

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K098

School Name:

I.S. 98 BAY ACADEMY

Principal:

MARIA TIMO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Bay Academy for Arts and Sciences School Number (DBN): 21 k098
Grades Served: 6-8
School Address: 1401 Emmons Ave Brooklyn, NY 11235
Phone Number: 718-891-9005 Fax: 718-646-7250
School Contact Person: Janice Dalton Email Address: Jdalton3@schools.nyc.gov
Principal: Mrs. Maria Timo
UFT Chapter Leader: Jacqueline Herman
Parents' Association President: Yves Ettiene
SLT Chairperson: Janice Dalton
Title I Parent Representative (or Parent Advisory Council Chairperson): NA
Student Representative(s): NA

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th street Brooklyn NY 11209
Director's Email Address: CWatsonharris@gmail.com
Phone Number: 718-759-4862 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Timo	*Principal or Designee	
Jacqueline Herman	*UFT Chapter Leader or Designee	
Yves Ettiene	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Janice Dalton	Member/CSA	
Scottie Perry	Member/ UFT	
Nicole D’Agosta	Member/ CSA	
Denise Kritikos	Member/ Parent	
Raynold Sitorus	Member/ Parent	
Zuma Vidalis Morales	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Leah Erlenbach	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

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

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

School involvement in philanthropic endeavors such as Pennies for Patients, Multiple Sclerosis Walk, Breast Cancer Awareness, Breast Cancer Walk, American Heart Association, Toys for Tots, and Prostate Awareness has become a successful driving force of the overall academic achievement. The 'buy in' is outstanding and supported by staff and students. Students work harder to achieve greater results because of this sense of pride, commitment and integrity. The strength of the Bay Academy is derived from the continuity throughout the school on the implementation of the Common Core Standards in all subject areas, protocols, grading systems, strategies, and communication with parents through Edline, Websites, email and Progress Reports. Our goal for our students is to become critical thinkers and problem solvers to become high school ready.

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

21K098 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	1440	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	28	# SETSS	N/A	# Integrated Collaborative Teaching
				7
Types and Number of Special Classes (2014-15)				
# Visual Arts	36	# Music	37	# Drama
				N/A
# Foreign Language	50	# Dance	4	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	0.3%	% Attendance Rate		95.7%
% Free Lunch	50.1%	% Reduced Lunch		12.1%
% Limited English Proficient	1.2%	% Students with Disabilities		6.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		4.6%
% Hispanic or Latino	8.1%	% Asian or Native Hawaiian/Pacific Islander		31.6%
% White	54.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.22
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	73.6%	Mathematics Performance at levels 3 & 4		88.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		92.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Our 2015 Framework for Great Schools Report that our Student Progress Rating (EMS) indicates Exceeding Target. In ELA 73.6% of our students are performing at Level 3 or 4 and in Math 88. % of our students are performing at Level 3 or 4. This report also indicates that in the Framework for Rigorous Instruction we received a score of 92. This score encompasses our survey results in regards to Common Core Shifts in both ELA and Math, Course Clarity, Quality of Student Discussion as well as results from our 2014-2015 Quality Review. Our 2014-2015 Quality Review data indicates that in indicators 1.1, 1.2 and 2.2 of our school is Well Developed. These indicators speak to how our school ensures that students are engaged in rigorous instruction aligned to the Common Core Learning Standards and/or content standards, how our teachers pedagogy is based on a set of coherent beliefs around how students learn, how our assessments of curricula are aligned to the content and are on-going, and how the data from the assessments is utilized. Quality Review indicator 1.2 was noted as an area of celebration. In this area there is a solid partnership between teachers, students, administration and parents to educate our students. Danielson’s Framework is utilized to give meaningful feedback to teachers so if shifts in instruction are needed they can be made in a timely manner to ensure quality instruction continues. The Framework Report also indicates in the Framework of Strong Family-Community Ties we received a score of 30. This score was a combination of results from the 2015 Survey under the category of Parent Involvement. The Teacher outreach to parents score was 93 but the Parent involvement in the school score was a 46. This score being low is not reviewed negatively. It is indicative of the trust parents have in the school. The evidence of this is our score in the Framework for Trust. The parent teacher trust score is 94 and parent principal trust is 95. Our parents are involved in the school through conversations with the teachers about student progress via emails, phone conversations and when needed school meetings.

Utilizing data from the New York State exams we continue to shift instruction to meet the diverse needs of our students. In the areas of Math and ELA detailed analysis of the results are noted below.

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

When analyzing the 2014 State Math Exam, out of the 504 6th grade state exam scores, 402 students received a 0, 1, and 2 on a possible 3 point question on at least one extended response question. Out of 486 6th grade students tested 360 students received a score of 0, 1 or 2 out of a possible 3 points on at least one extended response question. Out of the 453 7th grade students tested, 267 scored a 0, 1, or 2 out of 3 on at least 1 extended response question.

Students have a strong foundation in the basics of mathematical operations and algebraic concepts. Our students have shown great strength in answering multiple choice questions on the state exam. They have developed strategies such as highlighting, underlining, or circling any word or words or values given in the stem of the question. Students

use what they know, eliminate the choices that are definitely not the answer. This is similar to the last step in problem solving which is the 'look back' step to determine if the answer makes sense.

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

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

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

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students across grades 6-8 will be more advanced critical thinkers measured by a 1% increase in scores on the NYS Math, ELA and Science Exam as well as the Earth Science Regents, Living Environment Regents and Common Core Algebra exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>•Professional development will continue to be provided so all teachers recognize that questioning and discussion techniques promote higher leveled thinking in all disciplines. Teachers encourage students to build on each other’s responses to questions by responding either with a comment or a new question. This promotes student discussions. Teachers use open-ended questions based on DOK levels. Teachers were provided with discipline-specific professional development to effectively implement teaching strategies in Common Core State Standards as well.</p> <p>Professional development will focus on the use of authentic texts in the classroom. Strategies will be developed on how to incorporate the use of authentic texts in the instruction.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>•Teachers see the importance of this through student’s responses on extended response questions and lack of mathematical explanations justifying their thinking. The math team will met with and collaborate with the Latin for English team on Tuesday afternoons to share the common mathematical learning needs of the students. The Latin for English team will increase their focus of enhancing reading comprehension skills by using a variety of entry points to meet the needs of the varied leveled learners. In addition, the Common Core period revolves around using common assessments to track the progress of this shift and these teachers report their findings to the Math team. These instructional shifts affect all students which include Special Education and ELL students. The intended outcome of these goals is to provide intellectual challenges for enhancing students’ mathematical understanding and development to become successful problem solvers and to apply these rigorous habits to other subject areas. The Latin for English teachers will increase their use of Expeditionary Learning Protocols in the classroom to align the instruction to the ELA department.</p>	<p>Administration Instructional Team</p>	<p>September 2015-June 2016</p>	<p>Teachers Administrators</p>

<ul style="list-style-type: none"> •The Math department created their own curriculum using a variety of complex text, fully aligned to the Common Core, incorporating lessons from Engage NY. In selecting resources, teachers recognize the importance of choosing those that align directly with the instructional outcomes and those that will be most useful to students. Teachers also ensure that materials and resources are appropriately challenging for every student. All subject areas incorporate strategies to build on student’s critical thinking, reasoning, communication and media/information/technology through literacy and mathematics. These strategies provide the students with an education that is equal in rigor across all subjects. Teachers have also created enrichment activities for each unit. This is meant to emphasize problem solving strategies at an accelerated level. Teachers will continue to implement a problem of the week in which students have multiple strategies in reaching the solution. Students will continue have meaningful conversations involving the conceptual understanding of the content. This improves students analytical and problem solving skills throughout the year. •When teacher teams collaborate they analyze not only student work but student development and progress. This affords learning opportunities for team members to make meaningful instructional decisions based on their student population. Out of this cohesive collaboration successful strategies have emerged and parental communication and the success of student goals are being met. This is evident through the frequent use of Edline by parents, students and teachers. This online website allows not only teachers to know their students but for parents to understand the type of learner their child is. Students monitor their own work on a daily basis which influences their personal educational goals. The use of Edline is tracked by the webmaster and school leaders through Goggle Analytics and visits to this site are overwhelmingly substantial. This knowledge of students by the teachers, parents and students paves the way for a smooth transition and a successful career in high school. •A monthly newsletter will continue to be provided for parents about important instructional information and school events. Monthly progress reports will continue to be sent to all parents. This report provides parents with updated information on their student’s progress and an analysis of these reports shows students are making gains and improvements in their academics. This report provides parents with updated information on their students’ progress. Parents use e-mail, phone calls, homework planners or appointments as a means to communicate with the teachers. This open communication is a successful strategy to help promote student achievement. •Teachers establish trust with families by communicating with them about instructional programs and individual students and 	Teachers	September 2015-June 2016	Teachers and Administrators
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by inviting families to be part of the education process itself. Teachers use an online grade book so that families can access these records privately at any time to monitor the progress of their children. This year teachers have the opportunity to meet with parents after school hours. Teachers have provided multiple resources for parents, including workshops on how to access and use Edline. Webinars have been created for parents to access important information. These webinars have been designed to assist parents in becoming partners to their child and the school. A monthly newsletter has been developed for parents about important instructional information and school events. Monthly progress reports are sent to all parents. This report provides parents with updated information on their student's progress and an analysis of these reports shows students are making gains and improvements in their academics. This report provides parents with updated information on their students' progress.

ELA Action Plan

- Through Expeditionary Learning students are involved in evidence based classroom protocols which focus on gathering and using evidence during discussion. Every teacher is a teacher of literacy and therefore all subject teachers have been trained to utilize these protocols within their classroom to foster cohesive instruction. ELA teachers will continue to adjust their pacing and curriculum maps to meet the instructional goals of the department. Reflecting upon instructional decisions made when Expeditionary Learning was adopted, it became apparent that pacing had to be adjusted to meet the needs of all students for the NYS ELA exam.

- We have adopted questioning techniques using Webb's DOK tiered questioning. Our lesson plan format includes an area which enables the teacher to track questioning according to level of rigor. In this way, teachers can be assured that they are challenging students through higher order thinking questions. This technique allows teachers to build up to thought provoking and engaging questions. This leads to rich conversations among students with teachers insisting that students stay deeply connected to the topic. All classroom discussion must be supported with text based details allowing our students to meet the demand for evidence based discussion and writing.

- The ELA Team met with the Social Studies department on Tuesday afternoons to discuss the importance of evidence based writing. Sample student work was examined to determine what exemplary work looks like as well as work that needs improvement. The Social Studies department has focused on primary source documents which rely heavily on using evidence in written response. Teachers in the ELA and Social

Studies collaborate to meet the needs of all students. This practice will continue into the 2015-2016 school year.

- Scaffolding instruction has allowed all students to perform at a high level. Teachers create a variety of entry points for more challenging assignments. Student schedules are carefully created. The school wide programs are created using student data to help teachers align their instruction to the Common Core and meet the needs of all their students. Homogeneous grouping based on state ELA and Math scores enable teachers to move through lessons at an appropriate rate for success. Within all classrooms, students are offered different entry points to both challenge students and allow them to be comfortable with the task at hand. Teachers move at varied paces constantly checking in with students and revising instruction to meet the needs at hand. Exit slips at the end of lessons provide teachers with valuable information for the next day. Regrouping based on this data continuously assures that teachers are fully aware of all students’ needs. Teachers use student work and data to refine their academic tasks and make immediate adjustments to engage, advance and assess their students. Regular interaction with complex text and academic vocabulary builds students’ abilities to interact with complex text successfully. All students read the same complex texts with modifications made to the way students approach the text. Students naturally refer back to text and are continuously questioning and discovering through discussion, writing and reading.

- Instructional strategies include teacher pacing according to students ability, embedding enrichment within each lesson and providing opportunities for students to develop rich and meaningful conversations. The adoption of the NYS rubric for short response in the classrooms has been at the forefront of the focus. The goal is that students are completely familiar with the way that responses will be graded.

- Parental involvement and engagement will be increased this year as we strive to continue to include parents in all aspects of the ELA exam. Edline enables parents to track progress of their child on a weekly basis with daily homework assignments readily available online to both student and parent. The ELA team is developing a webinar which will be available for parents to view. The topic of the webinar is “How to prepare your child for the State ELA exam”. This webinar will include strategies, websites and information aimed at helping parents understand the ELA exam and how they can help their child.

- Students are identified and tracked for accelerated courses beginning in grade 6. Identified students receive accelerated coursework beginning in grade 7 to prepare them for grade 8 courses. We anticipate 95%passing rate on the Common Core

Algebra 1, Living Environment and Earth Sciences Regents exams for all students identified.			
• Incorporation of iPad apps into instruction will add a different dimension to instruction. Teachers will have the ability to communicate with parents through apps such as Class Dojo.	Teachers	June 2015- June 2016	Administration and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • Math Resources- Students in grades 6-7 will receive 8 periods of Math per week. Students in grade 8 receive 6 periods of Math per week. Instructional resources include professional development, Common Core materials from Engage NY. • ELA Resources- Instructional resources include Expeditionary Learning Curriculum and professional development in understanding and implementing the EL protocols into the classroom. Students in all grades receive 8 periods of ELA per week. Students are grouped homogeneously to support student learning • Science Resources- Students in grades 6-7 will receive 4 periods of Science per week and students in grade 8 will receive 5 periods. Instructional resources include professional development and materials for labs that will be utilized to align instruction to the Next Generation Standards. 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Scores EdPerformance and Periodic Assessments administered in the Fall 2015 and again in Winter 2016 will be compared. Shifts will made in instruction if warranted based on the results.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

In reviewing the pillar Supportive Environment on the Framework for Great Schools Report 2015 the data indicates an overall score of 78. We identified three areas that we scored the lowest within this pillar to target for improvement. These are peer interactions, Personal attention and support and Peer support for academic work. Although these percentages are higher than the citywide average this area was our lowest scoring area in this pillar. Looking more closely at the survey the data indicates that our students feel safe, comfortable and are being educated in an environment that is conducive to rigorous learning. Our percentage of chronically absent students for 2014 was 8%. Although this number is substantially lower than the citywide average we feel this is an area the school community will focus on. Our 2014-2015 Quality Review is Well developed for indicator 4.2 which speaks to how well teachers work with each other.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an 2 point increase in the overall score on the pillar of Supportive Environment from a 78 to an 80.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>To meet the needs of the students regarding peer interactions we will increase the number of programs offered in our Sonyc afterschool program run by NIA. We will offer student leadership programs that promote students to interact with one another.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Administration, NIA, teachers, Guidance counselors</p>
<p>Students will be programmed for Small Group Instruction in smaller numbers to permit teachers to provide more individualized attention and support.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Administration</p>
<p>A Peer tutoring program will be instituted to allow for peers to support each other academically.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	<p>Administration and Teachers</p>
<p>•We have devised a system to ensure that each student is known well by at least one staff member. We will continue to utilize this strategy for the 2015-2016 school year.</p> <p>•The Inquiry Team will collect student data and compile a Comprehensive Student Data Handbook which will be distributed to all teachers at the beginning of the school year.</p> <p>•The handbook will consists of each student’s name, class, osis number, address, parent contact information, gender, home language, previous year’s ELA and Math scores and level, previous year’s attendance, learning style, Special Education Services, SETSS, classifications or accommodations and any other pertinent information.</p> <p>•Each handbook will provide space for teachers to document notes from parental contact, conferencing notes with students, and developing strategies for areas of student development.</p> <p>This Comprehensive Data Binder will be utilized by each teacher to help get a better understanding of their incoming students.</p> <p>Teachers are able to better prepare their approach to meeting their students individual, social, instructional, emotional and future needs.</p>	<p>All Students</p> <p>Parents and Students</p> <p>Students</p>	<p>September 2015-June 2016</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Administration and Teachers</p> <p>Administration and Teachers</p> <p>Administration, Guidance, Deans, SAT team and teachers</p>

<ul style="list-style-type: none"> • In an attempt to establish a closer relationship with the families of our students, teachers have developed a process of creating informational webinars focus on specific subject areas as well as preparation for high school, emotional and social challenges faced by the middle school student and other pertinent information regarding the welfare of our students. • A newsletter published monthly, will continue to updates parents about important instructional information, school wide and community events • To reduce the percentage of chronically absent students we will identify who the chronically absent students are utilizing the flag utilized in ATS to designate those students. Parent meetings will be held to identify reasons while the student is chronically absent. A member of the attendance team will be assigned to the student to monitor their attendance. 		
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Student data from State Exams • Time for research, planning, entering data, printing and binding handbooks • Supplies such as binders and paper 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Surveys created by the Instructional Team will be administered to the students and parents in February to monitor the progress towards the goal. Attendance data from ATS will indicate decreases in the number of days chronically absent students are not in attendance.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

In reviewing the 2014-2015 Framework for Great Schools Report, the area of Collaborative Teachers indicates we received a score of 79. Our Quality Review indicates that we are Well Developed in Indicator 4.2 which states that our teachers engage in structured professional collaborations on teams using the inquiry approach that promotes shared leadership and focuses on improved student learning. To continue this work the school will inaugurate a series of instructional and reflective professional development workshops to adjust the methods in which teachers evaluate student work. The initiative includes several student work protocols to assist teachers and improve the quality of their evaluations and in doing so, their instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

June of 2016, 95% of teachers will be trained and incorporate strategies for looking at student writing more critically, which will result in 75% of our students having a 1 point increase in their writing measured by the school wide 2 point writing rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will continue collaborative discussions, look for evidence of professional growth, update goals and establish a new action plan. • Teacher teams will form grade specific collaborative learning teams and meet to discuss terminology of protocols. • Each team will: <ul style="list-style-type: none"> -Complete the Personal Teaching Inventory. -Complete Consultancy Task worksheet. -Participate in guided collaborative discussions about student work. -Observe colleagues' practices. -Reflect on colleagues' observations. -Create an action plan based on observations. -Implement strategies to attain action plan goals with a focus on lesson design, lesson implementation, lesson analysis, and reflective practice. • The 85 minute block on Mondays will be utilized to continue to build team capacity. Teachers will develop strategies to examine more closely student writing. • The 85 minute block on Mondays will be utilized for teachers to collaborate on strategies to identify struggling students and develop strategies to support their individual needs. 	<p>Teacher Teams</p>	<p>September 2015-June 2016</p>	<p>Administration</p>

<ul style="list-style-type: none"> Results from an informal reflection and surveys completed by the teachers will provide data regarding the needs of teachers. 0 Vendors will be contracted to provide topic specific professional development. 	Teacher Teams	September 2015-June 2016	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Survey and Reflection Data Consultancy Protocol Task worksheet Instruction and reflection will occur during weekly professional development allotted time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Through monthly department conferences and observations both informal and formal progress towards meeting this goal will be assessed.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

In reviewing the Framework for Great Schools Report 2015, the pillar of Effective School Leadership indicates a score of 79. This pillar addresses Inclusive/facilitative leadership. In the category teacher influence we received a score of 77. Teachers are continually given the opportunity to make decisions regarding shifts in instruction, materials for instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create an implement a professional learning plan that builds teachers capacity to analyze data, collaborate with teacher team members and collaborate with the administration regarding potential shifts in instruction, professional learning sessions and purchasing of material, resulting a 3% increase in student performance on EdPerformance assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Create and distribute professional development reflections forms for staff to complete. This reflection 	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration</p>

data will be utilized in evaluating the effectiveness of our 2014-2015 professional development sessions.			
<ul style="list-style-type: none"> • Create and distribute a 2015-2016 Professional Learning Survey for complete. This data will be utilized in the creation of professional development for the 2016 school year. 	Teachers	September 2015- June 2016	Administration
<ul style="list-style-type: none"> • Team members will meet regularly collaborate with the goal of increased student outcomes. • Cultivate a PLC structure, where educators share, question their practices using a critical lens, reflect, and collaborate. 	Teachers	Septeme2015- June 2016	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Materials for Professional Learning sessions Computers Interactive boards Professional Learning Survey Professional Development Reflection										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Increase in the pillar of Effective School Leadership and an increase in student outcomes
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The Framework for Great Schools Report 2015 indicates a score of 30 in this area. This score was a combination of results from the 2015 Survey under the category of Parent Involvement. The Teacher outreach to parents score was 93 but the Parent involvement in the school score was a 46. This score being low is not reviewed negatively. It is indicative of the trust parents have in the school. The evidence of this is our score in the Framework for Trust. The parent teacher trust score is 94 and parent principal trust is 95. Our parents are involved in the school through conversations with the teachers about student progress via emails, phone conversations and when needed school meetings. Surveying the parents we have found that most parents do not feel the need to be involved in the school because they trust in the school and the job they are doing. We will continue to offer parent workshops for parents which will include sexting, texting, middle school adolescents. We will continue to solicit parents to come and volunteer in the classrooms. We will utilize the Tuesday 80 minute block is set aside for to increase outreach. Our sessions were being poorly attended by parents. In response the poor attendance at our outreach sessions and to the Chancellor’s Engagement Initiative, the school has launched a series of online webinars. Parents and students will be able to access relevant instructional or informative content through engaging web based videos. The series of webinars will allow us to reach the maximum population of our students and their families. The launch of this program ensures our place as a 21st Century school, offering parent engagement in the form of professional quality internet videos in addition to traditional forms of communication.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 95% of our students designated as ENL that are enrolled in the ESL Reading Smart Program will have a 1 level increase in their reading comprehension as measured by the placement test and post placements assessments within the program.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In response to the new ENL requirements the ESL Reading Smart Online Program was purchased for students. Students take a placement test which levels the students. Once the student is leveled they are then given a path to follow. This path takes them through a series of 8 timed assignments. At the completion of the path the students then take another assessment. Based on the results the student will be given another path.</p>	<p>ENL students and Parents</p>	<p>September 2015-June 2106</p>	<p>School Administration</p>
<p>The Inquiry Team and Teacher Teams developed options that would be most beneficial to the needs of the ENL students and their families.</p> <p>- Parent Engagement Workshops will be scheduled for the parents of the ENL students to introduce them to the program.</p> <p>- Student outcomes will be shared with parents and meetings scheduled to discuss the ongoing needs of their children.</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>ESL Reading Smart Program</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students are selected for AIS based on State Exam scores as well as teacher recommendation.	Expeditionary Learning, Test Ready, Coach, SchoolNet	Small group	During the school day
Mathematics	Students are selected for AIS based on State Exam scores as well as teacher recommendation.	Engage NY, Test Ready, Coach, SchoolNet	Small group	During the school day
Science	Students are selected for AIS based on State Exam scores as well as teacher recommendation.	NYC spiral curriculum, Gizmos, NGSS	Small group	During the school day
Social Studies	Students are selected based on teacher recommendation.	NYC curriculum	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation and IEP mandates		Small group	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

- 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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **IS 98**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **IS 98** will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 098
School Name Bay Academy		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Maria Timo	Assistant Principal M. Goldberg
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Jennifer	School Counselor Loreli Aguiar
Teacher/Subject Area Karen Goldberg, ELA	Parent Natasha Yelskiy
Teacher/Subject Area Jeannine Airo, Math	Parent Coordinator Caryn DiMari
Related-Service Provider Catherine Brennan	Borough Field Support Center Staff Member Vincent Campbell
Superintendent Isabel DiMola	Other (Name and Title) Spec. Ed. teacher T. Schneider

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1439	Total number of ELLs	24	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	13
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	12

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	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	9	0		3	0		12	0			0
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	4						0
Chinese							2							0
Russian							9							0
Bengali														0
Urdu							2							0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)							1	1						0
Transitioning (High Intermediate)							1		1					0
Expanding (Advanced)							7	7	4					0
Commanding (Proficient)								7	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							17	12	7					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	4			0
7	7	1			0
8	3	2			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	1		3		4		1		0
7	4				2		2		0
8	2		3						0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 To assess the early literacy skills of our ENLs, we use Ed Performance, an educational performance series that lets us know which skills ENLs are deficient in. For example, ED Performance might show us if a student is having trouble with citing textual evidence or analyzing evidence. We use these results to then differentiate and drive instruction. Finally, these results may lead to referral for small group instruction or other such services. Currently, our 24 ENLs literacy skills, as determined by EdPerformance, range from 6th through 8th grade reading levels. EDPerformance is administered four times per year. Instructional shifts are made based on results of this assessment tool. In addition, content teachers set goals with students based also on the results of these goals.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Regarding the NYSESLAT, data patterns across performance levels indicate that many of our 2014-2015 ENLs performed at the expanding level while eight students tested out by reaching the commanding level. Upon further investigation into state test scores, those ENLs performing at NYSESLAT levels below expanding (4 such students) also received a 2 or below on the state ELA exam.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 The AMAQ was not utilized during the 2014-2015 school year. The AMAQ will be utilized this current school year to ensure students are making progress and achieve proficiency on the NYSESLAT as well as on the the baseline exam, the benchmark exam and state exam assessments. This tool will be utilized to create instructional action plans and set attainable goals for the 2015-2016 school year. We will monitor progress throughout the school year and make adjustments where needed to support the students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

STAND ALONE ESL (for 2014-2015 school year)

Score patterns from the Spring 2015 NYSESLAT scores reveal that most of our ENLs throughout grades 6-8 are at the advanced level

(expanding level). We are unable to comment on whether or not they fare better taking exams in English as opposed to their native language as they do not take exams in their native language. The school leadership team shares results of the ENL Periodic Assessments with the school administration, the teaching staff and members of the language proficiency team. From the periodic assessments, we are able to ascertain which skills our ENLs are deficient in. This then aids each department to drive instruction to better accommodate all ENLs in subject classes. The Periodic Assessments guide our ENL teacher in instruction and serves as a valuable tool in identifying the needs of our ENLs. In our stand alone ESL program (for the 2014-2015 school year), students' home language materials were made available, but use was limited due to the high level of advanced students. This includes: foreign language dictionaries and various texts/study guides written in Spanish/Russian.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] For ENLs within the response to intervention, we use NYC Schools Account and EdPerformance data to guide instruction. Details from the aforementioned reports provide us with a window into the exam history of each ENL along with past and present weaknesses/strengths. In addition, we continually provide intervention to ENLs within the RTI framework by providing them with small group instruction, after school test prep, individual tutoring and other such programs.
6. How do you make sure that a student's new language development is considered in instructional decisions? To ensure that a student's second language development is considered in instructional decisions, our trained and experienced ENL teacher plans lessons according to the fact that among our ENL population, five different languages are spoken. Lessons are tailored so that each student, regardless of their first language, is prepared to use those skills acquired from their first language and to be able to transfer those skills, when applicable, to their second language. In addition, information obtained from the Parent interview and the student's educational history/background are taken into account when such instructional decisions need to be made. Content area teachers are also trained by the ELL teacher to build students' English language skills by taking into account their first language and educational background.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?We do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). To evaluate the success of our ENL program, we compare and study NYSESLAT results from year to year. We are looking for weaknesses, strengths and noticeable patterns among our scores each year and over the years as well. We also study the results of our ENL's state exam scores and then hold conferences with members of the ELA department who service ENLs to discuss the needs of each ENL student.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

All new ENL students and their parents are greeted by the pupil personnel secretary, the ENL assistant principal and the certified ENL teacher. The parent of the potential ENL student is first administered the HLIS, in their native language, if necessary, by a certified ENL teacher. Afterwards, the student is informally interviewed by said teacher, if English is spoken. If English is not spoken, a translator (usually a native speaker of that language from our staff when available) conducts this interview under the guidance of the ENL assistant principal and the certified ENL teacher. If such a staff member is not available, a phone call is made to the interpretation services office at the NYC DOE. Based on the results of the HLIS, the student may be administered the NYSITELL exam by the certified ENL teacher. This is done within the first ten days of school.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If, during the initial interview, it is suspected that a student is a SIFE, our certified ENL teacher administers the LENS assessment within the first 30 days of school. In addition, said student is also asked to fill out a school-generated SIFE questionnaire in order to gain insight into their past educational experiences and their abilities.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

To identify newly enrolled students with IEPs, the LPT would perform an informal interview with the newly enrolled student. The team would also do research on ATS, SESIS and CAP to learn of their educational background in NYC schools, if such applies. If this student is found to be an ENL or was an ENL, said student will have an IEP that helps identify their needs. The LPT consists of some of the same members of the language allocation policy team: Principal M. Timo, ENL Assistant Principal Nicole D'Agosta, ENL teacher Jennifer Cerbone, Counselor Lorelii Aguiar, Math teacher Jeannine Airo, ELA teacher Karen Goldberg, Special Education teacher Tina Schneider, current (2014-2015) PTA member Natasha Yelskiy, and Parent Coordinator Caryn Di Mari

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within the first five days of school (and after the NYSITELL is scanned and scored), entitlement and non-entitlement parent notification letters are sent home. Translated versions are available to parents. To ensure that these forms are returned, our ENL teacher keeps a careful record of those that were not returned. She then calls parents who have not returned said letters to ensure a timely return. If a form is not returned, the default program for ENLs is TBE.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Put simply, parents are informed that they have the right to appeal ENL status within 45 days of enrollment during the parent orientation. At this orientation meeting, the parent coordinator, ENL supervisor and the ENL teacher are present. If this parent is unable to attend the orientation, a meeting or phone call will be set up immediately.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Our school offers an orientation meeting in September (within the first ten days of school) to the parents of newly enrolled ENLs when they are established as such. During this meeting, parents receive an agenda and are then shown a DOE video outlining the ENL programs offered by the DOE. This video is made available in different languages when the need arises. In addition, parents have the opportunity to ask any questions they may have. In attendance at this meeting are the ENL teacher, the ENL supervisor, a paraprofessional (when necessary), the parent coordinator, a special education teacher and at least two core subject teachers. It is at this meeting where the Parent Survey and Selection forms are distributed fully reviewed and collected. These are then kept on file in the students cumulative record. Records are also kept on file by the ENL teacher. As always, translation services are provided for this meeting based on need. To inform parents of this meeting, letters are sent home to all ENLs (in their native language) immediately when they are identified as such, usually by the first full week of school. In addition, postings are placed in the school lobby and posted on the school website as well as on EdLine (an online resource for all children and parents). If a parent chooses a program not available at our school (TBE/DL), he/she is immediately informed via phone call (using translation services when needed) that their choice is currently not available at our school. We provide him/her with the names and numbers of nearby schools that may offer this program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Please see response to question 7 above.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
When said forms are not returned, the ENL teacher calls the homes of the ENL parents and mails reminder notices to the home as well. When necessary, the parent coordinator is enlisted to ensure all forms are returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
To ensure that said letters are received by each ENL parent, they are distributed at the Orientation. If a parent is not present at this meeting, letters are mailed home immediately.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All original ENL documentation is placed in the cumulative folder. A copy remains in the main office and a copy with the ENL teacher in a secure location in her room.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is treated like any other such secure standardized exam. Using the ATS report "RLER", we identify every eligible student and each student is administered all parts of the NYSESLAT following all testing guidelines and deadlines. Attendance is accurately kept to ensure that all ENLs complete all parts of the exam. If a student is absent, a call is quickly made to the child's home to ensure that he/she will return to school to complete the exam before the deadline. As of this time, we have never had an ENL student miss any parts of the NYSESLAT. Our ENL teacher Jennifer Cerbone attends all NYSESLAT meetings/training each year and turnkeys that information to English through Latin teacher J. Pernicone and ELA teacher Karen Goldberg who assist Ms. Cerbone in administering the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

To ensure that continued entitlement and transitional support parent notification letters are distributed, we mail said letters home to the parents and ask that they sign a tear off in order to keep on record their proof of receipt. The ENL teacher keeps track of such correspondence to ensure a 100% return. In the event a form is not returned, a second letter is sent and a phone call is made to that home. When necessary and as always, translated letters are downloaded in the parent's preferred language. This task is completed by the ENL teacher Ms. J. Cerbone and reviewed by the ENL Assistant Principal.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing said forms for the past few years, the trend has always been for the stand alone ENL program, and therefore the program model available at our school is aligned with parent choice. Please keep in mind that almost 100% of our ENLs arrive at our school already identified as ENLs.. At no time has a parent ever requested a change in program offerings.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
The program in effect during the 2014-2015 school year at our school was a pull-out stand alone ENL program in which students are heterogenously grouped according to proficiency levels into one class. The ENL teacher then groups students for cooperative learning activities through their previoulsy determined learning styles. as assessed through a multiple intelligences survey. The amount of time they spend in this ENL program model is based on CR-Part 154.1 guidelines. Beginning in September, we will be implementing the new ENL unit of study and staffing requirements, this being mandated by CR-Part 154.2 guidelines. These guidelines include: grouping students from no more than 2 contiguous grade levels, following the instructional time requirements of unit per study based on English proficiency level, servicing former ELLs (for two years) in core subject class either with a certified ENL teacher or via a push-in setting, again with a certified ENL teacher, etc...
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Our school follows the CR Part 154.2 units of study and staffing requirements. This includes adhering to ENL instructional units based on proficiency levels. This will be provided by a dually certified ENL teacher in a core subject area. The stand-alone ENL program will also be based on CR-Part 154.2 mandates according to proficiency levels. This will also be serviced by a certified ENL teacher in a pull-out program with only two contiguous grades at a time. Finally, HLA is not provided at our school at this time as demand does not call for such programming. However, native language support is provided to our ENLs in the way of native language dictionaries/books/novels made available in ENL/ELA classrooms as well as in the school library.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Content area instruction is delievered in our ENL program through English only. All lessons are differentiated and utilize the cooperative learning method so that the instruction is comprehensible and therefore enriches language development. Our ENL teacher is certified in both ENL and social studies thereby further enriching instruction. And finally, to meet the demands of the Common Core learning standards, our ENL teacher has attended CCLS training session, CCLS PDs and the like. ENL instruction is differentiated to meet the learning styles of all ENL students and to meet their language/learning target as well. Using visual clues

is one example of how accommodations are used to make content comprehensible. The CLOSE reading technique and other ELA protocols are used with reading passages from all subject areas.

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

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

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

To ensure that ENLs are appropriately evaluated in all four modalities of English acquisition throughout the year, our ENL teacher makes use of NYS produced periodic assessments and closely studies the results of any ELA/ENL pre-assessment exams (sometimes by via ELA subject teacher) to help drive instruction. This is formally done twice per year, however, there are informal methods used to evaluate ENLs in all four modalities (i.e. observation during group work, etc).

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

6c. For developing ENLs, our ENL teacher provides small group instruction based on their area of weakness as outlined by their NYSESLAT scores and posted test results on Edline/ATS test data. During small group instruction, the teacher relies on graphic organizers, visual cues and the like to improve students' English language skills.

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

6e. Former ENLs are monitored even though they have reached a status of proficient. These students receive state mandated testing accommodations, extra time on classroom exams, monthly meetings with the ENL teacher, and integrated ENL services provided by a certified ENL teacher for two years after testing out of ENL status.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Students who have been re-identified as ENL or a non-ENL student are monitored to ensure that their academic progress has not been adversely affected by the re-identification process. This is done by assigning said student(s) to a teacher trained in ENL methodology, through articulation with subject area teachers and close monitoring/informal observation by certified ENL teacher.

8. 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 ENL-SWDs use the following instructional strategies to provide access to academic content and accelerate English development: read/reread activities, visual aids, verbal activities, tactile aids, and differentiation. Instructional materials used to achieve the aforementioned goals include specialized content area text from special education catalogues chosen along with the ENLs teacher's approval. In addition, ELL-SWDs are mainstreamed into talent areas and into at risk general education settings to gradually increase progress rates. Ultimately, the goal is to move these students into the least restrictive environment. Technology used to support this goal includes: Edline, Class Dojo, EdPerformance, Smartboard interactive lessons. Finally, all of our staff members employ the use of expeditionary learning techniques, the DOK and UDL.

Lastly, native language dictionaries are available in all classrooms that service current and former ENLs.

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

Chart
 To meet the diverse needs of ENL-SWDs in the least restrictive environment, our scheduling is based on need, IEP accommodations and CR-Part 154.2 mandates. Specifically, the Language Proficiency Team reviews the clinician management needs part of the IEP as well as both standardized test scores and evaluation scores such as the Woodcock Johnson Reading Evaluation.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

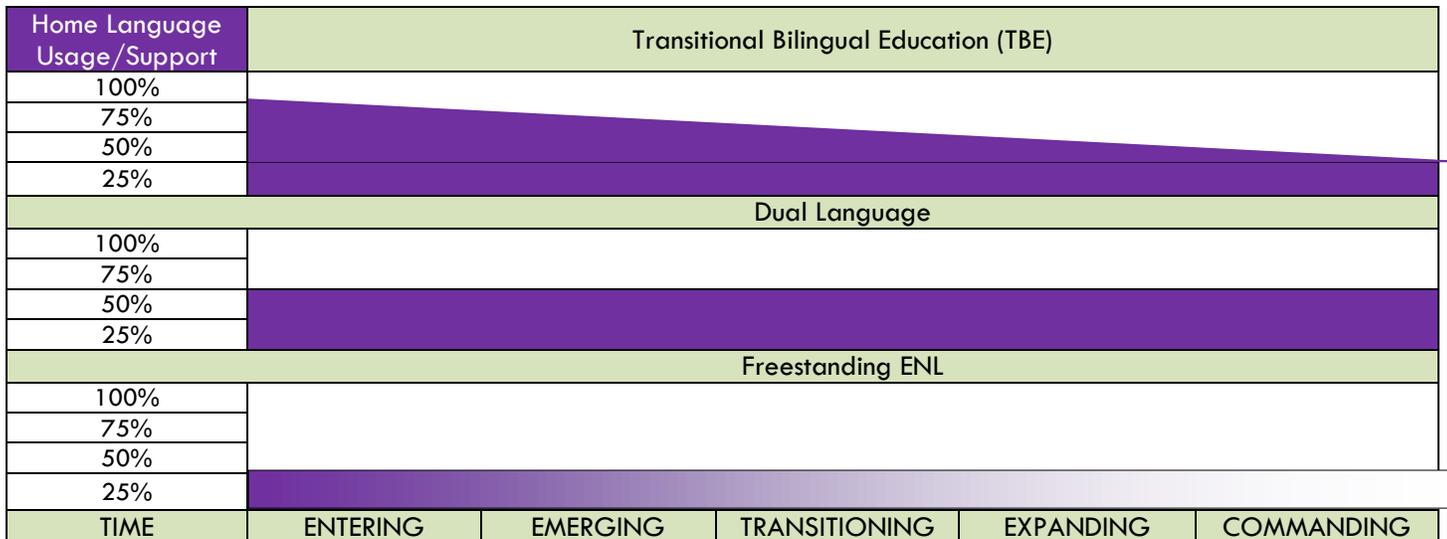


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Through the use of departmental teacher teams, the targeted ENL population (for all ENL subgroups) receives intervention strategies in all content areas. Teacher teams choose a list of struggling students to study/monitor and then provide additional instruction and attention. If successful, these strategies are implemented with the entire ENL population in content area instruction. Delivered in English, these intervention services include small group instruction as carried out via an ELA teacher's professional assignment, and after-school enrichment programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We believe our current program effectively meets the needs of our students in both content and language development. Our certified/licensed ENL teacher maintains a second license in social studies and uses that license accordingly to enhance ENL content instruction. In addition, she relies on monthly meetings with ENLs' subject teachers to receive feedback on language development. Finally, we are confident that new mandates put in place by CR-Part 154.2 will serve to further guide our students in their journey as a current and/or former ENL.
12. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year, we strive to better our PD activities for subject teachers of our ENLs so that the needs of ENLs are fully met. In addition, we hope to boost NYSESLAT scores by adhering strictly to the Common Core standards and following the expeditionary learning model. Lastly, new mandates stemming from the (revised) CR-Part 154.2 will be put into effect this upcoming school year.
13. What programs/services for ELLs will be discontinued and why?

At this moment, none of our programs/services for ENLs will be discontinued. After careful evaluation/reflection, we have decided to keep all of our programs intact.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ENLs are afforded equal access to all school programs just by virtue of being enrolled as a student here. For example, there are after-school programs (drama, ELA/Math test prep, sports, etc..) that are open to all IS 98 students. Letters, emails and phone calls to the home are methods by which we share information about such programs or supplemental services.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

At IS 98, we have many effective technological programs that are used to support our ENLs. These include Brainpop (which covers all subject areas) EdPerformance (which covers ELA and Math), Edline, an online teacher gradebook and website utilized by all staff members and finally, NYC Schools Account, a new program just launched by the DOE replacing ARIS. All of these programs are provided for in English. The above mentioned materials are also with ENL subgroups. In addition, in an integrated ENL content area subject class such as ELA, subgroups are taught through the use of the expeditionary learning curriculum, activities and protocols. As always, ENLs, in all subgroups, receive ENL support materials in the way of native language dictionaries and other related materials.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our stand-alone ENL program and in our integrated ENL program, native language support is provided to our ENLs in the way of native language dictionaries and books/novels made available in the ENL classroom as well as in the library.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services support and resources correspond to ENLs ages and grade levels. Materials are carefully chosen to be aligned with the NYS Common Core standards and ENL state guidelines. NYSESLAT test scores are also used to determine appropriate level resources.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ENLs (as well as new ENLs that may enroll during the school year) receive a tour of the building, a buddy partner with the same first language, a teacher "coach" (preferably of the same first language, when possible,) a map of the school, an academic planner and access codes for both EdLine and the new NYC Schools account program.
19. What language electives are offered to ELLs?

At this time, Latin is the only language elective offered to all members of the student body. The main focus of this program is word etymology, vocabulary enrichment, English-Latin word connections and CLOSE reading activities. It is our belief that Latin helps further improve a student's use and understanding of the English language.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teachers of ENLs receive professional development throughout the school year, and on weekends if a staff member chooses to do so. Beginning in the summer and continuing into the Fall, our PD plan is carefully designed by the Principal along with input on timely concerns from the LPT to prepare all subject teachers at IS 98 to be able to effectively implement the Common Core Standards smoothly and with great confidence.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Some PD topics we have used and will continue to use are the following: note taking skills, scoring 2 point short responses, differentiation of instruction, expeditionary learning, ELA protocols, etc. Each school year, new topics are created based on need and exam data. It is expected that we will soon offer PD on the soon to be released PARCC assessments which align questioning techniques to the Common Core standards and prepares ALL students, for the newer and more rigorous state exams.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Because our ENL population is usually under 25, individual teachers receive training directly by the ENL teacher as per their professional assignment to work with ENLs as they transition from elementary to middle school. These teachers may provide the transitioning student with pertinent information about the school, one on one tutoring, etc.....
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Since the Jose P requirements have been replaced and very recently announced, we are now in the process of designing new PD requirements as per CR-Part 154.2. Beginning in September 2015, PD will be offered to all staff members on Monday afternoons after student dismissal. Topics for PD are sure to include ENL methodology, academic language acquisition, the ENL identification process, information about the NYSESLAT and general teaching techniques for ENL students in the content area. Detailed records will be kept/recorded by the ENL teacher in conjunction with the payroll secretary who will keep original records in teachers files. These records will include attendance, agendas and any distributed materials.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

To provide annual individual meetings with ENL parents to discuss goals, language development, progress, assessment results and progress, our ENL teacher is able to (due to low ENL population) plan for individual parent meetings. At this meeting, usually held mid-year, our ENL teacher reviews student progress in class as well as in other subject areas, NYSESLAT results for the previous years as well as years prior, and student needs as identified by formal/informal ENL classroom assessment.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. QUESTION 2: All original paperwork regarding parent involvement remains in the main office and copies are kept by the ENL teacher in her classroom. This includes phone call logs, letters sent home, attendance from meetings, agendas, brochures and the like.

QUESTION 3: Parental involvement is ongoing and ever-changing at IS 98. Mandates, laws, and situations change and we follow suit. All parents, including those of ENLs, are invited to attend PTA meeting/workshops offered throughout the year where translators are made available when necessary. Topics for these meetings have included and may again include the following: internet safety, anti-bullying information, parenting tips, and understanding the Common Core Curriculum. These topics address the needs of all parents, not just ENL parents. Very often, the parent coordinator attends such meetings, keeps track of attendance at these meetings and if needed, provides for translation for said meetings.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At this time, IS 98 does not partner with other agencies or CBOs to provide workshops to ELL parents. We are however going to look into this during the upcoming school year. Currently, we rely on the Parent Coordinator and the PTA to provide additional workshops and services to our ENL parents according to the advice and support of our ENL teacher and the expressed needs of our parents based on informal feedback and parent surveys. Once again, translation services are provided upon request and need.
5. How do you evaluate the needs of the parents? The needs of ENL parents are ascertained and discussed at PTA meetings, the annual orientation and through feedback generated by the Parent Survey given to all parents.
6. How do your parental involvement activities address the needs of the parents? The needs of our ENL parents are gathered from the results of the Parent Survey, parent feedback during Parent Teacher Conferences and from PTA meetings. Please also see response from question 3 above. Thank you.

D. Additional Information

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

Science exam data intentionally left blank as there were no 8th grade ENLs in the 2014-2015 school year.

In addition, any other test data that shows no data did not apply to our school.

Part VI: LAP Assurances

School Name: <u>Bay Academy</u>		School DBN: <u>21k098</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Timo	Principal		10/30/15
Mark Goldberg	Assistant Principal		10/30/15
Caryn DiMari	Parent Coordinator		10/30/15
Jennifer Cerbone	ENL/Bilingual Teacher		10/30/15
Natasha Yelskiy	Parent		10/30/15
J. Airo/math	Teacher/Subject Area		10/30/15
K. Goldberg/ELA	Teacher/Subject Area		10/30/15
N/A	Coach		
N/A	Coach		
L. Aguiar	School Counselor		10/30/15
Isabel DiMola	Superintendent		10/30/15
Vincent Campbell	Borough Field Support Center Staff Member _____		10/30/15
Tina Schneider	Other <u>Spec Ed teacher</u>		10/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K098** School Name: **IS 98**
Superintendent: **Isabel Dimola**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Children's home language surveys and informal student and parent questionnaires determine the interpretation and translation needs of our school. Language survey forms are reviewed to see which languages are spoken in our students' homes. In addition, the parent surveys affords us the opportunity to learn which language parents prefer. Finally, emergency blue contact cards are checked as they contain parent language preference. The Parent Coordinator (PC) works to provide forms/letters in the ENL's native language, and uses translation services to provide information to ENL parents when needed. In addition, our PC creates a welcoming environment by individually greeting parents and helping parents during PTC to complete parent surveys as well as at other school events. The PC is also a key part of annual end-of-year meetings with the principal, assistant principal and ENL parents to discuss information about upcoming school year. The school messenger outreach system is also used by the school to relay important messages/announcements via phone to ENL parents in their native language. During parent engagement on Tuesday afternoon, parents are invited to participate in workshops to help understand their child's academic day and support their child at home in their native language. Finally, the PTA constitutes a mixed demographic and they are involved as volunteers at school events to help translate.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Albanian	Italian	Ukrainian
Amoy	Malayalam	Urdu
Arabic	Mandarin	Uzbek
Armenian	Philipino	Vietnamese
Azerbaijani	Polish	Yonba
Bengali	Portuguese	
Burmese	Punjabi	
Cantonese	Romanian	
Chinese	Russian	
English	Serbo	
Georgian	Shluh	
Hebrew	Spanish	
Hungarian	Turkish	

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Staff members and parent volunteers provide written and oral translation services. Our school has purchased a VARIQUEST Poster Printer Maker to enable the administration and parent coordinator to physically enlarge important information seen as helpful to parents. Every effort is made to translate the documentation in the language identified in our survey. These posters will be in our Parent Information Center located in the main lobby and on the Parent Coordinator's bulletin board. We believe that providing this information to parents in their home language will increase parental involvement. All parents that have students with disabilities are provided with IEP notoces in advance in the home language. This allows the team to prepare for the meeting to ensure the parents are well educated about their child's special education mandates. In addition, all key letters sent home are notated with a message (in various foreign languages) stating that said letter contains important school information. The school also communicates through the school messenger which will send phone messages home in the preferred language to allow parents to be informed of upcoming events, important dates and school information.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Every Tuesday during parent engagement, parents are invited to come and sit with the teachers in a cluster meeting. This allows the parent to meet all academic teachers and discuss an action plan where

needed to ensure success with the student. Interpretation services are incorporated or a teacher that speaks in the native tongue is asked to participate. Any staff member that has a stake in the child is invited and asked to provide feedback on the student's academic, social and emotional progress.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We utilize the telephone translation services, in-house staff members that speak the native language of the parent, the school messenger will translate where needed, SESIS provides letters home in the preferred language, any evaluations needed in a specific language will be contracted out to various agencies.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

When The Bay Academy schedules a meeting with parent or guardian we will call to make the appointment and ask if interpretation services are needed. The parent is invited to bring a family member or friend that speaks the same language or we utilize a staff member in the building. If it is a language that is not available from our staff we will utilize the phone interpretation services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Each start of the school year the Principal sends an extensive email of important documents and policies needed for a successful school year. The email consists of strategies to communicate with non-English speaking parents as well as the language and interpretation phone number and tools. All staff members must sign off that they received this information on the first day of school. Professional development is also provided so staff members are aware of the services available for parents that may need an interpreter.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Bay Academy utilizes an on-line website and grade book that allows parents to communicate with the school with ease. All staff members can be contacted through the website through email. This tool has helped to bridge the gap of communication with the parents and the school in all languages. Parents can email concerns to the administrators, support staff and teachers on a daily basis. A parent survey will be created every trimester to allow the parents to have a voice on the quality of translation and interpretation services as well as provide suggestions to further increase a positive experience.