. Parents have also been informed of the school's ELL program, for which if their children are eligible, will receive English services.

Our findings were reported to the school community during Parent Workshops, Parent Teacher Conferences, Written Correspondence and daily conversations with parents and students.

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.

In cases when the home or primary language of the parent is not English, the receiving teacher of the student(s) is informed, as well as the Family Assistant, PA President and Administration. Each teacher maintains a list of which parents must receive all correspondence in a language other than English so that when notices, calendars and any memos are sent home, they receive the appropriate translated copies. Though all DOE letters are available in several languages, all school notices are translated by staff members and parent volunteers. Additionally, the signs and information in the main corridor have been translated for parents as well. In accordance with Chancellor's Regulation A-663, the school provides critical communication in a timely manner for any of the languages other than English in which assistance is needed. The school has purchased translation software to translate school documents so that all parents receive notices and calendars on the same day.

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.

For interpretation needs in person, we have several staff members and parent volunteers, including our Family Assistant and PA President, that are able to translate when necessary. In cases where this is not available, a staff member will utilize the Over-the Phone translation services that are available through the Translation and Interpretation Unit at the Department of Education. In accordance with Chancellor's Regulation A-663, the school provides interpretations services to all parents in need. The school has several staff members fluent in Spanish and French, where we often need the assistance. For the Haitian speaking parents, our school social worker is able to provide oral interpretation services. Whenever a staff member is not available, the school relies on the Translation and Interpretation Unit for assistance.

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>.

In order to address the above stated Chancellor's Regulation, Section VII, parents are furnished with a copy of the Parents Bill of Rights regarding translation and interpretation services, including how to obtain these services. These include the phone number, address, email and fax # to the DOE's Translation and Interpretation Unit. A designated staff member will call this unit if necessary to assist the parent in any way possible and obtain resources. The entire staff is informed of the translation and interpretation policy and is in possession of the proper contacts if / when they need assistance.

All signs in our main lobby are displayed in English, as well as the languages needed for our parents (Spanish, Haitian). Parents are also given a direct phone number to school staff members that can assist them promptly.