



2014-2015
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BAYCHESTER MIDDLE SCHOOL
DBN (i.e. 01M001): 11x532
Principal: SHAWN A. MANGAR
Principal Email: SMANGAR@SCHOOLS.NYC.GOV
Superintendent: MARIA LOPEZ
Network Leader: CRISTINA SOLIS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Shawn Mangar	*Principal or Designee	
Jamie Polzin	*UFT Chapter Leader or Designee	
Shawntay Nance	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Gerard Myrthil	Member/ Parent	
Francine Johnson	Member/ Parent	
Alaria Pizzo	Member/ Teacher	
Kayla Barnes	Member/ Teacher	

Elizabeth Leebens	Member/ AP	
Mary Simpson	Member/ Parent	
Shellie Clarke	Member/Parent	
	Member/	

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

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, the attendance rate for the entire student body in grades 6, 7, and 8 at Baychester Middle School (11x532) will be 93% or higher as measured by ATS attendance data reports.

Comprehensive Needs Assessment

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

Researchers have found that attendance rates have been shown to have a high correlation with an increase in graduation rates, student achievement, and college acceptance. Additionally we have looked at our incoming scholars attendance rates in 5th grade and found that focusing on increasing their attendance rates in 6th grade has led to higher academic gains for those students.

Instructional Strategies/Activities

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

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

1. Hold grade level scholar orientation for caregivers and scholars (August)
2. Hold a curriculum/advisory night for caregivers and discuss Baychester's expectations (September)
3. Attendance teachers will monitor attendance monthly for patterns and trends
4. Utilize School Messenger to notify parents via phone of lateness/absences
5. Implement a monthly parent newsletter that keeps parents informed about school data and attendance rates by advisory
6. Discuss attendance at monthly PTA meetings
7. Implement a morning CHAMPS program to encourage students to come to school early
8. Implement a breakfast program to encourage students to come to school early
9. Develop and implement incentives throughout the year to promote attendance
10. Schedule meetings with parents regarding excessive absences

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

1. Principal
2. Assistant Principal
3. Grade Team Leaders
4. Guidance Counselor(s)
5. School Secretary
6. Attendance Teacher

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

1. 70% or higher attendance rate at orientation
2. 60% or higher attendance rate at curriculum/advisory night
3. Monthly attendance teacher reports submitted to school personnel
4. 80% or higher success rate in reaching caregivers via School Messenger on a daily basis
5. Distribution of 10 issues of our monthly parent newsletter to caregivers
6. 10 caregivers or more attend monthly PTA meetings
7. 20 scholars or higher attend CHAMPS program daily per seasonal sport/activity.
8. 60% of scholars or more attend morning breakfast program
9. Three incentives or more during the school year to promote attendance
10. Four (or more) meetings per grade with parents regarding excessive absences at the conclusion of each marking period

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

1. August 2014 – June 2015

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

1. School Messenger
2. CHAMPS Fitness
3. Jupiter Grades
4. Grade Team meetings built into the school day three times per week
5. AM and PM advisory five days per week

Strategies to Increase Parental Involvement

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

- (1) Conduct parent workshops on attendance expectations, policies, and procedures
- (2) Translate all critical school documents and provide interpretation during meetings and events as needed
- (3) Providing written and verbal progress reports that are periodically given to keep parents informed of their child's progress

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 80% of students below level Y in grades 6-8 will grow at least 2 reading levels as measured by the Fountas and Pinnell Benchmark Assessment System.

Comprehensive Needs Assessment

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

Last school year (2103 - 2014) the number of scholars that scored a Level 3 or higher on the NYS ELA exam (April 2014) were as follows: 6th grade – 16%; 7th grade – 9%; and 8th grade 9%. The exam results speak to the fact that our scholars need to focus in their reading levels.

Instructional Strategies/Activities

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

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

1. Conduct quarterly F&P reading level assessments
2. Setup six classroom libraries that are organized by reading levels
3. Train Special Education and ELA teachers on how to conduct F&P benchmark assessments
4. Train Special Education and ELA teachers on how to use the Accelerated Reader software and how to use the system in their classroom
5. Celebrate student reading growth through assemblies (by grade)
6. Establish partnership with Reading Partners to provide struggling readers with 1:1 tutoring
7. Train and implement Read 180 program for struggling readers
8. Use a research-based or teacher-created rubric to conduct peer visitations to assess the culture of literacy throughout Baychester Middle School
9. Train and implement Successful Reader literacy program in self-contained classrooms
10. Train and implement CodeX ELA program in ICTS and general education classrooms
11. Conduct at least one PTA Reading family session to inform parents and family members about: (1) What a reading level means (2) What their students' reading level is (3) How they can support a positive culture of literacy at home and (4) The ways that Baychester Middle School is planning to help their student excel as a reader

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

1. Principal
2. Assistant Principal
3. Special Education Co-Department Leader
4. Reading Partners Site Coordinator

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

1. Four completed Google Spreadsheets with F&P reading assessment data for every child quarterly submitted to Principal and Assistant Principal
2. School leader created learning environment checklist
3. Peer observation feedback on F&P assessment execution
4. Peer observation feedback on Accelerated Reader systems and procedures
5. Number of scholars that are highlighted during reading celebration
6. 20 scholars or more enrolled in Reading Partners

7. School leader informal/formal observations of Read 180 implementation
8. Peer feedback via rubric
9. School leader informal/formal observations of Successful Reader implementation
10. School leader informal/formal observations of Codex implementation
11. 15 families or more attend Reading Saturday event

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

1. August 2014 – June 2015

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

1. Accelerated Reader software
2. Successful Reader curriculum and resources
3. Read 180 curriculum and resources
4. External professional development for implementation of Codex
5. Internal professional development for implementation of F&P assessments
6. Department meetings embedded within the schedule weekly
7. Partnership with Reading Partners

Strategies to Increase Parental Involvement

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

- 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;

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 80% of Baychester Middle School scholars and staff will engage in at least four cycles of Data Driven Instruction.

Comprehensive Needs Assessment

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

Many of our scholars enter 6th grade behind grade level. According to the work of Paul Bambrick-Santoyo, author of *“Driven by Data”* and *“Leverage Leadership”*, Data Driven Instruction is one of the highest levers to improve student achievement. In the past, our teachers have engaged in three cycles of Data Driven instruction. We are adding a fourth cycle to the year after the state tests in order to continually increase the effectiveness of the teachers serving our scholars. Furthermore, this goal will strengthen our performance on QR indicator 2.2

Instructional Strategies/Activities

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

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

1. Create a school-wide calendar that accounts for Interim Assessments, data days, and re-teaching weeks
2. Establish a partnership with “Achievement Network” to provide support in the DDI process
3. Provide students and caregivers with interim assessment results
4. Hold at least four data days so that staff can review the interim assessment results and create plans for re-teaching week
5. Conduct ongoing professional development for staff on Data Driven Instruction (DDI)
6. Develop interim assessments for Science and Humanities aligned to the Common Core Learning Standards and the Measures of Student Learning assessments administered in the Fall and Spring

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

1. Principal
2. Assistant Principal
3. Department Team Leaders
4. Achievement Network consultant

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

1. Implementing four or more interim assessment cycles during the school year
2. Survey results from staff on the effectiveness of A-Net consultants
3. Distribution of two or more parent letters that include interim assessment results
4. Assess quality of re-teaching week action plans using DDI rubric
5. PD survey results from staff on DDI seminars
6. Assess student growth outcomes around focus standards for reteaching weeks

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

1. September 2014 – June 2015

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

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Strategies to Increase Parental Involvement

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

- Providing assistance to parents in understanding City, State and Federal standards and assessments by holding a curriculum night for caregivers.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress through the use of Jupiter Grades and Student-Led Conferences

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, 80% of scholars will move up .5 of a level based on a teacher developed, CCLS aligned writing rubric

Comprehensive Needs Assessment

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

Learning basic writing skills in middle school is important to prepare students to reach the next level in high school, higher education and in the workplace. Students need to be able to communicate professionally with employers, professors, peers, etc. Common Core Standards have identified key writing skills that can help middle school students succeed and develop a solid foundation in writing. Moreover, after reviewing our performance on last year's NYS ELA open ended response questions, we realized this is an area of focus for our scholars.

Instructional Strategies/Activities

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

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

1. Creating a school-wide teacher developed, CCLS aligned writing rubric
2. School-wide week long writing focus during advisory
3. Write-a-thon activity with parents and families
4. 7th grade grammar focus during advisory
5. Writing instruction added to ELA and Humanities department team meeting agendas

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

1. Principal
2. Assistant Principal
3. All ELA and Humanities Teachers
4. Advisory Teachers
5. Reading Partners Specialist

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

1. Completed Google spreadsheets tracking scores from baseline to end of year assessment
2. Increased number of scholars receiving passing grades for end-of-unit essays in each grade
3. Student's receiving feedback with next steps written by teachers
4. Teachers implementing writing rubric into curriculum
5. 15 families or more attend Write-a-thon Activity night

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

1. January 2015- June 2015

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

1. Google classroom
2. External professional development for implementation of writing instruction
3. Partnership with Reading Partners
4. Inter-disciplinary department communication

Strategies to Increase Parental Involvement

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

- Providing written and verbal progress reports for Humanities and ELA that are periodically given to keep parents informed of their children's progress
- Write-a-thon Activity Night
- Sending graded essays home to be signed by parents to track writing improvement

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Successful Reader Reading Partners Independent Reading time and Accelerated Reader assessment	Small group instruction One to one tutoring One to one (Online software) Small group	During school Before/during/after school During school During school
Mathematics	Math Club Khan Academy	Small group Small group One to one (online software)	After school During school During school
Science	N/A	N/A	N/A
Social Studies	Read 180	Small group instruction	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling At-risk Girls Group	One to one Small group	During school During school

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Baychester Middle School (11x532) is committed to hiring and retaining highly effective and qualified educators to student achievement. Baychester Middle School recruitment efforts include: (1) Attending university/college job fairs (2) Establishing partnerships with Teach for America and the New York City Teaching Fellows (3) Posting positions electronically on a variety of websites, social networking sites, and employment portals and (4) Attending job fairs hosted by the NYC DOE.
Baychester Middle School (11x532) is also committed to retaining highly effective and qualified teachers. This goal is met through: (1) Recognizing teachers and celebrating excellence (2) Developing opportunities for teachers to grow as educators (3) Conduct quarterly check in's with teachers and (4) Providing teachers with on going feedback on their teaching practice.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> (1) As part of a state grant, staff have been provided with the opportunity to attend training on the implementation of the CCSS and behavior management. (2) Weekly department team meetings have been built into the schedule to allow teachers to reflect on student work and CCSS implementation (3) Staff will use newly allocated professional development time to focus on checks for understanding (CFU) and aligning our assessments to meet the rigor of the new CCSS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
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(1) Continued funding is set aside for students in temporary housing

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

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.

(1) Teachers were selected by peers to be a part of a committee that made recommendations to the Principal.

(3) Professional Development Mondays (Wave Academy), are set-aside as “Data Days” to analyze the results and create action plans

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;

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

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

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 (SCEP) 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	\$193,220.28	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,101,337.00	X	See action plan

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.

**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 11	Borough Bronx	School Number 532
School Name Baychester Middle 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 Shawn Mangar	Assistant Principal Elizabeth Leebens
Coach Meghan Boova	Coach N/A
ESL Teacher Veronica Cedillo/Maria Grannan	Guidance Counselor Gina Salemi
Teacher/Subject Area Alaria Pizzo/SPED/ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Natasha Robinson
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	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)	291	Total number of ELLs	15	ELLs as share of total student population (%)	5.15%
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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														
Push-in							4	1	2					7
Pull-out							2	5	1					8
Total	0	0	0	0	0	0	6	6	3	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)
				5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	5			5	1		5			15

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	5	0	0	5	1	0	5	0	0	15
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
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	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																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic																			0	0
Chinese																			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							5	5	3					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1						2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	6	6	3	0	0	0	0	15

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	1						3
Intermediate(I)								4	1					5
Advanced (A)							4	1	2					7
Total	0	0	0	0	0	0	6	6	3	0	0	0	0	15

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							1	0	0				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I							1	1	0				
	A							0	4	2				
	P							6	3	1				
READING/ WRITING	B							2	3	0				
	I							1	2	2				
	A							5	3	1				
	P							0	0	0				

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		2		4				12
8									0

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

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
The assessment tool Baychester Middle School uses to assess early literacy skills is Fountas and Pinnell. The data shows that ELLs at our school fall on a continuum of reading levels. This data will help inform our school's instructional plan by placing English Language Learners in appropriate guided reading groups within our English Language Arts classrooms. In addition, emergent readers will be

- provided with early literacy strategies such as shared reading and writing during ESL Pull-Out classes.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 What is revealed by the data patterns across proficiency levels is the following:
 -In 6th Grade, the majority of ELLs become Advanced once they have had five or more years of ESL services; two ELLs have become long-term ELLs.
 -In 7th Grade, there aren't any clear patterns based on the NYSESLAT data, however, students aren't reaching Advance Proficiency levels until 7 years of service; two students are considered long-term ELLs.
 -In 8th Grade, two out of three ELLs become Advanced once they have had five or more years of service; one student is a long-term ELL.
 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](#))
 Based on patterns across NYSESLAT modalities, students who have regressed from one year to the next will receive targeted support in their specific modality. ESL Teachers will focus on that specific skill for instruction using a combination of grade-level Common Core aligned instructional materials and NYSESLAT-type questions. This combination will enhance content-based instruction as well as provide support for English Language Learners to meet their goals in ESL. The school uses AMAQ tool to measure progress from NYSESLAT data. The data reveals that students have improved or stayed the same.
 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?

4a. All ELLs, regardless of grades and proficiencies scored a 1 on the ELA exam, except for two 6th grade ELLs who are Advanced. In Math, most students received a 1 on their exam; two 7th grade students received a 2.

4b. Based on the data from the ELL Periodic Assessments, school leadership and teachers will be able to target the specific language modalities of each student and provide small-group instruction to support their language needs.

4c. The school is learning about specific language modalities that students need support in.
 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](#).)
 Not Applicable
 6. How do you make sure that a child's second language development is considered in instructional decisions?
 When possible, Native Language supports are provided through reading material and vocabulary. In addition, Emergent ELLs are given the opportunity to respond to writing in their Native Language.
 A child's second language development in English is considered in instructional decisions through language objectives when ESL classes are provided. These language objectives help student reach their content objectives through targeted language modalities. ESL teachers work directly with the students to support participation in content area based classrooms and provide direct and supplemental instruction. If a student is recognized as a Collaborative Team Teaching /Integrated Co-Teaching student based on data from the NYSESLAT, LAB-R and IEPs, they will be placed in classes that have a General Education/Special education teacher as well as push-in services from the ESL Teacher. The teachers work closely together to modify and adapt instruction based on the child's needs.
 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?

Not Applicable
 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 through AMAQ Targets based on data from the NYESLAT scores.

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](#).)
The steps followed at Baychester Middle School for the initial identification of ELLs are as follows:
 1. When new students arrive, part of the entry criteria is to take the Home Language Identification Survey (HLIS), if it is determined that a language other than English is spoken at home, parents are notified that their children are eligible to be tested for the LAB-R test.
 2. A qualified staff member will then administer the LAB-R to students within 10 days of their arrival and if they are determined eligible, parents will receive a letter of entitlement for mandated ESL services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Our school plans to hold an orientation meeting. In the Parent Orientations, they view the DOE ELL Parent Orientation DVD in their home language. The DVD informs them of the NYC DOE ELL programs. Brochures, available in various languages, are also distributed to further explain the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. Assistance to complete the survey is provided by a designated staff member and the surveys are collected. As a result of the program selection process, we place students according to the parent selection. Since we do not have 15 students who speak the same native language on two contiguous grades for parents who select a Transitional Bilingual (TBE) or Dual Language program, we inform them of their options. We explain that the number of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice. Entitlement letters will be sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Those who do not attend receive written notices and phone calls to attend a future meeting. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with a designated staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated ESL services.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The school provides written translation into Spanish ensuring that entitlement letters are distributed and all forms are returned and secured/stored. In addition, phone calls are made when necessary. Assistance to complete the required survey is provided by a designated staff member and the surveys are collected.
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.
Parents of ELLs who are entitled based on LAB-R and NYSESLAT results receive letters of their child's continued entitlement to mandated ESL services. We obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the Spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT. The scores are reviewed to plan and differentiate our instructional program for our ELLs. Parents can meet with a designated staff member who will translate the documents and communicate with parents in their Native Language.
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.
Each Spring, students are administered the NYSESLAT within the given time frame. The Speaking component is given by the designated teacher according to the new NYSESLAT Administration requirements.
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. 
Paste response to question here:

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])?
 - 1 a. The instruction is delivered to the students using the push-in model for Advanced ELLs and pull-out ESL services for Beginner and Advanced Level ELLs. Lessons are conducted in a small group setting.
 - 1 b. The program model at our school is a Free Standing ESL Program.
 - Push-in services are for Advanced ELLs and pull-out services are for Beginner ELLs and Intermediate ELLs
 - ESL instruction is provided by a fully certified part-time ESL teacher
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The organization of our staff ensures the mandated number of instructional minutes is provided according to proficiency levels of our English Language Learners. Push-in services are offered to Intermediate and Advanced level students. Students are grouped by levels determined by the LAB-R and/or NYSESLAT results. In addition, pull-out services are offered to Beginner level ELLs and Intermediate level ELLs. Beginner and Intermediate Level ELLs receive 360 minutes of weekly ESL instruction and Advance Level ELLs receive 180 minutes of weekly ESL instruction as per CR Part 154.

Instruction in English Language Arts is taught using ESL strategies, methods and techniques.
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.

Classrooms have language rich environments and teachers use strategies such as modeling and providing vocabulary with visuals to support the language needs of ELLs. Scaffolding instruction is provided to English Language Learners and content objectives are provided to enhance reading, writing, listening and speaking skills in English.

The instructional approaches and methods used to foster language development and make content comprehensible vary according to the needs of the ELLs with more support given to Beginner ELLs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL teachers support students in reading by providing targeted small-group instruction to ELLs based on texts that are on their reading levels. This could be through shared reading and/or guided reading. ESL teachers provide support for writing such as scaffolds, graphic organizers and story boards when necessary. The speaking needs of ELLs are addressed through partner talk time, shared reading and class discussions. ELLs are given language prompts to support them. ESL teachers assess ELLs' oral skills in order to increase their fluency and determine their knowledge of ideas and concepts.

6. How do you differentiate instruction for ELL subgroups?

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

6a. ESL teachers will provide targeted small-group instruction with emergent literacy instruction including letter/sound, concepts of print, etc. In addition, students will receive support in all language modalities to emerge them in English Language. SIFE students will be provided with visuals and Native language support when possible.

6b. For newcomer ELLs, students will receive targeted small-group instruction based on their needs. For content area classes, students receive scaffolding such as vocabulary words with visuals and native language cognates (when possible), questioning, thinking and talk prompts.

6c. For ELLs receiving 4-6 years of service, ESL teachers will provide ESL instruction aligned to content areas based on the Common Core Learning Standards. To make content comprehensible, differentiated materials will be provided to support the language needs of ELLs through simpler sentence structures, vocabulary support and alternate texts when possible.

6d. For long-term ELLs, students will receive Academic Intervention services through READ 180 and differentiated materials to support their language needs, specifically through reading and writing.

6e. For former ELLs, Baychester Middle School will provide accommodations during assessments as per 2013 Office of English Language Learners Demographic Report.

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 of ELLs-SWDs provide push-in and pull-out services to academic areas. In addition, grade level materials are differentiated to reach all levels of ELLs in the classroom, while maintaining key concepts and vocabulary in texts. In addition, some of the instructional strategies that are provided in content areas include: employing Interdisciplinary Teaching to integrate subject matter from two or more disciplines such as English and Humanities to promote history content and writing practice. Themes are often used to do this.

Academic language is formally taught and continuously practiced in the instruction of all content areas. During the editing phase of writing, grammar, syntax, and language are taught. The teacher differentiates instruction by adjusting the academic language demands of lesson instruction in the following ways:

modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words and phrases; using context clues; modeling strategies and relating instruction to students' background knowledge and experiences. Scaffolding support is contingent, collaborative and interactive. ELLs teachers incorporate cooperative collaborative grouping in their lessons which allows linguistic shared leadership by the learner, as well as social skills development. Another language empowering activity is Think/Pair/Share. In both activities, students with less English proficiency are interacting with more proficient students. The implementation of the Point of Entry Model (POEM) guarantees that students are taught heterogeneously, affording different modalities of learning, scaffolding techniques, and data driven instruction. These teaching strategies provide students with the opportunities to complete performance tasks and demonstrate task orientated knowledge attained within and outside the classroom.

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?

Special Education teachers provide targeted reading instruction for ELL-SWDs using READ 180. In addition, all classes with ELLs/SWDs are taught in a co-teacher model where a licensed Special-Ed or ESL teacher works with general education teachers in content areas.

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:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0

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

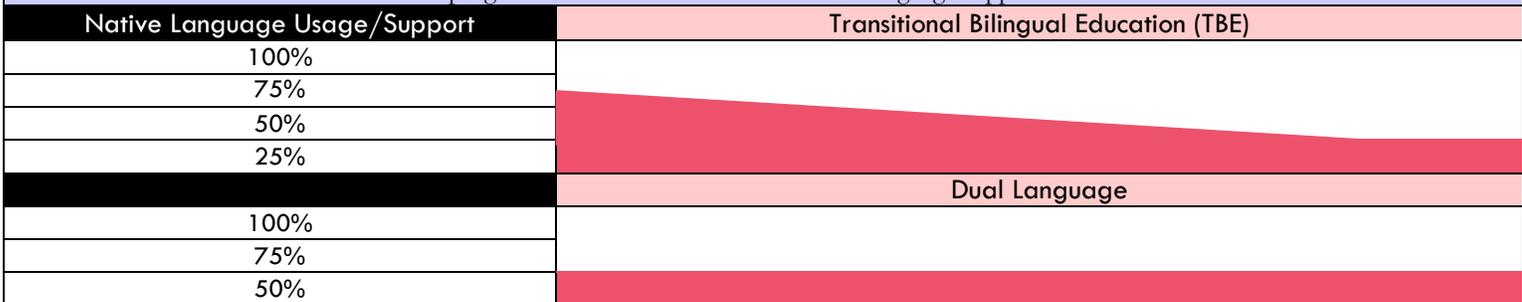
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
In ELA, the targeted intervention program we use is called READ 180. It targets Intermediate-Advanced ELLs-SWDs. In addition, Baychester Middle School partnered with Reading Partners, a targeted reading program. In addition, push-in and pull-out services are provided to support ELLs. All intervention programs are in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All programs support students in their English Language development, specifically through reading, listening and speaking. The push-in and pull-out ESL program is effective in supporting ELLs in their content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
For the upcoming year, we are looking for expand our programs to include and afterschool ESL Club.
12. What programs/services for ELLs will be discontinued and why?
No programs/services for ELLs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are provided with access to all school programs including READ 180 and Reading Partners. In addition, electives that are offered include Theatre, Debate and American Sign Language. After school programs that are offered to all students including ELLs are: Homework Help, Baychester Science and Engineering Club, Theatre Production, etc. These clubs enhance ELLs' social and academic skills.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Teachers are given access to a variety of technology and visuals to support English Language Learners such as Discovery Education and Brainpop for Science and Social Studies. In addition, realia and visuals are used to support student's conceptual knowledge.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In ESL, students are provided with native language vocabulary words when possible to build background knowledge of materials. To support stamina and provide native language support, during independent reading, ELLs may read books and materials in their native language for 10-15 minutes and then read books in English on their reading levels. In addition, Beginner ELLs are often paired or in triads with Advanced ELLs who speak the same native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The materials that students receive are Common Core aligned based on their grade levels, but the work is often scaffolded based on their language needs.
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.
Before the beginning of the school year, Baychester Middle School offers an orientation for all students including English Language Learners. This orientation provides all students with the necessary information for the school year. Newly enrolled ELL students meet with staff members and the meeting is translated by a trained staff member. All ELLs, regardless of their proficiency level are immersed in the Baychester Middle School incentive program and invited to attend all social activities.
18. What language electives are offered to ELLs?
American Sign Language is offered to all students including English Language Learners.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

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.

To enrich such knowledge, teachers take opportunities to attend professional development sessions, both at school and at NYCBOE and BETAC sites. Mainstream and Special Education teachers take the mandated ESL training hours in order to use ESL strategies with ELLs and to also be able to promptly identify students with disabilities. During grade-specific Professional Development periods, teachers are trained in best practices for the teaching of ELLs. Guidance counselors, the parent coordinator, and secretaries receive training and continued assistance on ELLs policies. In addition, teachers can access the NYC Office of English Language Learners webpage to access valuable resources and materials to support English Language Learners.

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?

All parents are invited to our Caregiver Workshops which will be held in the evenings, to support them in helping their children at home. In addition, we provide reading information workshops for parents to help them understand how their students are assessed in reading and what they can do to help their child at home. Our administration and teachers serve as liaisons to our students' parents to elicit information regarding parent needs and provide the appropriate support. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: **Baychester Middle School**

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shawn Mangar	Principal		11/15/13
Elizabeth Leebens	Assistant Principal		11/15/13
Natasha Robinson	Parent Coordinator		11/15/13
Veronica Cedillo	ESL Teacher		11/15/13
	Parent		11/15/13
	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
Gina Salemi	Guidance Counselor		11/15/13
	Network Leader		11/15/13
Elsa Casio	Other <u>Secretary</u>		11/15/13
	Other _____		11/15/13
	Other _____		11/15/13
	Other _____		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x532 School Name: Baychester Middle School

Cluster: 1 Network: 101

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.

At Baychester Middle School, we utilize ATS reports, blue card information, and the NYC DOE language identification poster to support us in assessing our caregiver's written translation and oral interpretation needs. For our scholar-led conferences (parent teacher conferences), we ensure that we have school staff on hand to support with translation. Furthermore, our monthly caregiver newsletters are translated into multiple languages.

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.

Every week the Principal of Baychester Middle School meets with our Parent Coordinator one on one. Findings are discussed and information is then turn keyed to staff via grade team meetings.

Part B: Strategies and Activities

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

At Baychester Middle School, documents are translated based on our caregiver's language preference using "Google Translator". The documents are then reviewed by one of our many native Spanish speakers before being released externally.

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

Oral interpretation services are typically provided in-house by school staff.

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>.

At Baychester Middle School, written notices are produced in both English and Spanish. Furthermore, messages that are sent out via "School Messenger" are also provided in both English and Spanish.