



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/IS 163 BATH BEACH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20 K 163

PRINCIPAL: MARYANN WASMUTH

EMAIL: MWASMUT@SCHOOLS.NYC.GOV

SUPERINTENDENT: KORINA CONSTENTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Maryann Wasmuth	*Principal or Designee	
Seth Pechter	*UFT Chapter Leader or Designee	
Stacy Perrone	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Antonio Vavallo	Member/Teacher	
Jill Glassman	Member/Teacher	
Theresa Brown	Member/Paraprofessional	
Magaly Flores	Member/Parent	
Loretta DiLeo	Member/Parent	
Kim Moribito	Member/Parent	
Myra Thompson	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To improve student performance in English Language Arts (ELA) by implementing targeted instructional strategy lessons that result in the completion of a Performance Task in ELA that is aligned with the Common Core Learning Standards (CCLS) for all grade K-7 students. By June 2012, 100% of the students will participate in a CCLS aligned task in ELA, grades K-7. The task will be based in persuasion and will be grade appropriate as defined in the standards. Resulting student work will inform the creation of additional units aligned to CCLS.

Comprehensive needs assessment

This goal was designed to begin the transition from NYS standards to Common Core Learning Standards (CCLS) to prepare our students to be college and career ready.

Instructional strategies/activities

1. The Literacy Coach will meet with teams of teachers on grade levels during common planning times (which are imbedded in their daily schedules) to review the suggested work from the Promising Practices Library and to specifically review the on-line model Performance Tasks
2. The Literacy Coach will guide the teachers as they review the content of the Curriculum Maps and the CCLS for the purpose of selecting informational text on which to base lessons and develop Performance Tasks
3. Teachers will review writing exemplars from Appendix C of CCLS as well as conduct Readers and Writers Workshop lessons and be involved in ongoing assessment writing from 163 students
4. Teachers will write a unit of study that will culminate in the students' production of Performance Task activities
5. Teachers will develop a rubric to assess students
6. Teachers will be involved in Accountable Talk to set school, grade, and classroom goals
7. The Network Liaison, Ms. M. Campagna, will work with the Literacy Coach and the administration to monitor progress and describe the research-based instructional ion.

Strategies to increase parental involvement

- Parents will receive 3 interim progress reports as well as 3 report cards to follow their child's progress.
- Parents will also receive pamphlets describing expectations for each grade level.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers are already high qualified.

Service and program coordination

- School is following the NYS Common Core Learning Standards in order to reach the goal.

Budget and resources alignment

- School is using Title I funds, Fair Student Funding, Children First Network Support, Contract for Excellence

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To improve student performance in Math by implementing targeted instructional strategy lessons that result in the completion of a Performance Task in the area of Math that is aligned with the Common Core Learning Standards (CCLS) for all grade K-7 students. By June 2012, 100% of the students will participate in a CCLS aligned task in Mathematics, grades K-7. The task will be based on solving authentic, grade appropriate problems as defined in the standards. Resulting student work will inform the creation of additional units.

Comprehensive needs assessment

- **This** goal was designed to begin the transition from NYS standards to Common Core Learning Standards to prepare our students to be college and career ready.

Instructional strategies/activities

1. Classroom teachers will meet as a grade (with and without the Math Coach's attendance will fluctuate) during their common planning time to analyze the Performance Tasks that are identified by the DOE as exemplars
2. During the month of September -December teachers will use their knowledge of math content to set goals to be accomplished for the purpose of producing a unit of study in math and a to develop a culminating Performance Task with a Rubric for students.
3. Teachers will identify the standards for mathematical practice and focus on either modeling with math (#4) or constructing arguments/critiques (#3)
3. Teachers will reference Curriculum Maps so that activities have reasonable time frames.
4. Teachers will accumulate all necessary resources (including technology)for the unit of study
5. As teachers refine the unit activities will be designed to engage all learners in high level cognitive exercises.
6. Lessons will be taught daily and assessments of the lessons will lead to the identification of school, grade, class level goals.
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Parents will receive 3 interim progress reports as well as 3 report cards to follow their child's progress
- Parents will also receive pamphlets describing expectations for each grade.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers are already highly qualified.

Service and program coordination

- School is following the NYS Common Core Standards to reach this goal.

Budget and resources alignment

- Title I, Fair Student Funding, Contract for Excellence

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To improve teacher effectiveness by enhancing each teacher's professional practice. By June 2012, the supervisors of PS/IS 163 will use a research based teacher effectiveness *framework* to create a process for conducting frequent classroom observations and providing evidence based feedback to promote professional conversations and teacher reflections on their practice.

Comprehensive needs assessment

- The city has adopted a research based framework to improve the professional practice of teachers.

Instructional strategies/activities

1. PD on the *Danielson Framework* will be provided for faculty August-September
2. Set clear expectations for teachers and use the Framework to plan professional development
3. Supervisors engage in regular cycles of observations/visitations/conversations (observe teacher on average of every 4 to 8 weeks)
3. The Principal, AP, Math and Literacy Coaches meet to identify needs and progress
4. The Network Liaison, Ms. M. Campagna, meets with staff to facilitate the implementation of Danielson
5. Determine a document that will be used to compile data and next steps
6. Begin with designing coherent instruction (*Danielson's Competency 1e*)
7. Develop a timeline for full implementation of Danielson
8. Provide teachers with feedback and support

Strategies to increase parental involvement

- The school will increase teacher/parent dialog that will directly impact on the learning of every student

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers are already highly qualified

Service and program coordination

- Administration and Faculty will follow a research based Framework to improve instruction throughout the school building.

Budget and resources alignment

- Title I, Contract for Excellence, Fair Student Funding

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2012, there will be a 5% increase in the number of Students With Disabilities achieving levels 3 and 4 in the area of ELA performance on the NYS Assessments

Comprehensive needs assessment

- Our NYS report card revealed the need to provide intervention in ELA to our Students With Disabilities (SWD.) Our SWD subgroup did not make AYP in ELA.

Instructional strategies/activities

1. Inquiry Team meets and reviews data
2. Target children are selected for ELA
3. PD is provided for teachers and materials are distributed
4. TCRWP spelling assessment was utilized as a pre test, mid test, post test.
5. R. Weston Liaison to NYS, is providing a plan and support to implement focusing on ELA outcomes
6. M. Gonzales, network support specialist for special education and ELL's will provide direct support to the school to maximize ELA outcomes.
7. **Daily focused instruction in small strategy groups during AIS block, and/ or extended day**
8. **Literacy afterschool program**
9. **Diffentiation of instruction in regular/special ed classrooms utilizing UDL**

Strategies to increase parental involvement

Parents will be invited: to grade level teas to learn about long term goals, publishing parties, specific workshops will included CCLS tasks, ELA Testing, as well as the use of acuity and ARIS at home

Strategies for attracting Highly Qualified Teachers (HQT)

- All Teachers are highly qualified.

Service and program coordination

- FIAO (Federation of Italian American Organizations)
- SES will be provided

Budget and resources alignment

- Title I, Fair Student Funding, ARRA Citywide Instructional Expectations, ARRA Data Specialist, Title III, FIAO

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2012, there will be a 5% increase in the number of Students With Disabilities achieving levels 3 and 4 on the NYS Math Assessments

Comprehensive needs assessment

- Our NYS report card revealed the need to provide intervention in Math to our Students With Disabilities (SWD.) Our SWD subgroup did not make AYP in Math.

Instructional strategies/activities

1. Inquiry Team meets and reviews data
2. Target children are selected for Math
3. PD is provided for teachers and materials are distributed
4. Everyday Math Unit Assessments were and will be utilized as a pre test, mid test, post test.
5. R. Weston Liaison to NYS, is providing a plan and support to implement focusing on Math outcomes
6. J. Gilchrist, Math Coach, will provide PD and ongoing support to teachers and children.
7. M. Gonzales, network support specialist for special education and ELL's will provide direct support to the school to maximize ELA outcomes.
8. **Daily focused instruction and tasks in small strategy groups during AIS block, and/ or extended day**
9. **f-status teacher provides direct instruction in a small group, pull-out program twice a week**
10. **Diffentiation of instruction in regular/special ed classrooms utilizing UDL**

Strategies to increase parental involvement

Parents will be invited: to grade level teas to learn about long term goals, specific workshops will included CCLS tasks, Math Testing, as well as the use of acuity and ARIS at home

Strategies for attracting Highly Qualified Teachers (HQT)

All teachers are highly qualified

Service and program coordination

- FIAO (Federation of Italian American Organizations)
- SES will be provided

Budget and resources alignment

- Title I, Fair Student Funding, ARRA Citywide Instructional Expectations, ARRA Data Specialist, Title III, FIAO

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	0	0	N/A	N/A	0			
1	0	0	N/A	N/A	0			
2	0	0	N/A	N/A	0			
3	0	8	N/A	N/A	0			
4	12	10	0	0	0			
5	12	10	0	0	0			
6	18	0	0	0	0			
7	0	0	0	0	0			
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	I- ready, Best Practices, Cars and Stars, Kaplan Small group During school day
Mathematics	Kaplan Small Group During School Day
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 20K163

School Name: The Bath Beach School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: **Improvement Year 1** Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: **Basic** Focused Comprehensive

Intervention: **School Quality Review (SQR)** External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

PS/IS 163 has not met its AYP in ELA performance for Students with Disabilities (SWD). The Inquiry Team's examination of data, teachers' needs assessment, practice tests, as well as interim assessments revealed the need for more directed instruction in test taking strategies for the SWD population, which exist in both self contained and general education classrooms. Our specific area of focus is in Reading.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The interventions that PS/IS 163 will implement include:

- Organization and implementation of a Saturday small group program for Reading
- Providing Professional Development for teachers and paraprofessionals in "Test Taking as a Genre"
- Providing Professional Development for teachers and paraprofessionals in "Test Taking Strategies"
- One on one instruction by Paraprofessionals
- Use of grade specific materials
- Hands-on materials such as high lighters

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

PS/IS 163's budget provides funding for:

- An Academic Intervention Services (AIS) program block daily
- A weekly additional preparation period for all teachers for Professional Development
- A Literacy Coach 5 days a week for PD and academic support
- A Math Coach (part time) for PD and academic support
- The Schoolwide Enrichment Model (SEM)
- A well developed Arts Program (Music, Dance, Visual Arts)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

PS/IS 163's mentoring program stresses a high quality professional development by having:

- Grade specific focus
- In-house experts (Special Education, Literacy, Math, ESL, Technology) provide weekly PD
- Consistent and immediate support readily available in/out of the classroom from on site experts
- PD with a specific, school, academic focus as determined by the Inquiry Team
- Inter-class visitations
- Experts model lessons

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified about the school's SINI identification through letters that will be published in all pertinent languages. They will also see the info published on the PS/IS 163 website. The SINI status will be addressed during SLT and PTA meetings.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Van Nostrand CFN 609	District 20	Borough Brooklyn	School Number 163
School Name The Bath Beach School			

B. Language Allocation Policy Team Composition [?](#)

Principal Maryann Wasmuth	Assistant Principal Maureen Mc Grath
Coach John Scott Buchanan	Coach Joan Gilchrist
ESL Teacher Vincent Lo Schiavo	Guidance Counselor Orsola Bonilla
Teacher/Subject Area Mei Gong/ ESL	Parent type here
Teacher/Subject Area Seth Pechter/6th Grade	Parent Coordinator Valerie Ponzo
Related Service Provider type here	Other Cynthia Capers/Library Teacher
Network Leader Debra Van Nostrand	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	575	Total Number of ELLs	150	ELLs as share of total student population (%)	26.09%
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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. 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. The LAB coordinator, one of the ESL teachers, decides if the child is eligible to take the LAB-R. If the child is eligible a LAB-R is administered within 10 days of admission. Once eligible the child is placed in our ESL program. Every spring the child is re-evaluated using the NYSESLAT to determine continued eligibility.

All parents of new ELLs are invited to an orientation. At the orientation the ESL program at PS 163 is explained. 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. 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. 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.

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.

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 17, 2011- 74 parents of ELLs selected ESL only, 9 selected bilingual, and 4 selected dual language. 41 forms have not been returned. 25 students are in self-contained Special Education classes whose IEPs indicate ESL services. The second round of sending home Parent Selection Forms will be the week of 10/24/2011. 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 2011-2012 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 including the number of not returned surveys that default to Transitional Bilingual.

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●

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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	1	0	0	0	0	0	20
Total	2	3	2	3	3	3	3	1	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	150	Newcomers (ELLs receiving service 0-3 years)	133	Special Education	26
SIFE	25	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	6

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	133	25	13	11	0	6	6	0	6	150
Total	133	25	13	11	0	6	6	0	6	150

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 <u>0</u>	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																		
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
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																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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 <u>0</u>	0	0	0	0	0	0	0	0	0	0
TOTAL	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	10	13	10	9	4	2	3	2	0	0	0	0	0	53
Chinese	10	7	9	4	6	2	7	2	0	0	0	0	0	47
Russian	2	3	1	2	0	1	2	0	0	0	0	0	0	11
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	2	3	2	3	0	2	1	0	0	0	0	0	14
Arabic	3	5	1	5	3	0	0	0	0	0	0	0	0	17
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	1	3	1	0	0	0	0	0	0	0	0	0	0	5
Albanian	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Other	0	0	0	0	0	0	2	0	0	0	0	0	0	2
TOTAL	28	33	25	22	16	5	16	5	0	0	0	0	0	150

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 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 2011 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.

Evaluation of ELLs in their native language takes place through the availability of translated versions of the state math, and science tests. Also the modifications of using bilingual glossaries helps to determine content area ability. Otherwise evaluation is ongoing and informal throughout the development and implementation of learning experiences.

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. Long term ELLs who have completed 6 or more years work on writing skills to increase their ability to communicate ideas, and report information.

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:

Group I: Advanced/ 20 students/Grade K

Group II: Beginner-Intermediate/ 17 students/ Grade K

Group III: Beginner-Intermediate/ 19 students/ Grade 1

Group IV: Intermediate/ 15 students/ Grade 1

A. Programming and Scheduling Information

Group V: Advanced/ 17 students/ Grades 3, 4, 5, 6

Group VI: Intermediate/ 16 students/ Grades 3, 4, 5, 6

Group VII: Advanced/ 17 students/ Grades 1, 2

Group VIII: Beginner-Intermediate/ 18 students/ Grades 2, 3

Group IX: Beginner/ 10 students/ Grades 4, 5, 6, 7

P.S. 163 currently has a Freestanding 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 128 ELLs receiving service. There are also 2 X-Coded ELLs not receiving service as indicated on their IEPs.

Part D: CR Part 154 – Sample Student Schedules

SAMPLE STUDENT SCHEDULE 2011-12 (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 Subject	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	ESL	ESL	ESL	ESL	ESL
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	MUSIC	SCIENCE	SCIENCE	SOCIAL STUDIES	ART
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)				

A. Programming and Scheduling Information

SAMPLE STUDENT SCHEDULE 2011-12 (ESL)

Native Language Usage and Supports

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

Native Language Usage/Support			Transitional Bilingual Education (TBE)				
School District: <u>20</u>	100%		School Building: <u>PS 165</u>				
Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	
1	From: 8:20	75%					
	To: 9:05	25%	ELA	ELA			
AIS			Dual Language				
	From: 9:05	100%	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
	To: 9:25	75%					
2	From: 9:30	50%					
	To: 10:15	25%	ESL	ESL			
			Freestanding ESL				
	To: 11:05	100%	MUSIC	SCIENCE	SCIENCE	SOCIAL	ART
	From: 11:10	75%			STUDIES		
4	From: 11:10	50%					
	To: 12:00	25%	LUNCH	LUNCH			
TIME			BEGINNERS		INTERMEDIATE		ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.							
	To: 1:45	ESL	ESL	ESL	ESL	ESL	
7	From: 1:50						
	To: 2:35	SOCIAL	GYM	LIBRARY	TECHNOLOGY	SOCIAL	

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 8-17 here 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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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17. What language electives are offered to ELLs?

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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)?

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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 2010-2011 school year. Such activities included, attendance at CFN 609 ESL workshops, 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.

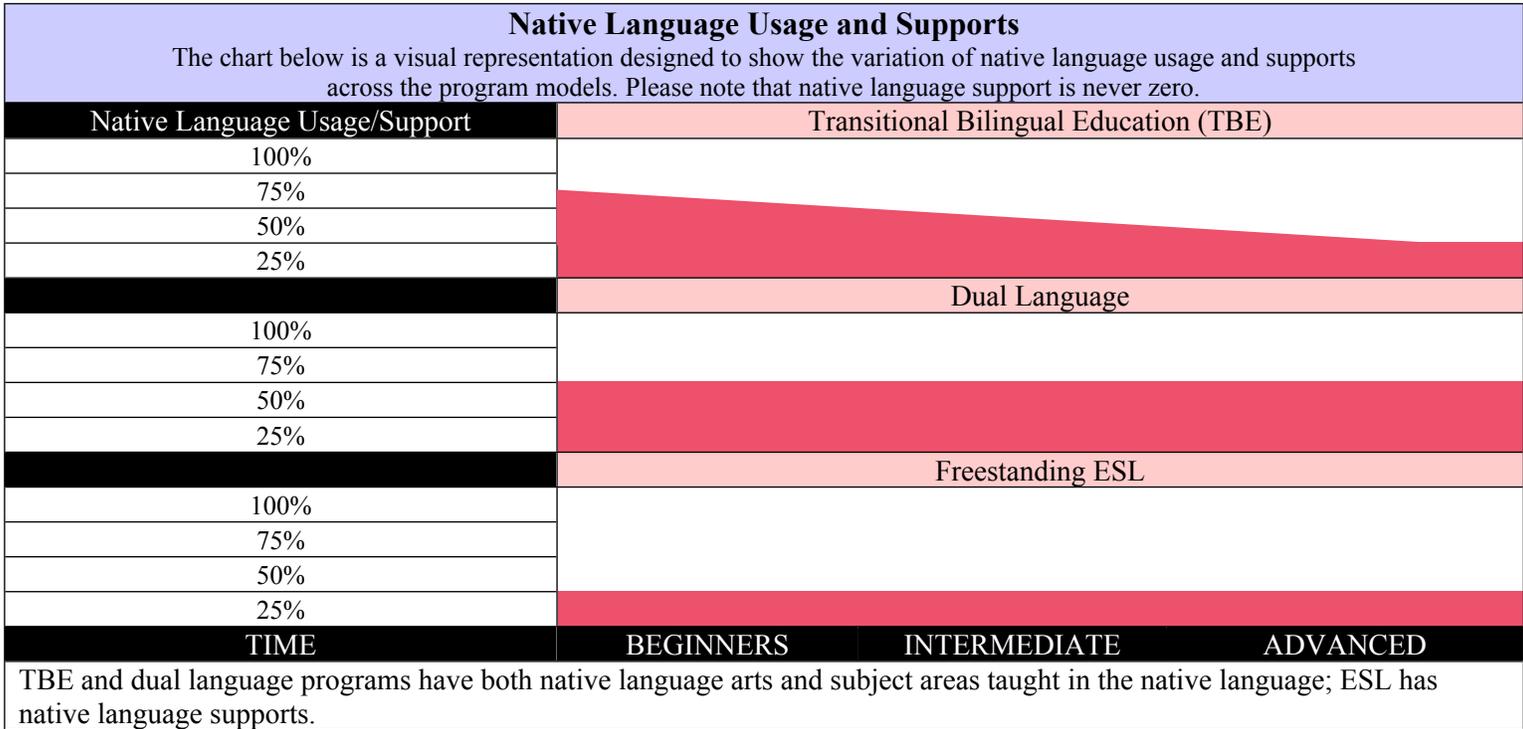
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here 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

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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

Pinnell, DRA, ICRWP). 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. Programming and Scheduling Information--Continued

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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

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.

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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)	17	9	4	4	3	0	5	3	0	0	0	0	0	45

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	18	10	8	6	3	6	0	0	0	0	0	0	53
Advanced (A)	8	7	12	8	8	2	5	2	0	0	0	0	0	52
Total	27	34	26	20	17	5	16	5	0	0	0	0	0	150

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	2	0	0	0	2	2	0	0	0	0	0
	I	0	4	5	1	2	0	3	1	0	0	0	0	0
	A	0	10	13	8	5	1	7	2	0	0	0	0	0
	P	0	19	15	11	9	7	3	1	0	0	0	0	0
READING/ WRITING	B	0	7	4	3	1	0	4	3	0	0	0	0	0
	I	0	17	9	10	6	3	7	0	0	0	0	0	0
	A	0	7	10	6	7	1	3	2	0	0	0	0	0
	P	0	3	12	1	2	4	1	1	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	7	2	2	0	11
5	3	2	0	0	5
6	7	2	0	0	9
7	1	1	0	0	2
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	4	0	3	1	2	2	0	0	12
5	0	0	1	0	1	2	0	0	4
6	2	1	6	0	1	2	0	2	14
7	0	0	1	4	0	0	0	0	5
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	0	0	0	0	2	1	0	1	4
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
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maryann Wasmuth	Principal		10/18/11
Maureen McGrath	Assistant Principal		10/18/11
Valerie Ponzio	Parent Coordinator		10/18/11
Vincent Lo Schiavo	ESL Teacher		10/18/11
	Parent		
Mei Xing Gong	Teacher/Subject Area		10/18/11
Seth Pechter	Teacher/Subject Area		10/18/11
Joan Gilchrist	Coach		10/18/11
John Scott Buchanan	Coach		10/18/11
Orsola Bonilla	Guidance Counselor		10/18/11
Debra Van Nostrand	Network Leader		10/18/11
Cynthia Capers	Other <u>teacher, library</u>		10/18/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K163

School Name: Bath Beach School

Cluster: 609

Network: CFN15

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

1. Notation of parents' request on page 2 of the Home Language Information Survey into ATS.
2. Referencing the RAPL report in ATS.
3. NYCDOE survey of language of communication sent home for parents to answer.

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 information in the ATS report, RAPL, close to 50% of our parents have requested oral and written communication in their native language. The findings have been reported to the classroom teachers by disseminating the individual class RAPL. The Parent Coordinator also has copies of each class' findings. Aides are made 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 are sent to Translations, who will then send them back to the school. Turn around time for this can be up to 2 weeks. The required number of copies will be made for needed languages and sent home to parents. Translations from the Unit will usually be done in Spanish, Chinese, Russian, Urdu, and Arabic. These are the languages available through the Unit for our school. For languages other than those stated, we attach a note that says in 12 languages "The attached notice is important and must be translated." Informal notes are translated and hand written by staff who can write in the parents' 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 of the spot without prior notice to staff. Another source we have used and will continue to use is the telephone translations offered by NYC DOE Translations Unit. Other sources of translations, especially in languages that are not as prevalent, are friends of families, their neighbors or parents of other students in school.

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. /I.S. 163 provides a copy of the Bill of Parents' Rights and Responsibilities to each parent 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.

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Bath Beach School	DBN: 20K163
Cluster Leader: Jose Ruiz	Network Leader: Debra Van Nostrand
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 118 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale: The more immersion in the English language the more likely students are to become proficient in English. Supplementary instruction in English for our ELLs will move students from one performance level to a higher one. Examples of this include Advanced level on the NYSESLAT to Proficient level on the NYSESLAT and Performance Level 2 on the ELA to Performance LEVEL 3 on the ELA.

Subgroups and grade levels of students to be served:

The following subgroups will be served by the Title III program:

1. Former ELLs that scored a Performance Level of 1 or 2 on the 2011 NY State ELA presently in grades 4, 5, 6, and 7 including Students with Disabilities.
2. Advanced level ELLs as determined by the 2011 NYSESLAT or the LABR presently in grades 1 to 7 including Students with Disabilities.
3. Intermediate and Beginner ELLs as determined by the 2011 NYSESLAT or the LABR presently in grades 1 to 7 including Students with Disabilities.

Schedule and Duration: There are seven distinct groups for the Title III after school program.

Group A- Grades 4 to 7 Former Limited English Learners, and Advanced level grades 6-7 ELLs. Meets Mon. and Wed. 3:30- 5:00. November through May.

Group B- Grades 3 to 5 Advanced level ELLs. Meets Mon. 3:30 to 5:00, November through May.

Group C- Grades 4 to 6, Intermediate level ELLs. Meets Mon. 3:30 to 5:00, November through May.

Group D- Grade 2, Advanced level ELLs. Meets Mon. 3:30 to 5:00, November through May.

Group E - Grades 6-7, Beginner level ELLs. Meets Wed. 3:30 to 5:00, November to May.

Group F - Grades 3-4, Intermediate/Beginner level ELLs. Meets Wed. 3:30 to 5:00, November through May.

Group G - Grade 2, Beginner/Intermediate level ELLs. Meets Wed. 3:30 to 5:00, November through May.

Group H- Grade 1, Advanced level ELLs. Meets Fri. 2:45 to 4:15, March to April.

Group I- Grade 1, Intermediate/ Beginner level ELLs. Meets Fri. 2:45 to 4:15, March to April.

Language of Instruction: English

and types of certified teachers: 2 certified ESL teachers, 2 content area teachers, 2 common branches teachers.

Types of materials:

NYSESLAT Review books, trade books, Scott Foresman series, assorted materials aligned to Common Core Standards.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Rationale: Teachers and staff who understand the groups of students they are working with can better address the academic needs of those students.

Teachers to receive training: 2 ESL teachers, 2 content area teachers, 2 common branch teachers.

Schedule and Duration: Monthly meetings will be scheduled December through April for all 6 teachers.

Topics to be covered: language acquisition, NYSESLAT preparation, reading strategies for fluency and comprehension, writing strategies for greater proficiency.

Name of provider: Vincent Lo Schiavo, Head ESL Teacher

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale: Students whose parents are fully informed of their children's school culture are more likely to be academically on target. Parents who become proficient in the English language can better participate in their children's education as well as provide academic assistance to their children.

Schedule and Duration:

Twice weekly ESL classes will be conducted for parents. Dec. to May

3 Workshops:

Helping Your Child on the NYSESLAT. March

Reading With Your Child. February

Helping Your Child on the ELA. March

Names of Providers:

ELA, Reading-Scott Buchanan, Literacy Coach

NYSESLAT- Vincent Lo Schiavo, ESL Teacher

How parents will be notified:

Notices will be posted via flyers posted in and around the school, flyers sent home, PTA newsletters, Electronic Announcement Board, ARIS

Part D: Parental Engagement Activities

Part E: Budget

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

Allocation Amount: \$16768

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) <ul style="list-style-type: none"> • Per session • Per diem 	\$16,768	Per session for 6 teachers. Per session for 1 administrator.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$0	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$0	
Educational Software (Object Code 199)	\$0	
Travel	\$0	
Other	\$0	

Part E: Budget

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

Allocation Amount: \$16768

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	\$16,768	