



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE BATH BEACH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K163

PRINCIPAL: MARYANN WASMUTH

EMAIL: MWASMUT@SCHOOLS.NYC.GOV

SUPERINTENDENT: KATRINA 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 | |
| Orsola Bonilla | *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 | |
| Seth Pechter | Member/Teacher-Chairman | |
| April Brandwein | Member/Teacher | |
| Michael Wengler | Member/Teacher | |
| Loretta Deleo | Member/Parent | |
| Migali Flores | Member/Parent | |
| Mayra Thompson | Member/Parent | |
| Kim Moribito | Member/Parent | |

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 two performance Tasks in ELA that is aligned with the Common Core Learning Standards (CCLS) for all grade K-8 students. By June 2013, 100% of the students will participate in two CCLS aligned tasks in ELA, grades K-8 as evidenced by classroom observations, modified curricula, tasks, and student work. The tasks will be based in opinion/argumentative and will be grade appropriate as defined in the standards. Resulting student work will inform the creation of additional units aligned to CCLS. We are focusing on our higher achieving students so we can improve our proficiency level for our level 3 and 4 students.

Comprehensive needs assessment

This goal was designed to continue 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 P.S. 163 students.
4. Teacher Teams will write a unit of study that will culminate in the students' production of Performance Task activities.
5. Teacher Teams 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 assist in the implementation of the initiative, monitor progress and provide overall support as needed.
8. The instructional team (Principal, assistant Principal, Coaches, Lead Teachers) will monitor curricula revision and collect resulting student work to analyze for trends.

Strategies to increase parental involvement

- Parents will receive 4 report cards and 1 progress report to follow their child's progress.
- Parents will also receive pamphlets describing expectations for each grade level.
- We will also have family literacy nights, presentation at PTA meetings and parent representation on the SLT.
- Parents will be invited: to grade level teas to learn about long term goals, publishing parties, specific workshops will include CCLS tasks, ELA Testing, as well as the use of acuity and ARIS at home.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Yes Tax Levy Yes Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- School is following the NYS Common Core Learning Standards in order to reach the goal.
- Scheduled common preps for all grades

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 Performance Tasks in the area of Math that is aligned with the Common Core Learning Standards (CCLS) for all grade K-8 students. By June 2013, 100% of the students will participate in two CCLS aligned tasks in Mathematics, grades K-8, as evidenced by classroom observations, modified curricular, tasks and student work. 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 continue the transition from NYS standards to Common Core Learning Standards to prepare our students to be college and career ready.

Instructional strategies/activities

1. Teacher Teams will meet as a grade during their common planning time to analyze the Performance Tasks that are identified by the DOE as exemplars. The Math Coach will be available to work with the teacher teams as needed.
2. Teacher Teams will use the CCLS aligned tasks and resulting student work from the previous school year to refine, revise, and create an additional unit in math with an embedded task.
3. Teachers will identify the standards for mathematical practice and focus on either modeling with math (#4) or constructing arguments/critiques (#3).
4. Teachers will reference Curriculum Maps so that activities have reasonable time frames.
5. Teachers will accumulate all necessary resources (including technology) for the unit of study.
6. As teachers refine the unit activities will be designed to engage all learners in high level cognitive exercises.
7. Lessons will be taught daily and assessments of the lessons will lead to the identification of school, grade, and 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.
8. The Instructional team (Principal, Assistant Principal, Coaches, and Lead Teachers) will monitor curricula revision and collect resulting student work to analyze for trends.

Strategies to increase parental involvement

- Parents will receive 4 report cards and 1 progress report to follow their child's progress.
- Parents will also receive pamphlets describing expectations for each grade.
- The school will have a math family night/math presentations at PTA meetings and also at the SLT meetings.
- . Parents will be invited: to grade level teas to learn about long term goals, publishing parties, specific workshops will include CCLS tasks, ELA Testing, as well as the use of acuity and ARIS at home.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Yes Tax Levy Yes Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

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 2013, 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. Each staff member will be observed on average of every 4 to 8 weeks as evidenced by observation logs and teacher feedback forms.

Comprehensive needs assessment

With the adoption of the CCLS, teacher pedagogy needs to improve to meet the needs of all students to become College and Career Ready.

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.
4. The Network Liaison, Ms. M. Campagna meets with teacher teams to support Danielson Competencies 1e, 3b, 3d.
5. The Principal, AP, Math and Literacy Coaches meet to identify needs and progress based on data collected during observation cycles.
6. Begin with designing coherent instruction (*Danielson's Competency 1e.*)
7. Develop a timeline to complete each cycle.
8. Provide teachers with timely 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Yes Tax Levy Yes Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

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

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 2013, there will be a 2% increase in the number of Students With Disabilities making proficiency gains in the area of ELA on the NYS and NYC Assessments.

Comprehensive needs assessment

- Analysis of the NYS ELA exam and NYSELAT data revealed this subgroup that created this goal.

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. All components of the TCRWP including the spelling assessment were utilized as a pre test, mid test, post test.
5. M. Gonzalez, network support specialist for special education and ELL's will provide direct support to the school to maximize ELA outcomes.
6. Daily focused instruction in small strategy groups during AIS block, and/ or extended day
7. Literacy afterschool program
8. Differentiation of instruction in Regular/Special Education 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 include CCLS tasks, ELA Testing, as well as the use of acuity and ARIS at home.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Yes Tax Levy Yes Title I _____ Title IIA Yes Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- FIAO (Federation of Italian American Organizations)
- Mandated Extended Day Programs
- ELL Afterschool Program

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 2013, there will be a 2% increase in the number of Students With Disabilities making proficiency gains in the area of Math on the NYS and NYC Assessments.

Comprehensive needs assessment

Analysis of the NYS Math exam and NYCELAT data revealed this subgroup that created this goal.

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. Go Math Assessments were and will be utilized as a pre test, mid test, post test.
5. J. Gilchrist, Math Coach, will provide PD and ongoing support to teachers and children.
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 and tasks in small strategy groups during AIS block, and/ or extended day
8. Differentiation 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 include CCLS tasks, Math Testing, as well as the use of acuity and ARIS at home.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 Yes Tax Levy Yes Title I Title IIA Yes Title III Grants Other

If other is selected describe here:

Service and program coordination

- FIAO (Federation of Italian American Organizations)
- Mandated Extended Day
- ELL Afterschool Program

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description | | |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA | I- ready, Best Practices, Cars and Stars, Kaplan | Small Group/One on One | During School Day |
| Mathematics | Kaplan Small Group During School Day | Small Group | During School Day |
| Science | One on One Tutoring | One on One | During School Day |
| Social Studies | Done Through ELA Block | Small Group | During School Day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Speech | Small Group | During School Day |

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- We have a couple of new hires that get mentor instruction with Highly Qualified Teachers. We provide staff development on Danielson and the CCLS that is being rolled out by the DOE.
- 20K163 currently employs a full time Literacy Coach and a full time math coach.
- Lead Teachers from all content areas were carefully selected to attend network sponsored professional development and are responsible for turn-keying training in-house.
- The Administration provides teachers with effective feedback during short frequent cycles of observation using Danielson's Framework.
- Approximately 97% of teaching staff has more than three years teaching experience.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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% |
|------------------------------------|------------|----------------------|------------|-----------------------------------------------|---------------|

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 <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|--------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 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: <u>0</u> | | | | | | | | | | |

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

| | | | | | | |
|-------------------|-------------------------|-------------------------|-------|---------|------------|-------------------|
| 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) | | | | |

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts | | | |
| Social Studies: | | | |
| Math: | | | |
| Science: | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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 |

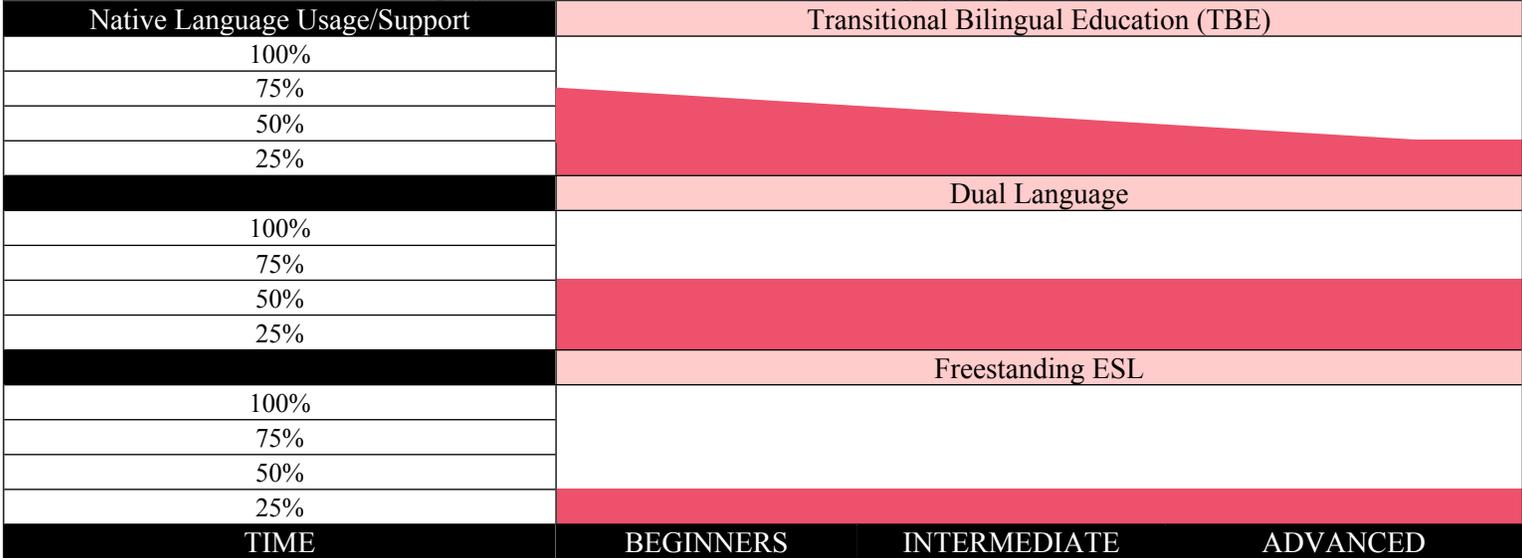
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | 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 |

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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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 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 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.

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 |
| 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 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

| Native Language Tests | | | | | | | | |
|-----------------------|--------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------------------------------------------------------------|------------------------|------------------------|------------------------|
| Test) | # 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 |
| 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here The LAP at P.S.163 will include the following plans for instruction in ESL:

- 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

| 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 Ponzo | 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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: [Bath Beach School](#)

DBN: [20K163](#)

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: [90](#)

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 7

of certified ESL/Bilingual teachers: 1

of content area teachers: 6

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.

Students are chosen for the Title III Afterschool Program based on their 2012 NYSESLAT or LABR scores.

All ELLs scoring at Beginner, Intermediate or Advanced levels are invited to participate.

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, 7 and 8 including Students with Disabilities.
2. Advanced level ELLs as determined by the 2012 NYSESLAT or the LABR presently in grades 1 to 8 including Students with Disabilities.
3. Intermediate and Beginner ELLs as determined by the 2012 NYSESLAT or the LABR presently in grades 1 to 8 including Students with Disabilities.

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

Group A- Grade 2 All levels.

Meets Mon. and Tues. 3:30- 5:00. November through April.

Group B- Grade 3 Beginner and Intermediate ELLs. Meets Mon. and Tues. 3:30 to 5:00, Nov. through April.

Group C- Grades 3 and 4 , Advanced level ELLs and FLEPS. Meets Mon. and Tues. 3:30 to 5:00,

Part B: Direct Instruction Supplemental Program Information

Nov. through April.

Group D- Grades 4,5,6, Beginner and Intermediate level ELLs. Meets Mon. and Tues. 3:30 to 5:00 Nov. through April.

Group E - Grades 5 and 6, Advanced level ELLs and FLEPS. Meets Mon. and Tues. 3:30 to 5:00, November to April.

Group F - Grades 7 and 8, Intermediate/Beginner level ELLs. Meets Mon. and Tues. 3:30 to 5:00, November through April.

Group G - Grades 7 and 8, Advanced level ELLs and FLEPS. Meets Mon. and Tues. 3:30 to 5:00, November through April.

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: 1 certified ESL teacher, 3 content area teachers, 3 common branches teachers.

***ESL TEACHER WILL CO-PLAN INSTRUCTION WITH ALL TEACHERS IN THE TITLE III PROGRAM.

This will be done on a weekly basis.

***ESL teacher will have a group of Newcomers from grades 7 and 8. ESL teacher will instruct these children for 45 minutes of the 90 minute after school sessions. The other 45 minutes the ESL teacher will work with one of the other 6 groups. At this time, the teacher whose class is being instructed by the ESL teacher will work with the ESL teacher's group of Newcomers.

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: 6 content area teachers of afterschool program.

Schedule and Duration: Monthly meetings will be scheduled December through April for all 7 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

**All teachers, including Special Education, in the school will attend meetings 3 times per year (January, March, and April) to help them work with the ELLs in their classroom.

Topics to be covered: Helping ELLs to access content, writing needs and increasing the complexity of text to meet CCLS.

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.

Part D: Parental Engagement Activities

Schedule and Duration:

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

Wed. and Thurs. 3:30 TO 5:00

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. Parents will be notified in their preferred language of communication. This is done by utilizing the Dept. of Education's Translation Service.

At school meeting held during the school day, bilingual staff are designated by the principal to attend and translate orally or in writing.

If meetings are after or before regular school hours, bilingual staff are encouraged to attend and translate. We will use the money in our Translation Services fund to facilitate this.

Part D: Parental Engagement Activities

Empty area for reporting 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: \$

| 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 | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|-----------------------------------------------------------------------------------------------------|
| Other | | |
| TOTAL | | |