



P.S. 163 BATH BEACH

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 163 BATH BEACH
ADDRESS: 1664 BENSON AVENUE
TELEPHONE: 718-236-9003
FAX: 718-259-3042

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332000010163 **SCHOOL NAME:** P.S. 163 Bath Beach

SCHOOL ADDRESS: 1664 BENSON AVENUE, BROOKLYN, NY, 11214

SCHOOL TELEPHONE: 718-236-9003 **FAX:** 718-259-3042

SCHOOL CONTACT PERSON: MARYANN WASMUTH **EMAIL ADDRESS** MWasmut@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: SETH PECHTER

PRINCIPAL: MARYANN WASMUTH

UFT CHAPTER LEADER: URSOLA BONILLA

PARENTS' ASSOCIATION PRESIDENT: LORETTA DELEO

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: Debra VanNostrand/Jose V. De La Cruz

SUPERINTENDENT : KARINA COSTANTINO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Maryann Wasmuth	Principal	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

School Vision and Mission

Public School 163's primary mission is to educate, motivate and nurture our students in a collaborative learning environment. A strong home-school partnership will ensure success and encourage a love of learning, so that each child will flourish and develop the skills necessary to become life long learners and productive citizens.

These are the primary tenets of our mission:

- <!--[if !supportLists]--> <!--[endif]-->Each student will be ensured success in at least one aspect of our school life.
- <!--[if !supportLists]--> <!--[endif]-->Every adult in PS 163 will make him/herself available to assist all students.
- <!--[if !supportLists]--> <!--[endif]-->We believe that children learn in a variety of ways and our teaching methods will reflect the variety of ways children learn.
- <!--[if !supportLists]--> <!--[endif]-->We believe we must maintain and nurture a strong bond between school personnel, family, and community, which will foster the academic, creative, and social growth of our students.
- <!--[if !supportLists]--> <!--[endif]-->We believe that a positive school atmosphere contributes to and reinforces a high standard of learning.
- <!--[if !supportLists]--> <!--[endif]-->We believe that through the professional efforts and guidance of teachers and the support of parents, students will work toward meeting the standards of excellence.
- <!--[if !supportLists]--> <!--[endif]-->We believe that assessment of learning should be meaningful and presented positively to children.
- <!--[if !supportLists]--> <!--[endif]-->We believe that all school policies and attitudes should encourage success in both academic and social areas.

Narrative Description of School

Public School 163 was built in 1909 and is located in the Bath Beach-Bensonhurst section of Brooklyn, New York. In 2010, PS/IS 163 relocated to a state of the art building at 109 Bay 14th Street. This kindergarten to sixth grade school serves a population of approximately 500 students from culturally diverse backgrounds. The community is home to many new immigrants from the Middle East, Mexico, Eastern Europe, and Asia. Grades 2-6 participate in extended day learning four days a week. We have after-school programs in theater, physical education, test prep, and ESL. We hold adult ESL classes twice a week after school.

Our school maintains strong ties with several institutions of higher learning such as Brooklyn College, St. Joseph's College, Saint Francis College, Xaverian High School and Fort Hamilton High School. These institutions annually send us student teachers and apprentices who act as tutors to our students and apprentices to our teachers. Assemblies are conducted by community groups that include the Police and Fire departments, Kid's Project, and Amico Senior Citizen's Center.

Parents As Art Partners involve parents and students in collaborative artwork. LEAP has partnered with classroom teachers in a collaboration of the Arts and social studies. The Midori program focuses on African culture and drumming culminating in a school performance by the students. Pencil, Washington Mutual Bank, Fort Hamilton Army base, and Vincent Gentile have all enriched our school environment through academic programs or grants. Music Outreach conducts interactive programs with individual classes throughout the year. We have a partnership with City Center, New York city Ballet and Ballet Tech where dance professionals interact with our students and afterwards the children involved attend dance performances.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 163 Bath Beach								
District:	20	DBN #:	20K163	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	69	72	54		94.7	95.3	TBD		
Kindergarten	72	77	78						
Grade 1	71	74	76	Student Stability - % of Enrollment:					
Grade 2	62	71	71	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	64	59	69		91.5	95.08	TBD		
Grade 4	76	59	59						
Grade 5	83	68	63	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		62.2	62.2	79.3		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	6	TBD		
Grade 12	0	0	0						
Ungraded	7	1	1	Recent Immigrants - Total Number:					
Total	504	481	471	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					2	2	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	53	59	56	Principal Suspensions	7	6	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	1	TBD		
Number all others	20	26	17						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	119	102	117	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	5	5	23	Number of Teachers	43	40	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	14	TBD
				Number of Educational Paraprofessionals	1	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	97.5	TBD
				% more than 2 years teaching in this school	93	92.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	67.4	75	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93	95	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.2	97.7	TBD
Black or African American	2	1.2	0.2				
Hispanic or Latino	23.4	24.7	27.4				
Asian or Native Hawaiian/Other Pacific Isl.	34.3	32.8	34.8				
White	40.3	41.2	37.2				
Multi-racial							
Male	56.9	56.8	54.1				
Female	43.1	43.2	45.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	81.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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Our school has received a "well developed" on the Quality Review for two years in a row, with one of the five major areas "outstanding." In 2010 we received an A on our progress report. We maintain low class sizes and provide professional development for classroom teachers once a week. PD provides independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise classroom practices to improve learning outcomes. In addition, we are continuing our participation in the Teacher's College literacy program. We follow the School Enrichment Model that infuses enrichment learning opportunities into all area of the curricula. All of our students participate in the Renzulli Learning program. Our scheduling allows us to have daily AIS for students who need assistance making progress, SEM clusters for grades 3-6 meet once a week, and grades K-2 participate in SEM projects in their classrooms. Classroom teachers have common preps on a grade twice a week where they engage in team structured professional collaboration. Grades 1-6 also remain in school for extended day instruction. In order to improve the performance of our ELL's we are providing twice weekly after school programs that focus on ELA and twice weekly English classes for parents. Communication between the staff, parents, and the administration will be on going during the following monthly meetings: Parent-Teacher Association, Faculty Conferences, Grade Conferences, School Leadership Team, PPT/AIS, and UFT Chapter Meetings. During these meetings, time will be allotted for questions, ideas and opinions to be shared so that all voices are heard. Interim progress reports for students in grades 1-6 are sent home three times a year. Bulletin boards for staff and parents feature ongoing communication about events and issues of concern to our school community as we move forward with school wide programs. The Parent Coordinator and Family Worker conduct workshops and informational meetings on issues of Title 1 Parent Involvement that will be connected to instructional initiatives to improve student achievement . Our Learning Survey results indicated we could improve the amount of communications with parents regarding their children's progress. We have designed an interim progress report that will be sent home three times a year. In addition to regularly scheduled conferences and report cards these updates will give more details about each child's progress. The students will also use these interim reports to set goals in accordance with the standards and the TC reading and writing project (RWP), allowing the children to see which goals they have met, exceeded, or need to meet. Our Inquiry Team is focusing on 18 grade 4 students, monitoring their progress in ELA. We are also creating a PS 163 Distribution List, a system where parents could receive and send information via e-mail.

We were previously using ECLAS and a comprehensive benchmark system for interim assessments in ELA in grades K-2. Through weekly PD sessions and teacher surveys inconsistencies were reported in the levels of student achievement. Analysis of student work also showed we were lacking

a strong spelling component. This finding led us to extend the TC RWP into grades K-6, as it is aligned with the New York State standards for ELA and contains a strong spelling component. We believe this will provide us with fluidity between the grades and an accessible system for parents to navigate.

We are emphasizing use of the classroom SMARTboards to promote differentiated instruction for all students. Professional development will be provided for SMARTboards, Renzulli learning, and technology updates. All students will have opportunities to enhance their technology skills.

We also have a scheduled PD period for all classroom teachers to help them with the new Common Core Standards that will be implemented.

Challenges to our continued success include budget cuts that would limit our ability to schedule so many learning and professional development opportunities. Even though we have received a grant from Councilman Gentile for more laptops we are in need of updated computer equipment.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <input type="checkbox"/> To gather and analyze feedback from parents that will enhance and support student outcomes. By June 2011, 75% of parents will have increased their communication with school by responding to the comment section of the three Interim Progress Reports for 2010-2011 school year.	<input type="checkbox"/> School and home relationships. Parental feedback
<input type="checkbox"/> <input type="checkbox"/> To inform parents of academic expectations through a grade specific guide of periodic goals. By June 2011, 100% of the parents will have received their child's grade goals.	<input type="checkbox"/> K-6 curriculum
<input type="checkbox"/> <input type="checkbox"/> To formulate a plan for the implementation of the new common core standards into PS/IS 163. By June 2011, grades K-6 will have aligned the Literacy Curriculum Map with the new Common Core Standards.	<input type="checkbox"/> Core Curriculum
<input type="checkbox"/> By the end of the 2010-2011 school year, 75% of the teachers in the school will be trained in Smartboard and be able to integrate the technology into the classroom.	<input type="checkbox"/> Technology and the classroom

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

Parental Participation

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> To gather and analyze feedback from parents that will enhance and support student outcomes.</p> <p>By June 2011, 75% of parents will have increased their communication with school by responding to the comment section of the three Interim Progress Reports for 2010-2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>At grade teas (conferences) in September, parents will be shown a copy of the parent letter that will be attached to the interim progress report. Parents will be encouraged to respond in the comment section. A list of possible comments will be provided for the parents.</p> <p>Target Population: Parents</p> <p>Responsible Staff Members: Classroom Teachers and Administration</p> <p>Implementantation Timeline: September 2010 through June 2011</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Tax Levy Funds, Title 1 Allocation</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>School will collect information from the Interim Progress Reports and calculate percentages.</p>

**Subject Area
(where relevant) :**

All Acadmic Areas

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/>To inform parents of academic expectations through a grade specific guide of periodic goals.</p> <p>By June 2011, 100% of the parents will have received their child's grade goals.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Teachers will meet during Professional Development to establish a list of goals for the common core subjects. The list will be attached to the progress reports.</p> <p>Target Population: Parents</p> <p>Responsible staff members:Classroom Teacher and Coaches</p> <p>Implementation Timetable:</p>

	September 2010- June 2011
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Tax Levy Money, Title 1 allocation
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Parents will receive goals approximately every 2-3 months on which goals children should master.

Subject Area
(where relevant) :

Literacy

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> To formulate a plan for the implementation of the new common core standards into PS/IS 163. By June 2011, grades K-6 will have aligned the Literacy Curriculum Map with the new Common Core Standards.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Once a month Common Core standards team will meet during Professional Development periods to inform grade/staff of expectation and initiatives. At this time staff will review and make changes to Literacy Curriculum Maps.</p> <p>Target Population: Teaching Staff grades K-6</p> <p>Responsible Staff Members: Coaches and CCS team</p> <p>Implementation Timetable: September 2010 - June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Tax Levy, Title 1 Allocation</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Staff Members will attend Common Core Standards Meetings on Literacy and turnkey new standards for staff members at Professional Development periods that are allocated throughout the school year.</p>

Subject Area (where relevant) : Technology and Curriculum

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By the end of the 2010-2011 school year, 75% of the teachers in the school will be trained in Smartboard and be able to integrate the technology into the classroom.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Teachers will be trained during the school day using the Professional Development period that they are allotted. The training will be facilitated by the Network as well as in-house staff. Teacher will also be able to intervisit other classrooms during common preps to see the Smartboard in action.<input type="checkbox"/></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Tax Levy, Title I and money that is paid to Network</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Staff members will throughout the year attend Smartboard training and apply their learning in classroom situations. This training will take place in February and March.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12		N/A	N/A				
1	12		N/A	N/A				
2	12		N/A	N/A				
3	12		N/A	N/A				
4	12	12						
5	16	12						
6	16	8						
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> During the school day students meet with the Literacy Coach in small groups of 6-8 students. They meet two or three times a week depending on their level of need. Targeted students are seen individually or in small groups during a daily AIS period and extended day learning. They use a combination of the following programs: Great Leaps, Best Practices In Reading, Voyager, Specific Skills Series, and Read, Write, Edit, and Listen</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> During the school day students meet with an AIS math teacher in small groups of 5-8 students. They meet two or three times a week depending on their level of need. Small group instruction is provided during extended day learning. They use a combination of Foundations In Math, Kaplan Math Approach, and Connect.</p>
<p>Science:</p>	<p><input type="checkbox"/> The classroom teacher uses the resource kit from Harcourt publishing to meet with students in small groups during the day to help them meet the standards of the New Core Curriculum and NY State standards</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> The classroom teacher meets with small groups during the day to review techniques used in document based questions and essays. Map skills are reviewed with scholastic and Houghton Mifflin</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The focus of counseling sessions is to work on issues that inhibit educational growth. We work on decreasing developmental and emotional blocks. Reality therapy and life space crisis intervention are core methodologies utilized. Services are provided during the school day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Provides at risk counseling, suicide interviews, and parenting skills. Formally and informally assesses students for learning, reading, and behavioral issues. Screens for ADD and ADHD. Develops behavioral intervention programs in conjunction with parents, teachers, and students. Services are provided during the school day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Students are seen on a crisis basis, either in the classroom or in an outside setting. Intervention can be provided 1:1 with parents or students alone. Referrals are written after consultation with pertinent staff members. Follow up calls are made to outside agencies. Services are provided within the school day with the exception of emergencies</p>

At-risk Health-related Services:

N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

PreK, K, 1,2,3,4,5

Number of Students to be Served:

LEP 130

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) 1 Administrator

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

P.S. 163 currently has an English as a Second Language instructional program for ELLs. This program uses the "pull-out" and "push-in" models. Our ESL program includes all ELLs in grades K to 6, including those in self-contained special education classes. There are 130 ELL's in the ESL program. This is 26% of our total student population. Two full time fully licensed ESL teachers provide all mandated ESL instruction.

Our Title III program will focus on writing for ELLs with appropriate ESL support in vocabulary and grammar development. Our Title III supplemental instruction will include four after-school classes for ELLs in grades two to five two times a week. One of these classes will include "Newcomers" in grades 2-5. These students will have arrived after January, 2009. This program will incorporate an integrated approach to learning English. Three of the classes will utilize the Teacher's College Writing Program adapted for ELLs. Focus will be on listening and speaking, with reading and writing activities. Sheltered instruction will also be used in the content areas. Classes will begin the week of November 16, 2009 and end the week of May 10, 2010. These classes will focus on English language development through the Teacher's College Writing model to increase proficiency in listening, speaking, reading, and writing English. Balanced literacy will be used to increase student academic performance in content area subjects such as math, science, and social studies. Appropriate materials, such as "On Our Way to English" by the Rigby Group, and the Teacher's College Writing Program resources will be used for these purposes. Fully licensed teachers will be employed for this activity. One licensed ESL teacher will provide ESL support to all the groups, utilizing vocabulary and grammar development.

In addition, two early intervention classes for grade 1 will meet once a week beginning the week of March 22, 2009 and ending the week of May 10, 2009.

Our parental involvement will include an open house for parents to visit their child's after-school class, and invitations to be guest speakers

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Professional development at PS 163 in ESL will be both in-house and off site.

Research based strategies will be learned by teachers providing services for ELLs at conferences sponsored by professional organizations. These conferences will include sessions that will help teachers of the ESL program, including the after school program in sheltered instruction, guided reading, authentic literature, grammar, multi-level teaching, differentiating instruction, and multicultural awareness. At least seven teachers will participate. Attendance is planned at:

- BETAC workshops
- Network Support Specialist, Children First Network 15 workshops.

P.S. 163 will also make use of the expertise of our ELL contact from the Learning Support Organization of Judy Chin.

Professional development will be on-going throughout the 2009-2010 school year. We will utilize the AFT Webcasts from Colorin Colorado that will include topics such as sheltered instruction, differentiation of instruction, guided reading, authentic literature, multi-level teaching, multicultural awareness, and special needs ELLs

Section III. Title III Budget

—

School: P.S. 163 K
BEDS Code: 332000010163

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$19200	□ 61.5 HOURS PER TEACHER X 4 TEACHERS =246 HOURS X\$50 =\$12300

		<p>9 HOURS PER TEACHER X 3 TEACHERS = 27 HOURS X \$50 = \$1350</p> <p>73.5 HOURS PER ADMINISTRATOR X1 =70.5 HOURS X \$52 = \$3653</p>
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$100	<input type="checkbox"/> Paper, pencils, folders, and chart tablets to support writing program
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

□

P.S. 163 has the following processes in place to assess the written and oral interpretation needs of parents:

<!--[if !supportLists]-->1. <!--[endif]-->Notation of parents' request on page 2 of the new Home Language Information Survey into ATS.

<!--[if !supportLists]-->2. <!--[endif]-->Survey sent home to parents to determine language needs.

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

□

According to updated information in the ATS report RAPL, close to 50% of our parents request oral and written communication in their native language. Parent communication needs are disaggregated in the following way:

English	354
Chinese	73
Spanish	71
Mandarin	2
Arabic	17

Polish	8
Russian	7
Urdu	20

* When added together these numbers are more than the enrollment at P.S.163. The total is more because some families have indicated that the mother or father need different languages of communication.

The findings have been reported to the teachers by the creation of a chart for each class designating languages other than English and the name of the child whose parent needs school communications to be translated. Also our Parent Coordinator has copies of each class' findings. Our aides are aware of how many copies of translated versions are needed for schoolwide notices.

Part B: Strategies and Activities

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

□

Written translation services will be provided to parents who need them by utilizing the services of the NYC DOE Translation Services Unit. Written documents in need of translation will be sent to Translations who will then send them back to the school. The required number of copies will be made for needed languages and sent to parents. We also distribute a one page notice in 12 languages that states the attached notice is important and must be translated for home notices that don't have a long turn around time.

Some informal notes home to parents will be translated and hand written by staff who can write in the preferred language of communication

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

□

Oral translations will be provided in languages in which a staff member is fluent. These translations are usually on the spot without prior notice to staff. Another source we have used and will continue to use is the telephone translations offered by the NYC DOE Translation Unit.

For languages in which there is neither a staff member nor a Translation Unit telephone staff member available, parents of other students, family members, or neighbors will be used

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

P.S. 163 provides a copy of the Bill of Parent Rights and Responsibilities to each parent whose primary language is a covered language in September each school year. Copies for new admits from October to June are provided at registration.

Signs indicating availability of interpretation services are posted in the lobby of our building

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	245,482	186,752	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,000		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12274	*	
4. Enter the anticipated 10% set-aside for Professional Development:	24,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
97%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The teacher took professional development classes in Physical Education. The teacher is also taking additional classes to become fully certified in that subject area.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

I. General Expectations

PS 163 agrees to implement the following statutory requirements:

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

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

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

1. PS 163 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Parents will attend PTA meetings and attend workshops on Parent/School relationships.
2. PS 163 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Seven elected parents will serve as School Leadership Team members. In this forum, parents will express concerns and opinions.
3. PS 163 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Teachers will design their own parent/student friendly web site where parents will be able to monitor children/school progress.
4. PS 163 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Targeted Pre-K and coordinating Family Room. The Family Worker will involve parents in activities that promote the diverse cultures in our school and encourage adults to attend our after school English Language classes.
5. PS 163 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be conducted during a monthly PTA meeting in conjunction with the Principal and Assistant Principal. Other staff members may be asked to visit future meetings to address specific concerns. The SLT will review the Parental Involvement Policy.
6. PS 163 will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. <!--[endif]-->the State’s academic content standards
 - ii. <!--[endif]-->the State’s student academic achievement standards
 - iii. <!--[endif]-->the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: Curriculum conferences are held in October, Parent Teacher conferences are held twice a year, conferences are held as needed for IEP, PID, and academic and behavioral concerns. Staff members will speak at Parent Teacher workshops throughout the year. The Parent Coordinator will send home information in various languages regarding school events and initiatives.
 - iv. <!--[endif]-->The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: The literacy coach and AIS teachers hold at least three workshops a year on literacy activities that can be done at home. The Family Worker and ESL teacher hold beginner and advanced English classes once a week. Staff members will meet with parents to explain how to access information on class websites.
 - v. <!--[endif]-->The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: The ESL teacher will conduct workshops on teaching ELL students and communicating with ELL parents. Parents are encouraged to volunteer in school activities, including trips, fundraisers, assemblies, and classroom events. Cultural groups are invited to speak and perform throughout the year.
 - vi. <!--[endif]-->The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: holding family events including Grandparent’s Day and Parents as Arts Partners painting days. Our library is open to parents as a resource two days a week before school.
- b. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: The Parent Coordinator sends home notices in various languages and is available to answer questions from parents who have questions about notices or events. Several multilingual staff members are available to translate on the phone or in person if necessary.
- c. III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA and SLT teams. This policy was adopted by the PS 163 on 9/9/10 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/30/10.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

PS 163

SCHOOL-PARENT COMPACT

School will:

1. Hold meetings for parent-body to inform them of NCLB and School-wide title I policies.
2. All parent meetings will alternate times between mornings and evenings.
3. Provide parents with information about school, community and district programs.
4. Provide parents with student assessment results at least three times a year.
5. Provide effective communications by translating school letters in various languages, as often as possible.
6. Parent coordinator will also organize workshops on topics such as curriculum, health care and community resources.
7. Family worker will conduct workshops that include English Language classes.

The Parent/Guardian agrees:

1. To become involved in revising and implementing the school parent involvement policy.
2. To support the school by working with their children at home.
3. To monitor children's attendance, timeliness, homework and television viewing.
4. To communicate with our children's teachers and school staff regarding your child's continuous progress and school/class activities.
5. To attend parent/teacher conferences.
6. Read and respond timely to school letters.
7. To attend parent meetings, school trips, fundraisers, assemblies, and various school activities.

Optional Additional Provisions

Student Responsibilities for grades K-6

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The instructional team conducts our school-wide needs assessment. Our coach and administrators conduct learning walks throughout the year. We have private testing companies (Rally and Princeton Review) that mark and assess the needs of students in grades 3-6. We hired the Center For Integrated Teacher Education to assess our technology needs and conduct professional development based on their survey findings. We also hired Speakers from Literacy Support to provide PD for units of study, conferencing, and Words Their Way

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Ps 163 provides extended day instruction for all students grades 2-6 After-school programs are available for grades 1-6. These programs include test preparation, ELL instruction, and enrichment activities. These students are selected according to teacher recommendation and

standardized test results.

Interim assessments, portfolios, curriculum mapping, Renzulli learning and binders help provide an enriched and accelerated curriculum. We are an SEM school, which supplements our goals for enrichment throughout the curriculum. The school assessment team designs specific educational plans for children that are at-risk and not meeting state standards. Intensive guidance and support services are provided to assist students that need social or academic assistance. The AIS /PPT committee addresses the needs of at-risk students including those in special education and ELL's and ensure they are receiving the appropriate services. Targeted students receive AIS daily and fluid AIS groups meet twice a week for reading and math

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

N/A

- o Help provide an enriched and accelerated curriculum.

N/A

- o Meet the educational needs of historically underserved populations.

N/A

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

N/A

- o Are consistent with and are designed to implement State and local improvement, if any.

N/A

3. Instruction by highly qualified staff.

100% of the staff teaching core academic subjects are highly qualified

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

□ Professional development to support instruction in all curriculum areas will take place throughout the year. The Leadership team is attending Teacher's College at least once a month. More than ten staff members have attended the University of Connecticut Confratute for extensive training in SEM. Trainers specializing in ELL and special education teaching methods will be hired to conduct staff workshops. The Center For Integrated Teacher Education will be training teachers in technology and differentiated instruction. Literacy support will be providing group and individual instruction on conferencing, units of study, and words their way. Staff members will attend conferences in various subject areas including outside professional development such as educational conferences and seminars and turnkey information to other staff members. In house professional development will be conducted for SMARTboard proficiency

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

□ We collaborate with colleges and universities whose primary focus is training educators, i.e. Teacher's College, Columbia University, St. John's University, and St. Joseph's College. Student teachers are placed in our school throughout the year and afforded opportunities to practice good teaching methods. We hire these well trained student teachers as substitute teachers with the goal of adding them to our staff as permitted

6. Strategies to increase parental involvement through means such as family literacy services.

□ The Family worker in coordination with the Literacy Coach plan and implement several family literacy workshops throughout the school year. These include Parents as Reading Partners, using Princeton Review and ARIS for at home test preparation, reading the interim assessment report, and Homework Help for your child. A PS163 distribution list is being designed to communicate with parents via e-mail

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

□ In an effort to ensure a smooth and successful transition from our targeted pre-k classes, our pre-kindergarten teachers, paraprofessionals, social worker and family worker in conjunction with our Regional Early Childhood Specialist will distribute educational information, helpful hints, and the "School Profile" brochure. Parent days are held for incoming students and parents to familiarize them with our school and programs. Our Parent Coordinator will be available for outreach to the families of these children. Pre-K children will undergo screening to determine if early intervention is needed

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

□ Both upper and lower grade teachers are members of the instructional team, which meets to discuss and review assessments. Grade conferences are conducted monthly with the Assistant Principal or Literacy Coach so teachers and administrators can confer and offer opinions and evaluations of current programs. Each grade has common preps twice a week where they can consult with their colleagues

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students'

difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The PPT meets twice a month to identify and follow up on the progress of any students in academic need. AIS teachers for upper and lower grades use flexible grouping so children may be added to or graduated from their programs throughout the year. After school classes are provided throughout the year for academics and test prep. Each class has a teacher that pushes in during the AIS block daily to work with a small group or individual child on specific skills. AIS is also provided by cluster teachers four periods a week in reading and math. These groups are also fluid and can be adapted to individual needs

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			245,482	True	12
Title I, Part A (ARRA)	Federal	Yes			186,752	True	11

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Zero
2. Please describe the services you are planning to provide to the STH population.
 Children in Temporary Housing are identified by the pupil personnel secretary. All required documentation is completed and noted in the file as required by DOE regulations. Once identified in the system, the secretary will inform staff on a need to know basis. Guidance would be informed in effort to outreach to the family and student with relation to adjustment issues, travel alternatives and concerns, and loss issues. The school makes every effort to support the family and students and will refer to outside family counseling services for additional assistance as needed.

There are no services for the STH population needed at this time.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_20K163_020411-145621.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 609	District 20	School Number 163	School Name Bath Beach School
Principal Maryann Wasmuth		Assistant Principal Maureen Mc Grath	
Coach Scott Buchanan		Coach Joan Gilchrist	
Teacher/Subject Area Vincent Lo Schiavo/ ESL		Guidance Counselor Orsolla Bonilla	
Teacher/Subject Area Mei Gong/ESL		Parent type here	
Teacher/Subject Area Seth Pechter/Grade 6		Parent Coordinator Valerie Ponzo	
Related Service Provider type here		Other Cynthia Capers/Library Teacher	
Network Leader Debra Van Nostrand		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	492	Total Number of ELLs	130	ELLs as Share of Total Student Population (%)	26.42%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

All parents that register a child to attend P.S. 163 must fill out a Home Language Identification Survey (HLIS). This is administered by one of the ESL teachers. When parents come to register the child the school pupil accounting secretary calls the LAB Coordinator to come to the office to interview the parent and child. If the native language is a language other than English an informal oral interview follows in the native language or in English. An informal survey has been developed at P.S.163 and is attached to the formal HLIS. Appropriate translation is provided during the interview if needed. Based on the responses that indicate the child speaks little English or a language other than English, the LAB coordinator makes arrangement for the child to take the LAB-R. If the child is eligible a LAB-R is administered within 10 days of admission.

If the child scores at the Beginning, Intermediate or Advanced levels on the LAB-R, the child is eligible to be placed in our ESL program. Every spring it is determined by using LAB-R and the previous year's NYSESLAT scores the child's eligibility to take the NYSESLAT. After re-evaluation using the NYSESLAT, the child is determined to be continued eligible if scoring at the Beginning, Intermediate, or Advanced levels. If the child scores at the Proficient level on the NYSESLAT, it is determined that the child is no longer eligible for ESL or bilingual services.

All parents of new ELLs are invited to an orientation. At the orientation the ESL program at PS 163 is explained by our LAB Coordinator, Vincent Lo Schiavo. We have pedagogues, paraprofessionals, and parent volunteers who translate in the needed languages.

A thorough explanation is given of the Transitional Bilingual and Dual Language Programs by our LAB Coordinator. The parents are then invited to watch the DVD that features the Chancellor explaining the 3 parental choices. After viewing the DVD, our multilingual staff and volunteers help parents to fill out the Program Selection Form.

For parents that cannot attend the orientation a follow-up session is held several weeks later by our LAB Coordinator. Otherwise the Program Selection Form is sent home to be filled out. Parents who wish to view the video can schedule an appointment with the parent coordinator. Parents of children who are admitted during the school year have the same opportunities for explanation of the ESL program and viewing of the video.

If Program Selection Forms are not returned after all the above opportunities, another form is sent home by mail asking the parent to fill it out. Our parent coordinator makes follow-up phone calls to encourage parents to send in the form.

Parent Selection Forms are examined by the LAB Coordinator. Parents who have selected Freestanding ESL are sent Letters of Initiation verifying the child's placement in our ESL program. Parents who have selected Dual Language or Bilingual programs are advised of their option to transfer students to such programs, if they exist and if there is room. These children are serviced through our ESL program until the parent transfers the child.

Letters of Initiation are sent home with children. Copies of these letters are kept in a master folder maintained by the ESL Coordinator. Additionally, we request that a signed copy be returned to the school. The LAB Coordinator also maintains files of copies of Home Language Surveys, and Parent Selection Forms. Original signed forms are kept in child's cumulative folder.

A review of the LABR and NYSESLAT scores are reviewed and children are grouped by language ability.

Parent Survey and Program Selection forms indicate that, as of October 28, 2010, 86 parents of ELLs selected ESL only, 12 selected bilingual, and 9 selected dual language. 21 forms have not been returned. 2 are Xcoded and are not served. The second round of sending home Parent Selection Forms will be the week of 10/25/2010. This information is for new students, as well as for those who are continuing. Parents indicating bilingual or dual language programs as their choice in 2010-2011 are unwilling to transfer their children to another school. Transportation is the problem.

P.S.163 presently has an ESL program only in alignment with parents' requests. There are not sufficient numbers of children in any one language at two contiguous grade levels with parents requesting Bilingual Programs to form any bilingual classes. Bilingual paraprofessionals in special education are in place to address needs of students needing alternative placement. P.S 163 has two Spanish speaking, and two Chinese speaking paraprofessionals.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	2	3	2	3	3	3	3	0	0	0	0	0	0	19
Total	2	3	2	3	3	3	3	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	130	Newcomers (ELLs receiving service 0-3 years)	106	Special Education	21
SIFE	13	ELLs receiving service 4-6 years	24	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	106	12	11	24	1	10	0	0	0	130
Total	106	12	11	24	1	10	0	0	0	130

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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	
	EL	EP	EL	EP																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	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	
	EL	EP	EL	EP																
	L		L		L		L		L		L		L		L		L		L	
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0																		

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	12	9	7	4	3	1	0	0	0	0	0	0	50
Chinese	8	13	4	4	3	6	2	0	0	0	0	0	0	40
Russian	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	3	3	3	1	1	1	0	0	0	0	0	0	13
Arabic	3	2	3	3	0	1	0	0	0	0	0	0	0	12
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	4	2	0	0	1	0	0	0	0	0	0	0	0	7
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	1	1	1	0	0	2	0	0	0	0	0	0	0	5
TOTAL	32	34	21	17	9	13	4	0	0	0	0	0	0	130

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

The Freestanding ESL Program at P.S. 163 utilizes a pull-out/push-in model. Groups are organized by language proficiency as determined by the LAB-R or the 2010 NYSESLAT. Where possible, single grade groups are formed. All groups are homogeneous, being grouped by language ability. All groups are served by our two licensed ESL teachers. Groups are scheduled according to NYS CR Part 154 mandated number of units of support. Beginner/ Intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction as well as 180 minutes of English Language Arts. Support for content area vocabulary and concepts is integrated into ESL instruction. This is done in English using the Sheltered Instructional method. This method helps to break down the content into comprehensible chunks. Native language arts are addressed in the ESL groups through direct translation, if needed, in Chinese. One of our ESL teachers is fluent in Chinese. Classroom libraries are available with trade books in Spanish, Urdu, Arabic and Chinese. If more support is needed it is provided by using translation programs found online or through parental support. Peer translation is used when necessary to explain content. Bilingual dictionaries and glossaries are available to students for direct translations.

Instruction for ELL subgroups is differentiated and addressed in the following ways:

- a. SIFE are given initial instruction on the school culture. They are also given explicit instruction in decoding and comprehension.
- b. ELLs in school less than 4 years are given explicit instruction that is thematic in nature and includes academic vocabulary development, comprehension, grammar, and listening/speaking. Test preparation as a genre is also utilized to prepare students for the NYS ELA and Math tests.
- c. ELLs in school more than four years are given explicit instruction in content area that follows the curriculum maps developed for social studies, science, and math. Test preparation as a genre is utilized to improve scores on all NYS testing.
- d. ELLs with special needs are given explicit instruction in the English language that includes morphology, phonetics, semantics, routines, and fluency.

There is a Freestanding ESL program at P.S. 163 utilizing the Push in/ Pull out model. All groups meet daily. Students are served in the following way:

SAMPLE STUDENT SCHEDULE 2010-11 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 20 School Building: PS 163

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:20 To:9:05	ELA	ELA	ELA	ELA	ELA
AIS	From: 9:05 To: 9:25	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
2	From: 9:30 To:10:15	ESL	ESL	ESL	ESL	ESL
3	From:10:20 To:11:05	MUSIC	SCIENCE	SCIENCE	SOCIAL STUDIES	ART
4	From:11:10 To:12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	From:12:05 To:12:50	MATH	MATH	MATH	MATH	MATH
6	From:1:00 To:1:45	ESL	ESL	ESL	ESL	ESL
7	From:1:50 To:2:35	SOCIAL STUDIES	GYM	LIBRARY	TECHNOLOGY	SOCIAL STUDIES
Extend- ed Day	From:2:40 To: 3:17.5	ESL/LITERACY (ALL DAYS)				

SAMPLE STUDENT SCHEDULE 2010-11 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

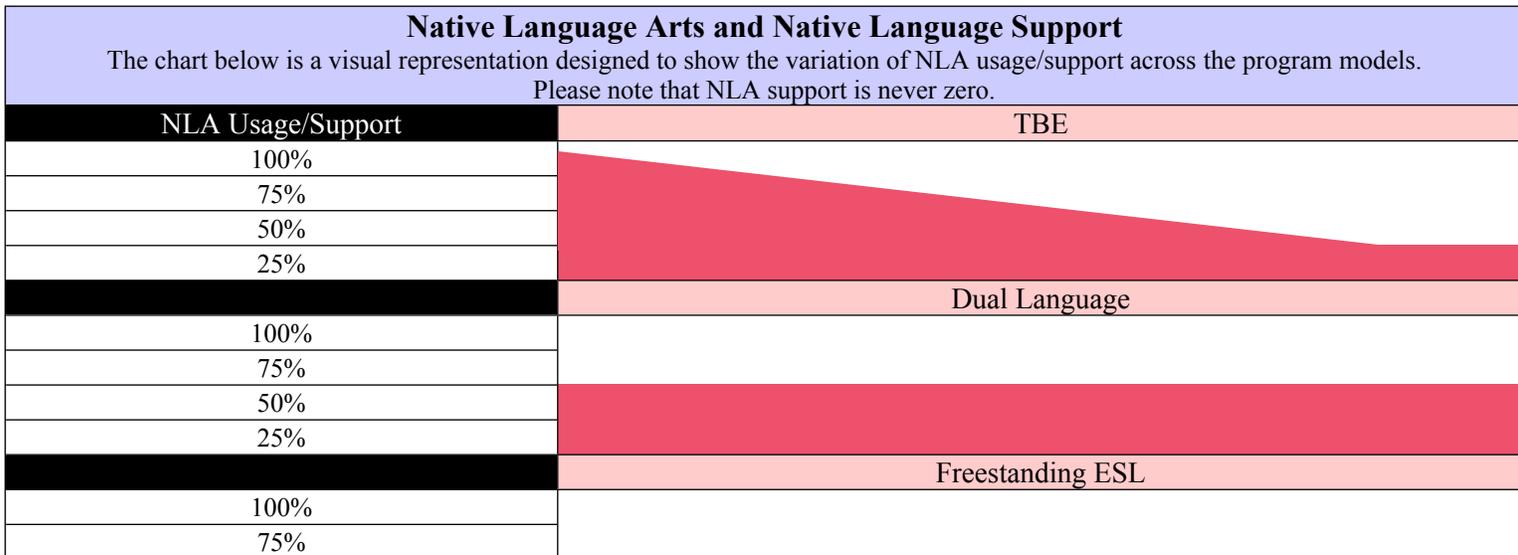
School District: 20 School Building: PS 163

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:20 To:9:05	ELA	ELA	ELA	ELA	ELA
AIS	From: 9:05 To: 9:25	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
2	From: 9:30 To:10:15	MUSIC	LITERACY	MATH	LITERAC Y	SCIENCE
3	From:10:20					

	To:11:05	MATH	SCIENCE	SCIENCE	SOCIAL STUDIES	ART
4	From:11:10					
	To:12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	From:12:05					
	To:12:50	ESL	ESL	ESL	ESL	ESL
6	From:1:00					
	To:1:45	SCIENCE	MATH	MATH	MATH	MATH
7	From:1:50					
	To:2:35	SOCIAL STUDIES	GYM	LIBRARY	TECHNOLOGY SOCIAL STUDIES	
Extend- ed Day	From:2:40					
	To: 3:17.5	ESL/LITERACY (ALL DAYS)				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

ELLs have been distinctly grouped for our Extended Day Program. These groups are organized based on grade and language ability. These targeted intervention programs are at the appropriate levels to help students achieve academic competencies in ELA and the content areas. Former English Language Learners (FELLS) are also grouped for our Extended day program. These groups focus on maintaining language proficiency to facilitate continued success on NYS testing.

Utilizing the Teacher's College Writing Program, classroom teachers will differentiate instruction for ELLs. This improved focus on the distinct language needs of ELLs will include listening and speaking activities as initial activities to writing.

All ELLs will be offered equal access to all school programs. These would include, but not be limited to, AIS, Enrichment Cluster (based on the Renzulli model of recognizing individual strengths), Extended Day, Title III, and all after school programs.

ESL instruction will include literacy development based on the ELA Standards. Many visuals are used to support language learning. The use of manipulatives, song and rhythm, TPR, hands on activities, and the incorporation of multiple intelligences all enrich the learning of our students.

PS 163 has bought 30 subscriptions to Imagine Learning Language Program. This is a technology based program.

Instructional materials for the ESL program include the following:

- Trade books arranged according to genre and level for independent reading.
- Santillana Intensive English Program

- DLM Photo Library
- Scott Foresman Accelerating English Language Learning levels 1-5
- Scott Foresman Parade levels 1 and 2
- Addison Wesley Levels A, B, C, and D
- Addison Wesley Kids Levels A, B, and C
- Pearson Education Newcomer Phonics
- Sesame Street Open Sesame Program including picture cards
- Attanasio and Associates Getting Ready for the NYSESLAT (Grades K-1 and 2-4)
- SRA Photo Library
- Teacher developed materials and assessments

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

The staff at P.S 163 was given many opportunities for Professional Development in ESL during the 2009-2010 school year. Such activities included, attendance at the NYSTESOL conference, Staff Development Resources, QTEL, and NYSESLAT Committees. Separate workshops were offered on site. This year we will offer many of the same opportunities of Professional Development in ESL. Professional Development will be on-site and off-site. All offsite opportunities for ESL training will be displayed on a bulletin board in the main office.

Informal Professional Development offered by the ESL teachers will be ongoing. ESL teachers, classroom teachers, and content area teachers articulate during grade conferences and on Professional Development days to establish common goals and collaborate on instructional objectives. The ESL teachers consult with classroom teachers on subject areas and themes being used in the mainstream classroom.

The ESL curriculum is aligned with the classroom, therefore maximizing student learning and language development. The collaboration between teachers helps to facilitate language acquisition for ELL's.

97% of our teachers have satisfied the 7.5 hours of ESL training. The remainder as well as those already satisfying the requirement will be offered opportunities to get the required number of hours or to continue their ESL training.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parental involvement is integral to the successful functioning of our school. P.S. 163 has traditionally made it a practice to inform parents of all educational and social activities. Notices are sent home in a timely manner and are translated. These translated notices help to include parents of ELLs and FELLs in as many activities as possible.

Our Title III and Translation Services program will include a parent component. Adult ESL classes will be held two times per week to help parents become more effective and involved in their children's education. Lessons will include an integrated approach that utilizes listening, speaking, reading and writing of English. The Grammar Sense series as well as teacher developed materials will be used for this program. One of the present fully licensed ESL teachers on our staff will conduct these classes after school two afternoons per week.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	11	8	3	2	6	1							41
Intermediate(I)	6	19	5	8	3	3	1	0	0	0	0	0	0	45
Advanced (A)	17	4	9	5	4	2	3	0	0	0	0	0	0	44
Total	33	34	22	16	9	11	5	0	0	0	0	0	0	130

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	2	0	0	1	3	0	0	0	0	0	0	0
	I	0	11	3	0	0	0	0	0	0	0	0	0	0
	A	0	11	9	5	2	2	2	0	0	0	0	0	0
	P	0	8	8	11	6	5	1	0	0	0	0	0	0
READING/ WRITING	B	0	10	6	1	2	5	0	0	0	0	0	0	0
	I	0	19	5	8	3	3	1	0	0	0	0	0	0
	A	0	0	6	5	4	2	1	0	0	0	0	0	0
	P	0	2	3	0	0	0	1	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	2	0	5	0	3	1	0	0	11
5	2	1	5	0	0	0	0	1	9
6	1	0	0	1	0	0	0	0	2
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	0	2	4	0	1	1	10
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	1	0	0	1	0	0	0	3
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

- Students at the Beginners' proficiency level on the LAB-R or NYSESLAT, on all grades, will receive ESL instruction with a primary focus on listening and speaking. Reading and writing will be integrated..
- Students at the Intermediate level on the LAB-R or NYSESLAT, on all grades, will receive ESL instruction with a focus on reading. Fluency, literal and inferential comprehension, as well as vocabulary development, will be included. Writing will be incorporated, utilizing guided and independent writing activities for foster reading mastery.
- Students at the Advanced level on the LAB-R or NYSESLAT, on all grades, will receive ESL instruction with a focus on writing. Guided and independent writing will be part of daily activities. Students will work toward meeting NYS ELA Standards in all categories of writing.

An examination of students' results on the LAB-R or the NYSESLAT in the four modalities (listening, speaking, reading, and writing) shows the following patterns:

- Students at the Beginners' level show a weakness in all four modalities at all grade levels.
- Students at the Intermediate level show strength in listening and speaking. Weaknesses can be seen in reading and writing.
- Students at the Advanced level show strong strengths in listening and speaking, moderate strength in reading and a weakness in writing.

ELLs in grades K and 1 score consistently higher in Listening and Speaking. Reading and Writing are weak.

ELLs in grades 2, 3, and 4 score consistently higher in Listening and Speaking. Beginning reading skills, such as decoding, are generally well developed for students who are not newcomers. Writing skills are generally weak for newcomers as well as those who have been in an ELSS since Kindergarten.

ELLs in grade 5 who have been in an ELSS for 2 or more years demonstrate strengths in Listening, Speaking, and Reading. Newcomers are weak in these areas. Writing skills are generally weak for newcomers as well as those who have been in an ELSS since Kindergarten.

ELLs taking the state assessments in math, science and social studies in translated versions score higher on these versions of the tests than on the ELA as it is administered in English only.

P.S. 163 opted not to administer the ELL Periodic Assessments this year. We will use the Acuity ELA and Math. Results from previous years show that if the tests are administered in the native language (math only) our ELLs score higher.

The ESL program will scaffold with classroom teachers to include instruction in math that primarily includes word problem solving and verbal and written expression of means of problem solving. Lessons in math vocabulary development, and use of trade books utilizing math issues will be incorporated into ESL. Beginners and Intermediate students will have more opportunities to use their English language skill to solve math problems. All ELLs will have the opportunity to participate in the Test Prep Academy, an after school program, to prepare students for the State Math test. A high standards based program will be maintained for ELLs as for all students at P.S.163. Increased articulation between ESL teachers and classroom teachers will help focus on particular needs of ELLs in reading and writing. An analysis of the data shows that ELLs perform equally well on state assessments in the proficiency levels 2-4 as native English speakers. However, in levels 3-4 ELLs lag seriously below. Our Interim Assessments will be used to drive instruction. An analysis of particular needs will help us to differentiate instruction for ELLs.

The LAP at P.S. 163 for ELL's will include the following:

- Continuation of the pullout and push-in models for all ELL's.
- Beginners and Intermediate students will continue to receive 360 minutes of ESL per week.
- All Advanced students will continue to receive 180 minutes of ESL per week.
- At least 50% of ESL instructional time will continue to focus on the English Language Arts, including listening, speaking, reading and writing in English.
- At least 50% of ESL instructional time will focus on content area instruction, including mathematics, science and social studies.
- P.S. 163 will continue to employ 2 full time licensed ESL teachers to provide ESL instruction.

Academic language development for all students, including ELL's, at P.S. 163 is planned for in the following ways as indicated in the CEP:

- Independent reading, reading centers, guided reading, shared reading, read alouds, AIS program, Voyager program, paired/buddy reading, literature circles, and book clubs at all grade levels.
- Teacher/ student writing conferences, student journals, and the Writing Process.

- Literacy Block that includes readers' and writers' workshops, conferencing, book clubs, literature circles, independent reading.
- After school literacy and math programs.
- Differentiated instruction for ELL's within the readers' and writers' workshops.

ESL teachers include science, math, and social studies instruction in a portion of their ESL lessons. Classroom teachers differentiate instruction in the content areas for ELL's and use a variety of ESL strategies into their teaching. Scaffolding, modeling, sheltered instruction, and extended time are examples of strategies employed in content area teaching. Teachers will facilitate language learning and academic learning through scaffolding.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

	Principal		1/5/11
	Assistant Principal		1/5/11
	Parent Coordinator		1/5/11
	ESL Teacher		1/5/11
	Parent		
	Teacher/Subject Area		1/5/11
	Teacher/Subject Area		1/5/11
	Coach		1/5/11
	Coach		1/5/11
	Guidance Counselor		1/5/11
	Network Leader		1/5/11
	Other <u>teacher, library</u>		1/5/11
	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 163 Bath Beach					
District:	20	DBN:	20K163	School		332000010163

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded		
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	72	54	0		94.7	95.3	94.8
Kindergarten	77	78	84				
Grade 1	74	76	85	Student Stability - % of Enrollment:			
Grade 2	71	71	68	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	59	69	73		91.5	95.1	90.8
Grade 4	59	59	69				
Grade 5	68	63	60	Poverty Rate - % of Enrollment:			
Grade 6	0	0	50	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.2	79.3	79.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	6	1
Grade 12	0	0	0				
Ungraded	1	1	0	Recent Immigrants - Total Number:			
Total	481	471	489	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	2	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	59	56	56	Principal Suspensions	7	6	3
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	1	1	1
Number all others	26	17	18				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	40	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	14	8
# receiving ESL services only	102	117	TBD				
# ELLs with IEPs	5	23	TBD	Number of Educational Paraprofessionals	1	2	12

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	97.5	100.0
				% more than 2 years teaching in this school	93.0	92.5	97.4
				% more than 5 years teaching anywhere	67.4	75.0	94.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	95.0	94.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	94.2	97.7	98.1
Black or African American	1.2	0.2	0.4				
Hispanic or Latino	24.7	27.4	28.6				
Asian or Native Hawaiian/Other Pacific	32.8	34.8	33.1				
White	41.2	37.2	37.8				
Male	56.8	54.1	53.0				
Female	43.2	45.9	47.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	65.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf