

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **11X532**

School Name: **BAYCHESTER MIDDLE SCHOOL**

Principal: **SHAWN MANGAR**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Baychester Middle School School Number (DBN): 11x532
Grades Served: 6th – 8th
School Address: 3750 Baychester Avenue, 3rd Floor, Bronx, NY 10466
Phone Number: 718-547-1890 Fax: _____
School Contact Person: Shawn Mangar Email Address: SMANGAR@SCHOOLS.NYC.GO
Principal: Shawn A. Mangar
UFT Chapter Leader: Channa Comer
Parents' Association President: Shawntay Reimoneng
SLT Chairperson: Kayla Barnes and Francine Johnson
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): N/A

District Information

District: 11 Superintendent: Meisha Ross-Porter
Superintendent's Office Address: 1250 Arnow Avenue, Bronx, NY 10469
Superintendent's Email Address: MRoss@schools.nyc.gov
Phone Number: 718-519-2620 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, 10458 and 1230 Zerega Ave., Bronx, 10462
Director's Email Address: JRUI22@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-6280

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)
Shawn Mangar	*Principal or Designee	
Channa Comer	*UFT Chapter Leader or Designee	
Shawntay Reimonenq	*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>	
Sonny Ferrares	CBO Representative, if applicable	
Giselle Giral-di-Esteban	Member/ UFT	
Kayla Barnes	Member/ UFT	
Elizabeth Leebens	Member/ CSA AP	
Francine Johnson	Member/ PTA VP	
Shellian Clarke	Member/ PTA	
Gerard Myrthil	Member/ PTA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

(1)

Mission Statement

We believe that our first responsibility is to our students and to their right to an education that prepares them to succeed in college.

Credo

We believe that our first responsibility is to our students and to their right to an education that prepares them to succeed in college. Our students will receive daily personalized support and enrichment in a safe and rigorous learning environment. We acknowledge that our students are our equal partners and empower them to make choices that affect their path to college.

Our second responsibility is to those who work with us and to their right to professional collaboration and leadership opportunities. Our staff will receive on-going support through a peer accountability system rooted in a reciprocal cycle of feedback. We acknowledge that our staff is invaluable to our success as an organization; we pledge to listen to their ideas and concerns.

Our third and final responsibility is to the families of our students where we work and their right to partner with us to shape our policies. Our families will receive convenient and consistent communication about our plans and the opportunity to voice their thoughts. We acknowledge that our school model must align with the values and needs of the community's changing population.

Partnerships

- Achievement Network
- Engaging Schools (formerly Educators for Social Responsibility)
- MMCC (Moshulu Montiefiore Community Center) [SONYC]
- Reading Partners
- The Together Teacher Group
- Uncommon Schools

(2)

Special Populations

Special Education: 27%

English Language Learners: 5%

(3)

Areas of Celebration

Rigorous Instruction: During the 2014 – 2015, our teachers were provided with the opportunity to have their unit plans reviewed by their department team leader for feedback prior to implementation. This peer feedback cycle resulted in over 70% of our team scoring an effective rating or higher in domain 1e. Furthermore in our most recent Quality Review, we scored a Well Developed in 1.1.

Collaborative Teachers: During the 2014 – 2015, teacher-leaders played a vital role in our success. Our teacher-leaders planned and facilitated vertical and horizontal teams meetings on a weekly basis and were given the opportunity to share in the decision making with school leaders.

Area of Focus

Strong Family-Community Trust: For the 2015 – 2016, Baychester Middle School seeks to enhance our family-community ties by creating additional opportunities for our scholars to participate in community service learning projects. It is our goal that by the end of the 2015 – 2016 school year, 80% of scholars will have completed 8 hours of community service.

11X532 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	287	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	5	# SETSS	N/A	# Integrated Collaborative Teaching	18
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	2	# Drama	6
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.2%	% Attendance Rate			92.1%
% Free Lunch	74.3%	% Reduced Lunch			6.8%
% Limited English Proficient	5.0%	% Students with Disabilities			26.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			66.1%
% Hispanic or Latino	27.5%	% Asian or Native Hawaiian/Pacific Islander			3.9%
% White	0.7%	% Multi-Racial			0.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			4.83
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.6%	Mathematics Performance at levels 3 & 4			23.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			37.3%
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
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			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
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			N/A
White	N/A	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	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				
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.

Many of our scholars enter 6th grade behind grade level in ELA and Math. As educators, it is our goal to ensure that all scholars leave our school at or above grade level. To this end we have studied the work of Paul Bambrick-Santoyo, author of “Driven by Data” and “Leverage Leadership”. He argues that data driven instruction is one of the highest levers to improve student achievement. Since our inception, DDI has been a key pillar of our success. For the 2015 – 2016 school year, we aim to build upon our data structures and improve upon our Proficient Quality Review rating in 2.2 by providing additional targeted supports for subgroups of students, which include SWDs and ELLs.

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

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>Create a school-wide calendar that accounts for Interim Assessments, data days, and re-teaching weeks</p>	<p>Teachers & Caregivers</p>	<p>August</p>	<p>Assistant Principal</p>

Provide students and caregivers with interim assessment results in their native language.	Scholars and Caregivers	Quarterly (October – June)	Department Team Leaders
Hold at least four data days so that staff can review the interim assessment results and create plans for re-teaching week. With specific time setaside to analyze the results and develop re-teaching week action plans for SWD and ELLs.	Teachers	Quarterly (October – June)	A-Net Coach
Conduct ongoing professional development for staff on Data Driven Instruction (DDI) with a focus on supports and scaffolds for subgroups (SWDs and ELLs).	Teachers	Quarterly (October – June)	A-Net Coach

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.											
Principal											
Assistant Principal											
Department Team Leaders											
Achievement Network Coach											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I 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.
Survey results from staff on the effectiveness of A-Net consultants [Semi-annually]
Assess quality of re-teaching week action plans using DDI rubric [Semi-annually]
Assess student growth outcomes around focus standards for reteaching weeks [Semi-annually]
PD survey results from staff on DDI seminars [Semi-annually]
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.

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

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, the attendance rate for the entire student body in grades 6, 7, and 8 at Baychester Middle School (11x532) will be 93% or higher as measured by Annual Attendance Report.

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>Develop and implement incentives throughout the year to promote attendance</p>	<p>Scholars with 95% or above attendance</p>	<p>Quarterly</p>	<p>Grade Team Leader(s)</p>
<p>Schedule meetings with parents regarding excessive absences</p>	<p>Caregivers</p>	<p>Quarterly</p>	<p>Parent Coordinator & Grade Team Leader(s)</p>

Implement a breakfast program to encourage students to come to school early	Scholars	Daily	Principal

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.											
Advisory											
Attendance Teacher											
Attendance Team Meeting											
Datacation											
School Messenger											
CHAMPS Fitness											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I 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	X	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.
Progress will be monitored via quarterly attendance data from ATS & Skedula to identify trends, patterns, and next steps. At the mid-point of the school year we will evaluate our progress and effectiveness of our action plan in meeting our desired 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 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.

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.

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) <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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	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.

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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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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) <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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	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.

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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.

During the 2014 – 2015 school year, our SLT collaboratively developed a Community Service Day for our scholars. Upon reflecting on the positive impact that this event had on our scholars, we have decided to enhance the number of service learning opportunities that we provide to scholars in order to strengthen our work around QR indicator 1.4 to more closely align with our school’s mission and vision.

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, 80% of scholars will complete 8 hours or more of community service learning.

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) 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>SLT will review service learning expectations, potential opportunities, and benefits with target audiences</p>	<p>Staff, Scholars and Caregivers</p>	<p>August – September</p>	<p>SLT</p>

Advisory teachers will plan and implement one service learning project with their advisory	Scholars	November – December	Advisory Teachers
SLT will plan and facilitate school wide community service learning day	Scholars	April - May	SLT
In collaboration with the SLT, grade team leaders will select scholars for each grade to earn annual community service awards.	Scholars	May	Grade Team Leaders and SLT

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.											
SLT											
Grade Team Leaders											
Per Session funds to plan for service learning projects											
Funds to purchase any supplies necessary for service learning projects											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I 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.
Grade Team Leaders and SLT will keep track of the number of community service hours scholars complete via Google Docs on a quarterly basis. At the mid-point of the school year (February), we will allocate time during our SLT meeting to track progress towards this goal, that being the number of hours of community service that has completed year to date.
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)	F & P results	Successful Reader Reading Partners Independent Reading time	Small group One to one tutoring One to one (using online software)	During school Before/during/after school During school
Mathematics	Baseline assessment results	Math Club Khan Academy	Small group One to one (online software)	After school program During school
Science	N/A	N/A	N/A	N/A
Social Studies	F & P Results	Read 180	Small group	During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance records and teacher referrals	At-risk counseling At-risk Girls Group	One to one Small group	During school After school program

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Baychester Middle School (11x532) is committed to hiring and retaining highly effective and qualified educators to student achievement. Baychester Middle School recruitment efforts include: (1) Attending university/college job fairs (2) Establishing partnerships with Teach for America and the New York City Teaching Fellows (3) Posting positions electronically on a variety of websites, social networking sites, and employment portals and (4) Attending job fairs hosted by the NYC DOE .</p> <p>Baychester Middle School (11x532) is also committed to retaining highly effective and qualified teachers. This goal is met through: (1) Recognizing teachers and celebrating excellence (2) Developing opportunities for teachers to grow as educators (3) Check in's with teachers and (4) Providing teachers with on going feedback on their teaching practice and (5) The development of a teacher career ladder that allows for teacher-leader positions such as grade team leaders and department team leaders.</p>

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).
<p>(1) As part of a state grant, staff have been provided with the opportunity to attend training on the implementation of the CCSS and behavior management.</p> <p>(2) Weekly department team meetings have been built into the schedule to allow teachers to reflect on student work and CCSS implementation</p> <p>(3) Staff will use newly allocated professional development time to focus on checks for understanding (CFU) and aligning our assessments to meet the rigor of the new CCSS.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
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.
(1) Teachers were selected by peers to be a part of a committee that made recommendations to the Principal. (w) Professional Development Mondays (Wave Academy), are set-aside as “Data Days” to analyze the results and create action plans

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	207,721.00	X	Section 5 - Parts A-E
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,119,130.00	X	Section 5 - Parts A-E

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. **Baychester Middle School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **Baychester Middle School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

Baychester Middle School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 11	Borough Bronx	School Number 532
School Name Baychester Middle School		

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 Shawn Mangar	Assistant Principal Elizabeth Leebens
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Megan Cottrell	School Counselor Gina Salemi
Teacher/Subject Area Kayla Barnes, Sp. Ed.	Parent Shawntay Remonieq
Teacher/Subject Area Channa Comer, Science	Parent Coordinator Natasha Robinson
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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 <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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 <u>not</u> 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)	294	Total number of ELLs	14	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	14	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	1

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	6	0	1	7	0	3	1		1	0
Total	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: _____
--	---

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							4	4	3					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1						0
French									1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Khmer								1						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	3	3					0
Emerging (Low Intermediate)							0	1						0
Transitioning (High Intermediate)							0	0						0
Expanding (Advanced)							4	2	1					0
Commanding (Proficient)							1	1	3					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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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							2	1	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3				0
6	6				0
7	2	1			0
8					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	2		1						0
6	4		1				1		0
7	2		1						0
8									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.
 The assessment tool Baychester Middle School uses to assess early literacy skills is Fountas and Pinnell. The data shows that ELLs at our school fall on a continuum of reading levels. This data will help inform our school's instructional plan by placing English Language Learners in appropriate guided reading groups within our English Language Arts classrooms. In addition, emergent readers will be provided with early literacy strategies such as shared reading and writing during ENL intervention periods. The ENL teacher will also create an assessment targeted specifically at measuring English language growth amongst ELLs. This is especially important for tracking student progress at the lower levels (anything below Expanding), as vocabulary acquisition is essential before students can become fluent readers. Moreover, interims from the Achievement Network will be given throughout the year in order to track how students are progressing on Common Core State Standards in both Math and ELA.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 -Our ELLs mostly fall within either the "newcomer" or the "developing" categories, when it comes to years of service. We have one 8th grade student who receives Special Education services who falls in the "long-term" ELL category.
 -We have students who've tested at a variety of proficiency levels. There are 7 students that tested as either entering/emerging, and 12 students that tested as either expanding/commanding. Thus, students tend to be clustered on either the low or the high ends when it comes to English proficiency levels.
 -Of concern are three students who've tested at the entering (formerly 'beginning') level multiple years in a row, and one student who went from advanced to entering. IT SHOULD BE NOTED THAT ONE OF THE STUDENTS WHO FALLS INTO THIS CATEGORY HAD LIMITED SCHOOLING BEFORE COMING TO THE UNITED STATES IN 2013. HOWEVER, HER ELEMENTARY SCHOOL NEVER WENT THROUGH THE FORMAL PROCESS TO IDENTIFY HER AS A SIFE, BUT SHE HAS THE NEEDS OF A SIFE.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Based on patterns across NYSESLAT data, students who have regressed from one year to the next will receive targeted interventions. Individual Student Reports will be used in order to target specific modalities that need strengthening. ENL Teachers will focus on weakness areas for instruction using a combination of grade-level Common Core aligned instructional materials and

NYSESLAT-type questions. This combination will enhance content-based instruction as well as provide support for English Language Learners to meet their goals in ENL. The school uses AMAO tool to measure progress from NYSESLAT data.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

A. All of the students that we have 2015 ELA data for tested as level 1s, with the exception of 1 eighth grader who received a level 2. (Note: For one student, it was his first year in the country and thus he was exempt from the 2015 ELA exam. Another student is a new admit and thus has no test data from the 2015 school year.) As far as the 2015 Math data goes, ELL students are getting mostly 1s and 2s, with one kid who got a 4. Students are given both the test in English and a translation of the state exam (for content area tests ONLY in their home language.) Students choose which one to answer in, but are almost always choosing to answer in the language of instruction (English). Students who are choosing to answer in their native language are still showing a lot of difficulties on state exams (scoring in the level 1 range).

B. School leadership and teachers are using the results of the ELL periodic assessments for placement and intervention purposes. For example, in Math, students with difficulties are put into a small pull-out group. In Humanities, students that test at the "Entering" level work on Rosetta Stone in order to build up their BICS (Basic Interpersonal Communicative Skills), so that they may later work on CALP (Cognitive Academic Language Proficiency). In ELA, F & P and NYSESLAT results are used in order to place students into reading groups and to give them appropriately challenging reading materials. This data is also used to determine the type and amount of support needed by the ENL teacher (push-in, pull-out, sheltered instruction, etc.)
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.](#)]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
Staff will learn and implement differentiation techniques from professional development workshops and/or graduate school programs, in order to help engage ELL students. Entering students may at times be given native language resources in order to help support instruction in English. A child's second language development in English is considered in instructional decisions through language objectives when ENL classes are provided. These language objectives help students reach their content objectives through targeted language modalities. ENL teachers work directly with the students to support participation in content area based classrooms and provide direct and supplemental instruction. If a student is recognized as a Collaborative Team Teaching /Integrated Co-Teaching student based on data from the NYSESLAT, NYSITELL, and IEPs, they will be placed in classes that have a General Education/Special education teacher as well as push-in services from the ENL Teacher. The teachers work closely together to modify and adapt instruction based on the child's needs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ELLs through AMAO Targets based on data from the NYESLAT scores, growth using F & P scores, interims from the Achievement Network, and growth on teacher-created assessments.

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.

The steps followed at Baychester Middle School for the initial identification of ELLs are as follows:

1. When new students arrive, part of the entry criteria is to take the Home Language Identification Survey (HLIS). The survey is administered in the parent's home language if they do not speak English. We have both Spanish speaking and French speaking staff available on hand. If the parent speaks another language, we will utilize the services of the Translation & Interpretation department in order to obtain the proper information about the child's home language and school experiences prior to entering the United States.
2. If a language other

than English is indicated on the HLIS, then the ENL teacher will administer the NYSITELL to students within 10 days of their arrival and if they are determined eligible, parents will receive a letter of entitlement for mandated ENL services. 3. If the student is both an ELL and a Spanish speaker, then a Spanish-speaking teacher will administer the Lab-R exam to that student.

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).

During the HLIS interview, the interpreter will ask about the schooling experience of the child being enrolled into our school. If the parent expresses right away that there are educational gaps of two years or more in the child's history, then the SIFE questionnaire will be administered. Then, the LENS will be administered as soon as possible. In some cases, parents do not indicate that a gap in schooling exists, even it does. Student work in class is another indicator of potential SIFE needs. The teachers regularly meet (on a daily basis) in grade team meetings, and there they often discuss students with academic issues. If a newcomer ELL student presents very low academic skills, then this warrants looking further into the child's educational history, using such tools as the SIFE questionnaire/LENS. If a Spanish-speaking student scores at a very low level on the Spanish Lab-R, then that also could indicate SIFE needs, and further investigation into the child's history would take place via SIFE questionnaire/LENS.

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).

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.

If it is determined that a child is eligible for ENL services based on the NYSITELL, then the parent will be invited to an orientation within five days of the score being received. At this orientation, the parents will receive the entitlement letter indicating that their child is eligible for ENL services. Then, the program choices will be explained to that parent. If it is determined that a child is not eligible for ENL services based on the NYSITELL then a non-entitlement letter will be sent home to the parent within five days of the score being received.

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).

Parents are informed in the entitlement letter/non-entitlement letter about their right to appeal ELL status within 45 days. This communication is distributed in the preferred language of written communication that the parent indicated on the HLIS/emergency card. If parents do want to appeal ELL status, then they are urged to contact the principal, Shawn Mangar, to get the appeals process in motion.

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.

Parents will be shown the Parent Orientation Video in their home language, if available. The ENL teacher facilitates the meeting. If the video is unavailable in the home language, then translation services will be sought out. Moreover, parents will be given a brochure in their home language which explains the three program options for ENL service: Transitional Bilingual Education, Freestanding ENL, and Dual Language. This Parent Orientation should take place within 5 days of the NYSITELL score being received indicating a need for ENL services. The Parent Survey and Program Selection Forms are given at the time of the Parent Orientation. It is explained to the parent that our school currently only offers Freestanding ENL, but if 15 students who speak the same native language on two contiguous grades have parents who select a Transitional Bilingual (TBE) or Dual Language program, we inform them that one will be opened up. If a parent indicates that they want "TBE" or "Dual Language," and we do not have the critical number of students in order to open up a program, then we inform the parent of their right to have their child placed in the desired program at another school within the district (11). We then look into transferring the student to the desired program, and explain to the parent that it depends on space available. If the parent never returns the survey, we explain that the "TBE" program becomes the default placement choice.

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.

Parents are invited for a face to face meeting with the ENL instructor in order to discuss program choices. There, the parent is asked to complete the parent survey and program selection forms. These forms are distributed in the preferred language of written communication from the school. The ENL instructor makes a copy of this form and keeps it on file in the principal's office. The original is placed in the student's file in the main office. The ENL instructor monitors the choices that parents are making on the forms, to ensure that if the critical threshold number of 15 is met, that a bilingual or DL program will be opened up. If a parent wants a TBE/DL program that we are currently unable to offer, then we inform the parent that their child will have to be transferred to another school in the district. The administration team then communicates with the appropriate offices in the DOE in order to find a spot for the student in the program desired by the parent. The parent is informed that the process may take some time, and that while waiting, the

child will continue to be enrolled at our school in a Freestanding ENL program. Correspondence about the program availability will take place in person (at the Parent Orientation) and also via phone (where the parent will receive updates about placement). Correspondence will take place in the preferred language of communication indicated on the HLIS/emergency card.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teachers reaches out to the households of students whose families have not completed the survey. Over the phone interpretation services will be used when needed. The ENL instructor keeps a file in the principal's office with a photocopy of the Parent Survey and Program Selection forms. The originals are kept in the main office in the student's file.
9. Describe how your school ensures that placement parent notification letters are distributed. Parent notification letters will be distributed in the preferred language of communication per the HLIS/emergency card at the beginning of the school year to inform parents of their child's placement in a Freestanding ENL program, if that is their choice. If the parent chooses a program other than Freestanding ENL, then we will communicate with them and with the appropriate DOE offices about securing a placement for that student at another school in the district where a spot is available.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). HLIS, non-entitlement, and entitlement letters are kept in student record files in the main office. The secretary maintains the records in the main office. The ENL teacher also keeps a photocopy of these documents in the principal's office.
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 RLAT report is run in ATS before the NYSESLAT is given. Students are given appointment letters ahead of time detailing the times that they will be given each portion of the NYSESLAT. Parents are notified via telephone, written mail, or e-mail in their preferred language of communication that their child is scheduled to take a mandated state exam to measure English language proficiency. Additionally, a separate room is reserved so that ELLs are tested in a quiet environment conducive to concentration. All teachers in the school are informed ahead of time of when students will be pulled from class in order to administer the exam. There are at least two exam sessions for each modality that are scheduled-- a 6th grade session and a 7th /8th grade session. In the event that a child misses a section of the NYSESLAT due to an absence, then a make-up session will be scheduled within the appropriate testing window. The exception is speaking, which is done on an individual basis. The speaking exam will be administered by someone who is neither the child's ENL/English teacher. Preferably, the speaking exam will be administered by someone who has previous experience giving it (if possible). All people involved in the NYSESLAT administration or scoring will either go to DOE provided trainings or a turnkey training conducted by a staff member who attended an official DOE training.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Parent notification letters will be distributed at the beginning of the school year to inform parents of continuation of services/transitional support services in an ENL program in the preferred language of communication. The ENL teacher is responsible for distribution of these letters. They will be sent home with the students and parents should sign that they received them.
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).

During the 2014-2015 school year, there were three new ELLs that came to our school. Two of the ELLs were brothers and their parents requested Freestanding ESL. Later in the year, we received an eighth grade girl from the Dominican Republic whose mother requested that she be placed in bilingual education. Our school has a very small ESL population, and thus we did not meet the critical threshold number for starting a bilingual program. Last year, we had 15 current ELLs (of various linguistic backgrounds) and this year we have 10 current ELLs (also from various linguistic backgrounds). In addition to the 10 current ELLs, we also have 6 former ELLs that qualify for services. In past years, we have had other students' parents request Spanish bilingual education. However, the number of students requesting this has never reached the critical threshold. We have, in the past, requested transfers for our ELL students when they request a program choice that is not offered. Sometimes there is space for them within these bilingual programs in the district, and sometimes there is not.

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.

ELL students of the same grade level are typically placed in the same class (with the exception of self-contained ELLs) for most of the school day. This makes it so it's easier for the ENL instructor to provide services for them. Sometimes, students, especially those at the "Entering/Emerging" level, receive sheltered instruction in a small group setting. Other times, ENL and content area teachers work together in a co-teaching collaborative style situation. The needs of every ELL child are taken into consideration before creating the ENL teacher's program, so that students get the maximum amount of support, and so that we meet the new requirement per Part 154.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
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)?
 - Students at the "Entering" level receive 360 minutes (or two units of study) per week. One of these units is Stand-Alone ENL, and one is Integrated ENL/ELA.
 - Students at the "Emerging" level receive 360 minutes (or two units of study) per week. Services can be a combination of stand-alone ENL, integrated ENL/ELA, and or Content Area support.
 - Students at the "Transitioning" level receive 180 minutes of service a week. This includes a combination of ENL/ELA and Integrated ENL/Content Area support.
 - Students at the "Expanding" level receive 180 minutes of service a week. This includes one unit of ENL/ELA or other Content Area support.
 - Students at the "Commanding" level receive 90 minutes of service a week. This includes Integrated ENL/ELA or Content area or other approved services.
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.

Teachers will employ differentiation, multiple checks for understanding, multiple methods of assessment, and native language resources--when available in order to ensure that ELLs are engaged in rigorous learning tasks. One thing that our school does almost across the board is to use packets with "guided notes." This makes it easier for ELLs to keep up with, and to take notes off of the mini-lesson. Moreover, our school, in both the ELA and the Humanities classes teaches a paragraph format called RAFFT where students are given a paragraph structure for responding to a prompt. This paragraph structure includes sentence starters and requires students to cite evidence from a text. The ENL teacher pushes into some ELA and Humanities classes in order to support the ELLs. This support could, for entering and emerging students, include giving the students a separate, developmentally appropriate assignment from the rest of the class, but which focuses on the same content that the other kids are working with. This could also simply be providing additional support and explanation to students when completing the same work as their mainstream counterparts. In addition to push-in services, there is one period of sheltered instruction that is offered to ELLs at the "emerging" or "entering" levels. In the sheltered instruction class, students work on skills stressed in the CCLS such as citing evidence from a text or figuring out the meaning of the vocabulary word in context. Materials in the sheltered instruction class include selections from the "All About the USA" series, texts from ReadWorks.org, VOA Special English, Colorin Colorado, the Ready to Write series, etc.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We administer the Spanish Lab-R when we receive a new ELL that comes from a Spanish-speaking household. This gives us an idea of their incoming native language skills.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students will be given teacher-created resources related to NYSESLAT objectives throughout the year. This diagnostic will measure reading, writing, speaking, and listening skills. The writing diagnostic will place emphasis on citing evidence from a text. Moreover, if the DOE continues to produce and distribute the NYSESLAT "Quick Assessments" (as they have in the past), then those shall be used in order to get a snapshot of student levels when it comes to each modality. An initial assessment is done in the Fall and a second assessment is done in the Spring before the NYSESLAT.
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

-A. SIFE: Read out loud to the student when you can. Pair the student with another kid who speaks the same native language. Provide small group instruction when possible. Provide differentiated learning tasks when possible, so that the student may access the content at his/her level. Use technology (such as videos in the student's native language on Khan Academy) in order to help support student learning. Use reading intervention programs like Wilson or Achieve 3000 or Read 180 or whatever else is available. Time and a half is given for state tests.

-B. Newcomer: Students who are "Entering" should receive Stand-Alone instruction in ENL in order to build up BICS (Basic Interpersonal Communication Skills) in order to build a base for transitioning to learning CALP. All Newcomers should be exposed to graphic organizers, phonics, basic grammatical concepts, videos to support learning, pictures, the creation of visuals to support understanding, theatrical techniques possibly, and on occasion shall be given different/modified tasks than the rest of the class. Students should start off working in homogenous language groups, and then should then transition into heterogenous language groups once they've built up BICS. Time and a half is given for state tests.

-C. Developing: Students who are at this phase should, ideally, test at the "Transitioning" level or higher. If a student who falls into this category falls below this, then multiple intervention services should be considered. Questions should be asked about whether the student has any special needs or other extenuating circumstances that are preventing this student from progressing. Students who are at the "Transitioning"/"Expanding"/"Commanding" levels should be given, as much as possible, the same work as their native speaking counterparts. These kids often need little pushes like creating multiple drafts for mastery learning, participating in reading intervention programs, and extended time on in-class exams in order to get them where they need to be. Graphic organizers, outlines, and visual aids are also helpful to this group. Time and a half is given for state tests.

-D. Long-Term ELLs: Students in this category often have serious literacy issues. Often times, those literacy issues are in both the first and second language. Long-Term ELLs may have been born in the United States and/or spent their entire schooling career in the United States. Sometimes, they've gone back and forth between the U.S. and their parents' home country. These kids often feel sensitive about the fact that they carry the "ESL" distinction, and this sensitivity should be respected by all instructors. These kids strongly benefit from reading intervention services. Like the "Developing" group, these students benefit from multiple drafts for mastery learning, graphic organizers, outlines, etc. Time and a half is given for state tests.

-E. Former ELLs: Former ELLs get the support of an ENL instructor at least 2x a week in one of their content area classes. Former ELLs are largely given the same work as mainstream students. However, they may require additional explanation. They also benefit from techniques such as multiple drafts for mastery learning, graphic organizers, outlines, etc. Time and a half is given for state tests.

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.

The ENL teacher will meet with the teachers of the re-identified ELL to discuss how the student is progressing, and whether the supports in place are appropriate for the child, or whether they are a hindrance to the student's progress. The ENL teacher will also meet with the child and his/her parents in order to discuss whether the re-identification has proved useful, or whether the child and his/her family feel like it's no longer necessary. Student data such as grades, assessment scores, and F & P growth will be used during this evaluation process.

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 ELL-SWDs apply techniques such as "Whole Brain Teaching," graphic organizers, visual aids, gallery walks, Think-Pair-Shares, read alouds, etc. The ENL teacher sometimes co-teaches with the special education teachers in order to provide the ELLs with more teacher support. The ENL teacher currently works with two self-contained teachers during their ELA block. These teachers use a combination of materials. Some of the materials are at grade level, and others are at the students' levels. The teacher does this in order to scaffold learning. Teachers of ELL-SWDs also use hands-on resources such as manipulatives (for math), they have students create dioramas, etc. in order to access multiples points of entry for student engagement. We currently do not have any ELLs with mandated bilingual services on their IEP. If we did, we would look for appropriate placement for the student in another school within the district. If no placement is available, we have bilingual paras that can help support these students.

Chart 7 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?

Teachers of ELL-SWDs try to place students in the least restrictive environment possible. ELL-SWDs who are in self-contained, and who seem to do quite well in their classes, are sometimes moved to co-taught classes if parents/teachers feel that it will be in the best interest of the child when all parties meet to discuss the IEP. ELL-SWDs' progress is continually measured throughout the year to make sure that students are appropriately placed, so that they are able to work to their maximum potential.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> 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.

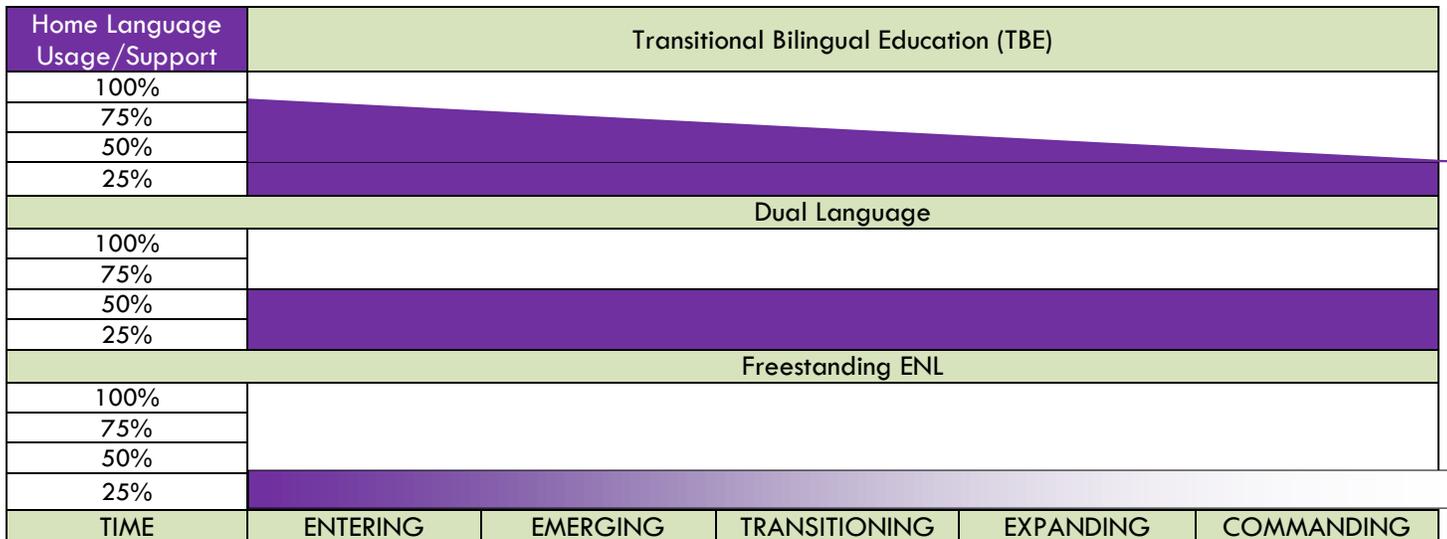


*Note: “other approved services” does not apply to New York City at this time.

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. In ELA, the targeted intervention program we use is called READ 180. It targets Transitioning-Expanding ELLs-SWDs. In addition, push-in and pull-out services are provided to support ELLs. We have also used Achieve 3000 and Rosetta Stone in order to help support ELLs in ELA/Humanities. The Math, Science, Humanities, and ELA classes use a teaching technique where students learn from the mini-lesson using a practice called "guided notes." This means that students are given cloze notes which help ELLs and other struggling learners keep up with the lesson. Moreover, in the Math, Science, Humanities, and ELA classes ELL students are often placed with a partner who speaks the same native language as them. We have copies of our Humanities textbook in both English and Spanish. Hand-on materials (manipulatives) are sometimes used in Math and Science. Graphic organizers are sometimes used in ALL content area classes. For ELL students, adapted/differentiated handouts may be handed out in any of the content areas. Khan Academy videos are another great intervention resource for struggling students in Math. Khan Academy videos are available in both Spanish and English. In co-taught classes, small groups of students are sometimes pulled out of class in order to receive intervention services.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All ELLs demonstrated growth when measured with the Fountas & Pinell tests last year. Many of them demonstrated tremendous growth, especially if they participated in the Reading Partners program. However, not all ELLs are showing gains on the NYSESLAT and/or Common Core exams. Our school does a decent job at challenging and supporting ELLs that are "Transitioning"/"Commanding"/"Expanding," but more in-school training and/or teacher collaboration should be implemented in order to help ELLs that are "Entering"/"Emerging."
12. What new programs or improvements will be considered for the upcoming school year?

More professional development geared towards supporting ELLs in the Content Areas should be provided, either in or out of house. Teachers should meet to specifically discuss ELL progress on a regular basis (as a bullet point on grade team meetings).
13. What programs/services for ELLs will be discontinued and why?

Sadly, the Reading Partners program will not be offered in our school anymore. This program is now only being offered in elementary schools. We will have to have discussions, as a school community, on how to fill this gap.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students are invited to participate in the SONYC after school program. At this program, students are allowed time to work on homework before they transition to clubs. The lowest performing sixth graders (about half of whom were ELLs last year) were part of a target group to receive small group homework help three days a week (Wednesday through Friday). The ENL teacher was the one to lead this program. This group will most likely continue to meet this year.
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.

A variety of instructional materials are used to support ELLs. For students that have already mastered BICS, the ELA classes have independent reading books that are leveled according to the F & P system. The text that the ELA class reads as a group is appropriate for the grade level of the students. The ELA teachers also have access to a program that provides differentiated reading tasks that focus on the same content. For "entering"/"emerging" students, a variety of support texts are used such as Easy True Short Stories, the All About the USA series, Visions, Ready to Read/Ready to Write series, etc., etc. In the past, programs such as Read 180/Achieve 3000 have been used to support literacy development for ELLs of all levels. Khan Academy videos, sometimes provided in the native language, have been used as a helpful tool in MATH classes. Rosetta Stone, has also been used, as a supplement in Humanities classes. The Humanities textbook, on American History, is available in both English and Spanish.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

When native language resources are available, they are sometimes given to the student as an aid. However, teachers also are cognizant of the fact that students may present literacy gaps in their native language, so native language resources have to be used in combination with a variety of different differentiation techniques. The ENL teacher should communicate with the mainstream/content area teachers about any pertinent information regarding an ELL's schooling that may be used in order to help support that student.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The ENL teacher will work carefully with the Assistant Principal to ensure that Part 154 guidelines are met. Students should not be placed in a pull-out class with a student population spanning more than two grade levels. Support resources are carefully selected to make sure that they are both grade and age appropriate. There's a delicate balance between selecting materials that both respect each student's linguistic development, and which also push them towards building grade-level appropriate skills.

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).

Over the summer, various "Entering" ELLs were invited to participate in a summer Title III program in order to help support their learning. All ELLs are also invited to participate in after school clubs through the SONYC program.

19. What language electives are offered to ELLs?

Students are currently offered French in the eighth grade.

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.)
Teachers receive training on the changes to Part 154, ELL demographics, what a SIFE is, and on how to use the services provided by the Department of Translation and Interpretation so that staff members can communicate with non-English speaking parents. Moreover, once a month, teachers are trained on a variety of differentiation techniques throughout the year which are designed in order to boost ELL achievement . These differentiation techniques may include strategies such as Marzano's vocabulary squares, the use of multiple versions of a text in order to scaffold for ELLs, etc.
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?
The ENL teacher engages in a variety of professional development workshops both in and out of school throughout the year. This may include trainings on things such as close reading or writing techniques, in order to move ELL students closer to the standards established in the CCSS. The ENL teacher makes it a point to learn about the changing regulatory environment by regularly attending DOE organized professional development series on things such as the changes to part 154.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ENL teacher reaches out to staff members and asks them if they think they have any ELL students in their classes. Sometimes, especially in sixth grade, students will come to us from other schools, without properly being identified in ATS as being ELLs. As such, having teachers communicate to staff that they think there's an unidentified ELL is incredibly helpful. Moreover, the school holds an orientation day so that incoming sixth graders can learn about the school policies such as uniforms, discipline standards, the score card system, etc. Moreover, the parent is contacted in their preferred language of communication and explained certain policies such as the dress code.
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.
The ENL teacher will, once a month, deliver professional development to the entire staff. This professional development will include differentiation techniques that will help ELLs, how to communicate with non-English speaking parents, instructional resources available to assist ELLs, and possibly other struggling learners within a teacher's class. Records of this professional development are kept on the school's Google Drive.

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?

Every Tuesday, from 3:10-3:50, teachers are given time in order to focus on "Parent Engagement." Our ENL teacher will use this time in order to reach out to parents, in order to update them on their child's progress in school and in order to help them feel welcome in the school community. When needed, the ENL teacher or any staff member, will use the over-the-phone translation services provided by the Department of Translation and Interpretation. In addition to this, behavioral reports (known as "score cards") are sent home to the parents on a weekly basis. Parents are asked to acknowledge their child's score card by signing that they received it. On top of this, progress reports with grade data are sent out on a regular basis. The progress reports are printed out from Skedula, and are printed in the parent's preferred language of communication according to ATS.

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.

Our school keeps records of which parents attend parent teacher conferences and other events. The ENL teacher will keep a record of her communications with ELL parents on Google Drive, which will include communication during time set aside for Parent Engagement. Translation services, available through the Department of T & I, will be used when necessary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our school has a variety of events that parents are invited to throughout the year. Once a month, on Wednesdays, there is a PTA meeting which is organized by the Parent Coordinator. There are also the required Parent Teacher Conferences and optional award ceremonies. The Parent Coordinator largely serves as the organizer of any large event that involves the families. There are a fair amount of Spanish speaking parents, parents of ELLs and even more so of former ELLs. We have a few Spanish speaking paraprofessionals that circulate at these events, and help translate to parents so that they feel included. We also have a French speaking teacher who is able to communicate with a couple of the ELL parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At this time, we do not have a partnership with any community agencies when it comes to providing workshops for the parents of ELLs.

5. How do you evaluate the needs of the parents?

The parents of ELLs and former ELLs have various comfort levels when it comes to communicating with the school and navigating the DOE. Parents of ELLs who've been in the country for longer tend to be more fluent in English, and feel more comfortable coming to school events. The ENL teacher tries to reach out to parents of newcomers through the use of translators in order to inform the parents in the home language of school events. Last year, we had an ELL student living in temporary housing. One of the Spanish-speaking paraprofessionals acted as a strong parent advocate by frequently communicating with the family, and informing them of community agencies that could help provide them with services. We, as a school community, try our best to reach out to the homes of families of ELLs on a fairly regular basis.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities include those where academics are discussed such as Parent Teacher Conferences, and the PTA meetings. It also includes fun events that promote community involvement such as the Halloween event or the Mother's Day event. We have Spanish speaking paraprofessionals that are often present for after school events. We also have a French speaking teacher, and we will reach out to translation services in the case that no one in-house is available to translate into the home language.

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.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
Shawn Mangar	Principal		9/16/15
Elizabeth Leebens	Assistant Principal		9/16/15
Natasha Robinson	Parent Coordinator		9/16/15
Megan Cottrell	ENL/Bilingual Teacher		9/16/15
Shawntay Remonieq	Parent		9/16/15
Channa Comer/Science	Teacher/Subject Area		9/16/15
Kayla Barnes/Sp. Ed.	Teacher/Subject Area		9/16/15
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11X532** School Name: **Baychester**
Superintendent: **M. Porter**

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.

The Home Language Identification Survey is used to initially determine what language the parent would like to receive information in. Over time, parents may change the preferred language of communication with the school. This would be noted on the blue emergency contact sheet. If a parent indicates a different language on the Emergency Card than the HLIS, then the information should be updated on ATS using the UPPG screen.

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.

There are 30 parents who have indicated that Spanish is their preferred language of communication from the school. 2 have indicated French. We have a new student from Cambodia whose parents we will be meeting with next week in order to determine language preferences. The rest of the parents have indicated that English is their preferred language of communication from the school.

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.)

Parent Teacher Conference information is usually distributed the week before conferences, if not more in advance. Information is thus provided on PTCs in early November, early March, and then mid-April. PTA meetings happen on a monthly basis, and communication is distributed about a week beforehand. After-school program information is distributed at Parent Teacher Conferences.

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.

9/16 Parent Engagement Night
11/17 Parent Teacher Conferences
11/18 Parent Teacher Conferences
3/16 Parent Teacher Conferences
3/17 Parent Teacher Conferences
5/11 Parent Teacher Conferences

We typically have various awards ceremonies throughout the year, PTA meetings, 8th grade graduation, and other events that parents are invited to.

On Tuesdays, teachers participate in parental outreach from 3:10 to 3:50 p.m.

Guidance counselors also reach out to homes, on an as-needed basis. Our guidance counselor especially reaches out to the parents of 8th graders, in order to inform them about the steps involved in the high school application process.

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.

Our school is going to make an effort to have translations done through the Translation & Interpretation Unit, as opposed to relying on Google Translate. We have 30 Spanish speaking parents and 2 French speaking parents. Translation needs (written) can be handled by the Translation & Interpretation Unit for

these two languages. We may also have a need for translation in the Khmer language. These needs will be handled by an outside vendor.

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 it comes to parents who speak Spanish, we have various bilingual paraprofessionals who are able to translate orally. We may use the department of T & I when it comes to written communication. We have one teacher who speaks French as well. In order to communicate with the family of our new student from Cambodia, we may use T & I unit for oral communication, and possibly outside vendors for written communication.

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.)

Our principal sends weekly e-mails to the entire staff. For the week of 9/20, the principal will include a blurb on the services offered by the Translation & Interpretation Unit. The ENL teacher also placed a flyer in all staff members mailboxes about the T & I unit. Moreover, on 10/6, our Language Access Coordinator will give a training to teachers on the availability of these services.

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

The "Welcome Poster" is displayed in the hallway by our main office. Parents' Bill of Rights and Parents' Guide to Language Access will be distributed at Parent Teacher Conferences. The ENL teacher will insure that the security guard has a Language ID Guide at the front desk.

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)

Based on the 2014-2015 parent survey, there are various questions about how welcome the parents feel in the school and how frequently they communicate with their child's teachers. However, we are unable to gauge the feeling of the LEP parents specifically. Moving forward, we will create a survey for the parents to distribute on Parent Teacher Conference Night in order to gauge how LEP parents feel about the quality and availability of services at our school.