



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE BATH BEACH SCHOOL
DBN (i.e. 01M001): 20K163
Principal: MARYANN WASMUTH
Principal Email: MWASMUT@SCHOOLS.NYC.GOV
Superintendent: Karina COSTANTINO
Network Leader: MIKE DANTONA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Maryann Wasmuth	*Principal or Designee	
Orsola Bonilla	*UFT Chapter Leader or Designee	
Stacey 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 DiLeo	Member/ Parent	
Joyce Morton	Member/ Parent	
Moncef Righi	Member/ Parent	
Cathleen Boylan	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of ELA teachers will shift classroom practice to ensure the implementation of a year-long CCLS aligned Curriculum in reading and writing using Pearson Ready Gen (grades k-5) and Scholastic Code X (grades 6-8) as evidenced by classroom observations, modified curricula, tasks, and student work.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

All Teachers will participate in professional growth practices that shift teacher practices

1. Activity-A minimum of four classroom observations to observe the implementation of a year-long CCLS aligned Curriculum using Pearson ReadyGEN and Scholastic Codex
2. Activity- Teachers will review the contents of the school's Curriculum Maps and the CCLS for the purpose of adapting the new ReadyGen and Code-X curriculum.
3. Activity- Teachers will review writing exemplars from Appendix C of CCLS/other resources in order to supplement the ReadyGen/Code-X Writing Curriculum.
4. Activity- Teachers will adapt/further develop units of ReadyGEN/Codex, which will culminate in the creation of modified units of study.
5. Activity- Teachers will adapt rubrics with students in order to increase student ownership of tasks, self-assessment, and reflect changes implemented to the units of study.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and Assistant Principal will conduct observations to ensure the implementation of the new curriculum.
2. The Instructional Team, Literacy Coach, Teacher teams, Network Liaison, and DOE ReadyGEN/Codex Professional Development Providers are the key personnel/resources used to review the content/adapt the curriculum.
3. Literacy Coach and Network Liaison will help Teacher Teams select CCLS Writing Exemplars for the purpose of adapting ReadyGEN/Codex Writing Units.
4. Teacher Teams, and 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
5. DOE Professional Development, Network Support Team, Teacher Teams, and the Literacy Coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the 2013-2014 school year, school leaders and teachers will have met monthly in order to analyze the impact of the new curriculum/revisions as to whether teacher practice has improved as evidenced by analysis of data.
2. Teachers will self-reflect on the content/effectiveness of the new curriculum maps with the guidance of the Literacy Coach, Network Liaison, and Teacher Teams.
3. Teachers will share their writing/lesson revisions on the school's ARIS private community.
4. Teachers will share their revised curriculum maps on the school's ARIS private community
5. Implemented rubrics will increase student's writing by one level from each unit's on-demand to its performance assessment.

D. Timeline for implementation and completion including start and end dates

1. All qualifying will be observed a minimum of four times throughout the year and receive feedback.
2. Weekly Professional Development Periods in Teacher Teams.
3. Every other month beginning in September 2013, and ending in June 2014.
4. Weekly Teacher Team meetings with the Literacy Coach, and a minimum of three meetings with the Network Liaison.
5. Modifications will be completed within two weeks past the completion of ReadyGEN/Codex anticipated timelines.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Title I money compensates AP and Principal
2. Common Preps once a week allow AP and teacher teams to hold meetings.

3. Common preps allow teachers to examine work
4. No cost factor associated for this activity
5. Title I and Fair Student Funding compensate this activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of Math teachers will shift classroom practice to ensure the implementation of a year-long CCLS aligned Curriculum in mathematics using GO Math! (grades k-5) and CMP3 (grades 6-8) as evidenced by classroom observations, modified curricula, tasks, and student work.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1 Teachers will participate in professional growth practices that shift teacher practices
1. Activity-A minimum of four classroom observations to observe the implementation of a year-long CCLS aligned Curriculum using Go Math and CMP3
 2. Activity- Teachers will review the contents of the school's Curriculum Maps and the CCLS for the purpose of adapting the new Go Math and CMP 3 curriculum.
 3. Activity- Teachers will review from Appendix C of CCLS/other resources in order to supplement the Go Math/CMP3.
 4. Activity- Teachers will adapt/further develop units of , Go Math/CMP3 which will culminate in the creation of modified units of study.
 5. Activity- Teachers will adapt rubrics with students in order to increase student ownership of tasks, self-assessment, and reflect changes implemented to the units of study.

B. Key personnel and other resources used to implement each strategy/activity

- 1.Principal and Assistant Principal will conduct observations to ensure the implementation of the new curriculum.
2. The Instructional Team, Math Coach, Teacher teams, Network Liaison, and DOE Go Math/CMP3 Professional Development Providers are the key personnel/resources used to review the content/adapt the curriculum.
- 3.)Math Coach and Network Liason will help Teacher Teams select CCLS for the purpose of adapting Go Math/CMP3 units.
4. Teacher Teams, and the Network Liaison, Ms. M. Campagna, will work with the Math Coach and the administration to assist in the implementation of the initiative, monitor progress and

provide overall support as needed

5. DOE Professional Development, Network Support Team, Teacher Teams, and the Math Coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the 2013-2014 school year, school leaders and teachers will have met monthly in order to analyze the impact of the new curriculum/revisions as to whether teacher practice has improved as evidenced by analysis of data.

2. Teachers will self-reflect on the content/effectiveness of the new curriculum maps with the guidance of the Math Coach, Network Liaison, and Teacher Teams.

3. Teachers will share their writing/lesson revisions on the school's ARIS private community.

4. Teachers will share their revised curriculum maps on the school's ARIS private community

5. Implemented rubrics will increase student's writing by one level from each unit's on-demand to its performance assessment.

D. Timeline for implementation and completion including start and end dates

1. All qualifying will be observed a minimum of four times throughout the year and receive feedback.

2. Weekly Professional Development Periods in Teacher Teams.

3. Every other month beginning in September 2013, and ending in June 2014.

4. Weekly Teacher Team meetings with the Math Coach, and a minimum of three meetings with the Network Liaison.

5. Modifications will be completed within two weeks past the completion of Go Math/CMP3 anticipated timelines.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Title I money compensates AP and Principal

2. Common Preps once a week allow AP and teacher teams to hold meetings.

3. Common preps allow teachers to examine work

4. No cost factor associated for this activity

5. Title I and Fair Student Funding compensate this activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, administration will conduct 4-6 observations based on the option chose by the teacher. The principal and the assistant principal will provide effective feedback. 88% of the teachers will show improvement as evidenced by the teacher observation report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity- PD on the *Danielson Framework* will be provided for faculty August/September.
2. Activity- Set clear expectations for teachers and use the Danielson Framework to plan professional development, Sept. to June.
3. Activity- Supervisors engage in regular cycles of observations/visitations/conversations.
4. Activity- The Literacy Coach and Network Liaison meet with teacher teams to support Danielson Competencies.
5. Activity- The Principal, AP, Math and Literacy Coaches meet to identify needs and progress based on data collected during observation cycles.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Administrators and the Network Liaison.
2. Literacy Coach and Administration, Network Liaisons.
3. Principal and Assistant Principal, Teachers, Coaches.
4. Literacy Coach, Network Liaison, and Teacher Teams.
5. Principal, AP, Coaches.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers fill out self-reflection forms, needs assessments, and surveys regarding their knowledge of Danielson.
2. Weekly professional development with Teacher Teams and Coaches.
3. The Principal and Assistant Principal will engage in conversations/reflections with teachers, and meet with the coaches to plan professional development utilizing strengths noted as well as areas of concern.
4. The Network Liaison will meet with the coaches/teachers to help support professional development.
5. The Principal, Assistant Principal, and Coaches will meet to assess the effect that professional development is having on teacher practices based on observations before/after planning sessions.

D. Timeline for implementation and completion including start and end dates

1. September 2013.
2. Weekly beginning in September 2013, and ending in June 2014.
3. All teachers (applicable to Danielson) will be observed both formally and informally, a minimum of four times per year and engage in self-reflections and conversations.
4. The Network Liaison will meet at least three times during the 2013-2014 School year with the Coaches.
5. The Principal, Assistant Principal, and Coaches will meet on a monthly basis throughout the 2013-2014 school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No cost factor
2. Teachers receive an extra prep per week for PD
3. No cost factor
4. Principal pays for network out of budget
5. No cost factor

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 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

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity- Inquiry Team meets and reviews data
2. Activity- Target children are selected for ELA
3. Activity- PD is provided for teachers and materials are distributed
4. Activity- All components of the TCRWP including the spelling assessment were utilized as a pre test, mid test, post test.
5. Activity- **Daily** focused instruction in small strategy groups during AIS block, and/ or extended day Literacy afterschool program utilizing differentiation of instruction in Regular/Special Education classrooms utilizing UDL.

B. Key personnel and other resources used to implement each strategy/activity

1. Inquiry team, Teachers, Administration.
2. Inquiry team, Teachers, Administration.
3. Literacy Coach, and M. Gonzalez, network support specialist for special education and ELL's will provide direct support to the school to maximize ELA outcomes.
4. Teacher Teams.
5. Cluster Teachers, Teacher Teams, and Coaches.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Children will be put into AIS groups where there will be a Pre, Mid-Year and Post assessment, and meetings to discuss the success of the program.
2. AIS providers meet with students daily during the AIS block to provide services.
3. Teachers will analyze data gathered from the Mastering the Standards Benchmark Assessments and discuss/reflect the effectiveness of the program, supplementing it when necessary.
4. Teachers will analyze the data from the TC Assessments /TC Benchmarks to assess the level of progress made by their students.
5. Teachers will share successful strategies and lessons implemented when meeting during professional development as teacher teams.

D. Timeline for implementation and completion including start and end dates

1. Three Times beginning in September 2013 and ending in June 2014, the Inquiry Team will meet to review the data.
2. Beginning in September 2013, the AIS team will meet three times to make decisions whether or not to continue services for the target students or to select new students for intervention.
3. Beginning monthly, in Sept, 2013. and ending in June, 2014.
4. Teacher Teams will assess their students three times during the 2013-2014 school year using TC assessments.
5. **Daily** focused instruction in small strategy groups during AIS block, and/ or extended day Literacy Afterschool program beginning in September 2013 and ending in June, 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Inquiry Team paid per session
2. Inquiry Team paid per session
3. Principal pays for Network out of budget
4. Teachers are given extra prep for PD
5. Same as # 4

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

. 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Per Session for Inquiry Team and Literacy afterschool program										

Goal and Action Plan #5

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 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

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Analysis of the NYS Math exam and school data revealed this subgroup that created this goal

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 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.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Inquiry Team, Math Coach, Teachers, Paraprofessionals, Administrators. 2. Inquiry Team, Teachers, Administration. 3. J. Gilchrist, Math Coach, and M. Gonzales, network support specialist for special education and ELL's will provide direct support to the school to maximize Math outcomes. 4. Teacher Teams will assess their students three times during the 2013-2014 school year using assessments 5. Cluster Teachers, Teacher Teams, and Coaches.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Children will be put into AIS groups, there will be a Pre, Mid-Year and Post assessments 2. AIS providers meet with students daily during the AIS block to provide services. 3. Teachers will analyze formative data gathered and discuss/reflect the effectiveness of the program, supplementing it when necessary. 4. Teachers will analyze the data from the Benchmarks to assess the level of progress made by their students. 5. Teachers will share successful strategies and lessons implemented when meeting during professional development as teacher teams.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Three Times beginning in September 2013 and ending in June 2014, the Inquiry Team will meet to review the data. 2. Beginning in September 2013, the AIS team will meet three times to make decisions whether or not to continue services for the target students or to select new students for intervention. 3. Beginning monthly, in Sept, 2013. and ending in June, 2014. 4. Teacher Teams will use summative Math assessments to assess their students three times during the 2013-2014 school year. 5. Daily focused instruction in small strategy groups during AIS block, and/ or extended day Math Afterschool program beginning in September 2013 and ending in June, 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 6. Inquiry Team paid per session

- 7. Inquiry Team paid per session
- 8. Principal pays for Network out of budget
- 9. Teachers are given extra prep for PD
- 1. Same as # 4

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Per Session funds for Inquiry team and Afterschool Math program.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Crosswalk Coach CCLS, Mastering the Standards	Small Group	School Day, Extended day and After School
Mathematics	Crosswalk Coach CCLS, Finish Line Mathematics for CCLS	Small Group	School day, Extended Day and After School
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	N/A	N/A	N/A

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<input type="checkbox"/> 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. <input type="checkbox"/> 20K163 currently employs a full time Literacy Coach and a full time Math Coach. <input type="checkbox"/> Lead Teachers from all content areas were carefully selected to attend network sponsored professional development and are responsible for turn-keying training in-house. <input type="checkbox"/> The Administration provides teachers with effective feedback during short frequent cycles of observation using Danielson's Framework. <input type="checkbox"/> Approximately 97% of teaching staff has more than three years teaching experience.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The teachers have an extra professional development prep period where we look at Danielson's Framework, we also have a staff conference once a month and every grade has a grade conference once a month where we talk about the CCLS. The paraprofessional are invited to the staff conference. We have also introduced My Library into the school to create a better relationship between the NY public libraries and the school.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We currently do not have any temporary housing, we have several outreach programs with community based organizations that help our families in our school.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We will mail information and work packets to the incoming Kindergarten class.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers during the Weekly PD period and Common Preps participate in Teacher Teams that sit and analyze student data, in order to create and review multiple assessment material. Upon completion of assessments PD is provided for teacher to know trends in strengths and weaknesses to move instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 20	Borough Brooklyn	School Number 163
School Name The Bath Beach School		

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

Principal Maryann Wasmuth	Assistant Principal Maureen McGrath
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 teache
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	625	Total number of ELLs	122	ELLs as share of total student population (%)	19.52%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out	2	3	2	2	3	3	3	2	2					22
SELECT ONE														0
Total	2	3	2	2	3	3	3	2	2	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	122	Newcomers (ELLs receiving service 0-3 years)	88	ELL Students with Disabilities	27
SIFE	21	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	87	20	4	32	1	13	3	0	3	122
Total	87	20	4	32	1	13	3	0	3	122

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*EP=English proficient student

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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	7	6	2	9	5	2	1	1	0	0	0	0	37
Chinese	5	2	7	2	6	2	7	1	6	0	0	0	0	38
Russian	0	1	0	2	1	1	0	0	1	0	0	0	0	6
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	2	0	3	0	0	0	0	0	0	5
Arabic	1	5	5	3	2	2	4	1	0	0	0	0	0	23
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	0	1	0	1	0	0	0	0	0	0	0	0	3
Albanian	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Other	1	4	0	0	0	1	0	0	2	0	0	0	0	8
TOTAL	13	19	20	9	21	11	16	3	10	0	0	0	0	122

Part III: Assessment Analysis

Assessment Breakdown

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

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)	5	4	0	1	3	3	1	0	0	0	0	0	0	17

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	5	4	2	8	3	3	0	3	0	0	0	0	28
Advanced (A)	8	10	16	6	10	5	12	3	7	0	0	0	0	77
Total	13	19	20	9	21	11	16	3	10	0	0	0	0	122

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	5	3	0	24
4	9	4	0	0	13
5	14	3	0	0	17
6	3	1	0	0	4
7	9	1	1	0	11
8	3	0	0	0	3
NYSAA Bilingual (SWD)	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	14	0	5	0	3	1	1	0	24
4	8	0	3	0	3	0	0	0	14
5	9	1	2	0	4	1	0	0	17
6	1	0	2	0	0	0	1	1	5
7	6	1	2	0	1	0	2	0	12
8		1	0	4	1	1	0	0	7
NYSAA Bilingual (SWD)	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	1	0	3	0	3	0	4	0	11
8	0	0	1	2	1	3	0	0	7
NYSAA Bilingual (SWD)	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	1	1	1	1
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	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here: The assessment tools used to assess the early literacy skills of ELLs at PS/IS 163 include the following:

- TCRWP
- Running Records
- Teacher Made Assessments
- LAB-R
- NYSESLAT
- ELL Periodic Assessment

These assessment tools provide data about the fluency level and comprehension level of ELLs. English language proficiency levels are also provided for grouping ELLs into appropriate groups for ESL.

Data from these formal and informal assessments help to place children in appropriate instructional groups.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: LABR data and NYSESLAT data indicate that there are 75 students who tested in the Advanced level; 26 in the Intermediate level; and 16 in the Beginner level. Therefore, most of our ELLs will receive 180 minutes a week of ESL services. 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.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here: The 2013 NYSESLAT combined modality sets analysis has not been released from SED as of 11/14/13.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here: 4.a Patterns across proficiencies (B, I, A) show that most of our ELLs need support in the listening and writing modalities. Listening skills were weak in the NYSESLAT 2013. Newcomers are performing higher in tests administered in the native language. This includes the state assessments in math and science as well as in cases where teachers have had their subject area tests translated or there is a version in a textbook that is in Spanish or Chinese.

4.b School leadership and teachers are using the ELL Periodic Assessments to drive instruction. This assessment is a good predictor of how students will do on the NYSESLAT. ESL teachers especially use this assessment to drive instruction and target the weak areas of ELLs.

4.c The ELL Periodic Assessments have shown that multi step listening activities must be further developed. These activities are and integral part of the NYSESLAT and require a sophistication in language comprehension.

Native language is used where needed by bilingual staff to make academic material more accessible to newcomers. This is done orally usually. Materials in Spanish and Chinese are sometimes available and has proven beneficial to newcomers in grades 5 – 8 especially.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here: PS/IS implements RTI by carefully assessing the needs of our ELLs and more specifically students who have been referred to the AIS/PPT committee. Using guidelines of the RTI Guide for ELLs, several factors are taken into consideration before a referral is initiated. Consideration is given to the child's cultural, linguistic, socioeconomic, educational and experiential background. Multiple assessments are used, such as MOSL, teacher made tests, and standardized assessments. Discussion focuses on what contexts this student is not succeeding and comparison is made with the success of monolingual peers. PS/IS 163 uses data to guide instruction for ELLs within the Response to Intervention framework by providing Extended Day groups that are only ELLs and can address the particular need of this group. ELL Extended Day groups work on vocabulary development, usage, and writing skills across all proficiency levels at all grades including SWDs. The Title III program also utilizes the RTI framework by providing ELLs grades 1 to 8 with additional academic opportunities in an afterschool setting.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here: . Second language development is considered in instructional decisions made across curriculum areas and grade levels. For our newcomers listening comprehension is emphasized using visuals to help students gain access to the material. Advanced classmates who speak the same language are also used to support learning through interpretation. Other strategies include use of yes/no and either/or questions, students working in pairs, and repetition. For intermediate to advanced students second language development is addressed through the following strategies:

Questions that require a short answer and are fairly literal.

Writing activities that require fill in.

Questions that require a full response with explanation for advanced.

7. 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?

Paste response to questions here: There are no dual language programs at PS/IS 163.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here: . Success of programs for ELLs are evaluated by an examination of scores on the NYSESLAT, and the Periodic Assessments.

For the 2013 NYSESLAT 30 student attained Proficient level out of 141 who took the test. Many of these students were already in the advanced or intermediate levels based on the 2012 NYSESLAT.

Performance of ELLs on the ELA and State Math tests 2013 did not indicate that school was in need of improvement.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Paste response to question here: All parents that register a child to attend PS/IS 163 must fill out a Home Language Identification Survey (HLIS). This survey is administered by one of the ESL teachers. An informal interview follows in the native language or English. An informal survey has been developed at PS/IS 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. Students who are eligible ELLs and have Spanish as their home language are administered the Spanish LAB to determine language dominance; namely English or Spanish.

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.

Paste response to question here: . All parents of new ELLs are invited to an orientation. At the orientation the ESL program at PS/IS 163 is explained. We have pedagogues, paraprofessionals, and parent volunteer 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 or online version featuring the Chancellor explaining the 3 parental choices. After viewing the DVD, our multilingual staff and volunteers help parents fill out the Program Selection Form.

For parents who 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 DVD 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 DVD.

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

If and when a TBE or Dual Language program becomes available at PS/IS 163 it is the plan or intention to notify parents who have selected either of these by letter that such programs are available. Parents would then return a cut-off indicating whether they would like their child in the program at this point. The parent coordinator would contact any families that have not responded to the notification letter.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Paste response to question here: Entitlement Letters are distributed to all new ELLs after it is determined that students are eligible for bilingual services. These letters are distributed by the ESL teachers to their students. Letters are only given once in a student's academic lifetime.

Continued Entitlement letters are distributed by the ESL teachers to all ELLs at the beginning of the school year. Program Selection Form return process is thoroughly described in question 2.

PS/IS 163 requires that all Entitlement letters (first time or continued) be returned to the ESL teachers with a parent's signature. Original forms are stored by the program coordinator.

Copies of the Program Selection Forms are maintained by the program coordinator also.

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.

Paste response to question here: The criteria used to place students in our ESL program are the proficiency levels on the LAB-R and the NYSESLAT, and grade levels. ESL groups are formed according to proficiency levels that dictate the amount of ESL instruction needed.

Students are placed in groups according to proficiency level and grade.

Communication with parents is initially done through the entitlement letters (first time and continued). Placement letters (first time and continued) are distributed as soon as groups are formed. Placement letters (first time and continued) are kept on file by the ESL Coordinator in files by grade. Parents sign the entitlement letter (first time and continued) and communicate any concerns or questions at that point. Communication with the school will usually be by a note on the first time or continued entitlement letters. ESL teachers will respond to any parental questions through written note or by telephone. If parents need explanation in Chinese, Spanish, Italian, or Russian we have staff that can facilitate communication. If translation is needed in other languages we will use the telephone translation service of the DOE Translation Services Dept. Entitlement letters (first time and continued) are distributed in Adult Preferred Language as indicated on the RAPL.

ESL Coordinator will enter new information into the ELPC screen within 20 days of admission.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here: The following steps are taken to administer all sections of the NYSESLAT to all ELLs each year:

- ATS report RLER is run to identify all ELLs eligible to take the NYSESLAT.
- A roster is made on each grade level of ELLs eligible to take the NYSESLAT that has 4 columns for the 4 modalities of the

NYSESLAT.

- As each child is administered each modality of the NYSESLAT it is recorded on the roster for that grade.

6. 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.) 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 question here: Parent Survey and Program Selection Forms indicate that, as of Nov. 10, 2013- 70 parents of ELLs selected ESL only, 12 selected TBE, and 2 selected dual language. 12 forms have not been returned. 22 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 11/11/13. This information is for new students, as well as those who are continuing. Parents indicating bilingual or dual language programs as their choice are unwilling to transfer their children to another school. Transportation and local availability is the problem.
- PS/IS 163 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 TBE to form any bilingual classes including the number of not returned surveys that default to TBE.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?

Paste response to questions here: Part V

1.a. Instruction is delivered in the PS/IS 163 Freestanding ESL program utilizing the pull-out model.

1.b. ESL pull-out groups are organized according to language proficiency and contiguous grades as determined by the NYSESLAT or the LAB-R.

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)?

Paste response to questions here: 2.a. All pull-out 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here: 3. Support for content area vocabulary and concepts is integrated into ESL instruction. This is done in English using the Sheltered Instructional method and scaffolding. These methods help to break down the content into comprehensible chunks. Breaking down the content helps students work within the Common Core Learning Standards.

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

Paste response to question here: 4. Native language arts are addressed in the ESL groups through direct translation, if needed, in Chinese or Italian. These are the second languages spoken by our ESL teachers. Classroom libraries are available with trade books in Spanish, Urdu, Arabic, and Chinese. If more support is needed it is provided using a translation program online. Peer translation is used when necessary to explain content. Bilingual dictionaries are available to students for word to word 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.

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

Paste response to question here: ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. The speaking modality is addressed in an ongoing informal manner by giving students adequate opportunities to repeat, and synthesize responses and questions for all lessons. The listening modality is addressed in a formal way through the Periodic Assessments. Informally listening is evaluated by teachers noting how well students understand direction and tasks to be completed. The reading modality is addressed formally through the Periodic Assessments. Reading material selected by the teachers for close readings and alignment with the CCLS is language proficiency level and grade level appropriate.

The writing modality is addressed formally through the Periodic Assessments. Teacher selected writing activities are based on the CCLS. These tasks are modified to be language proficiency and grade appropriate.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here: 6.a.SIFE are given initial instruction that include school and American culture. Basic social language is emphasized when SIFE arrive. Decoding and comprehension skills are addressed in close readings aligned with the CCLS.

6.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.

6.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. Also explicit instruction focuses on CCLS, specifically, the reading for information, writing and language standards. Test preparation as a genre is utilized to improve scores on all NYS testing.

6.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.

6.e. Former ELLs in years 1 and 2 after testing proficient are given extra support in vocabulary, inferential comprehension, and grammar development. This extra support is provided by class and subject teachers who informally and formally assess the continued language proficiency of our former ELLs.

7. 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?

Paste response to question here: Instructional strategies and grade level materials that teachers of ELL-SWDs use that provides access to academic content and accelerates English language development include the following instructional strategies:

- Create assessments that give students an opportunity to present in English after they have an opportunity to practice in pairs or small groups.
- Introduce more academic skills, such as brainstorming, prioritizing, categorization, summarizing and compare and contrast.
- During silent reading circle words that they don't know and write down what they think the word means. Results will be checked as a class.

It is the administration vision that all students at any grade level should be using the same materials that have to be modified. Our SETTS teacher, ICT teachers, and 12-1-1 teachers monitor all IEPs to make sure ELL-SWDs are receiving all recommended services, including ESL, OT, PT, Speech and any other service.

Our ESL Coordinator schedules our ELL-SWDs for ESL classes according to proficiency and grade level. Advanced students receiving 180 minutes per week, and Intermediate/Beginner students receiving 360 minutes per week.

In the past when we have had ELL-SWDs with mandated bilingual services, those students were serviced in a 12-1-1 class with an alternative placement bilingual paraprofessional.

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

Paste response to question here: Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by first being aware of the IEP goals, and then modifying curricular materials on that grade level. This would include scaffolding, chunking and reteaching.

ELL-SWDs are grouped with non-disabled ELLs where appropriate. The ESL Coordinator groups ELL-SWDs according to language proficiency as attained on the NYSESLAT or LABR. In the ESL program we do not have any group that is solely ELL-SWDs.

PS/ IS 163 has ICT classes on grades Kindergarten, 1, 2 and 3. Those classes enroll the ELL-SWDs for the appropriate grades. This allows for greater integration of ELL-SWDs with non-disabled peers.

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
Native Language Arts:	0
Social Studies:	0
Math:	0
Science:	0

Class/Content Area	Language(s) of Instruction
0	0
0	0
0	0
0	0

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

0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	

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

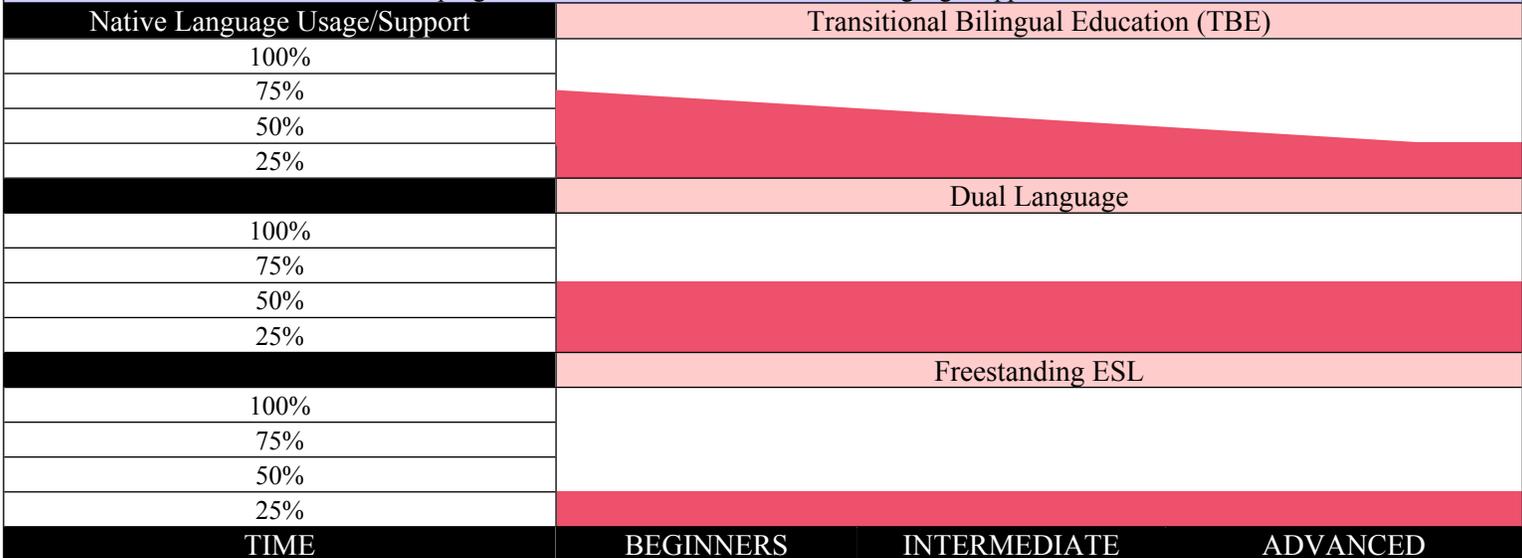
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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

9. 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.

Paste response to question 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 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 differentiate instruction for ELLs. This improved focus on the distinct language needs of ELLs will include listening and speaking activities as initial activities for writing.

PS/IS 163 has targeted interventions for math in AIS groups during the school day for grades 3 to 8. There are also targeted interventions for math in an after school program that children attend once or twice a week. There are 3 classes after school that are targeted for fundamental math skills for students who have achieved PL 1 on the State Math.

Differentiated instruction and assignments are utilized by teachers in their social studies and science lessons. These include many of the strategies described in # 8 of this section.

Data utilized to target instruction for ELLs includes Performance Level on the ELA and Math tests, MOSLs, teacher tests and observations.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here: The effectiveness of our ESL program is evident in the success our ELLs have had on the NYSESLAT and the second Periodic Assessment of the year. More than 25% of ELLs taking the NYSESLAT 2013 scored in the Proficient level. An analysis of our 2012- 13 Periodic Assessments show improvement from fall to spring. This assessment is also a good predictor of performance on the NYSESLAT. On the ELA test there were several students in grades 7 and 8 that scored Performance level 3. On the State Math test there were several students in grade 8 that scored Performance level 4.

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here: Our ESL program will continue as a pull-out program in alignment with the vision of the administration and its success on the NYSESLAT. ESL teachers will continue to use a mix of materials and methods that parallel the expected performance tasks of the Common Core Learning Standards.

ESL teachers will work on improving the accessibility of texts for our ELLs.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here: There are no programs or services for ELLs that will be discontinued at this point.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here: All ELLs are afforded equal access to all school programs. These include, but are not limited to, AIS, Enrichment Cluster, Extended Day, Title III, and all after school programs. School programs during the school day include AIS, Enrichment Clusters, Music, Art, Dance classes.

Programming for AIS is based on scores ELLs received in ELA and State Math. All students are included in the Enrichment Clusters that are held every Tuesday afternoon. The principal includes all students including ELLs in her programming of music, art, and dance.

All students are invited to participate in extracurricular activities. Participation of ELLs in afterschool theater, music and art programs is significant and genuine. They are represented equally as non-disabled students. Announcements, letters, and flyers are the way opportunities to participate in afterschool programs are made known. Translations are often provided in writing or via telephone where needed.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here: Instructional materials used in the ESL program are not exclusive. These resources are utilized to employ parts of the Common Core Learning Standards. Instruction is based on the standards rather than a commercial program. Some of the commercial materials are listed below. Internet sites for ESL as well as other sources on the DOE website are utilized when needed to instruct a particular part of the CCLS.

- Trade books arranged according to genre and level for independent reading.
- Santillana Intensive English Program.
- DLM Photo Library
- Scott Foresman levels 1-5
- Scott Foresman Parade levels 1-2

- Addison Wesley levels A, B, C and D
- Addison Wesley Kids Levels A, B, C
- Pearson Education Newcomer Phonics
- Sesame Street Open Sesame Program including picture cards
- Attanasio and Associates Getting Ready for the NYSESLAT (K TO 8)
- SRA Photo Library
- Rigby On the Way to English Grades 1 to 5
- Teacher developed materials and assessments.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here: Native language support is delivered in our ESL program directly through translation, availability of trade books in native languages, peer assistance, bilingual dictionaries, and internet translation services.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here: Required services and resources correspond to ELL's ages and grade levels. This is accomplished by grouping all ELLs for ESL according to language proficiency. Materials are age appropriate. Most importantly, materials and instruction align with the CCLS.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here: Newcomers to the ESL program are appropriately placed in groups that mirror their performance on the LABR. There is also a newcomers program in the Title III Afterschool program. Newcomers also have an opportunity to participate in summer school programs.

18. What language electives are offered to ELLs?

Paste response to question here: . PS/IS 163 offers Spanish to grades 6, 7, and 8. All ELLs are given the opportunity to participate.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here: There are no Dual Language Programs at PS/ IS 163.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here: The staff at PS/IS 163 are given many opportunities for professional development in ESL during the school year and summer. Such activities include attendance at CFN 609 workshops, and NYSESLAT committees. On site workshops are also offered. All opportunities for professional development will be posted on the office bulletin board.

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 Chancellor's 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 classrooms. The ESL program is aligned with the CCLS and therefore with the classroom. This helps to maximize student learning and language development. Collaboration between classroom teachers and ESL teachers helps to facilitate English language acquisition for ELLs.

Election Day: Common Core Learning Standards making them accessible to ELLs.

Chancellor's Day in June: Common Core Learning Standards Making them accessible to ELLs.

First Tuesday of each month: Grade leader conferences including ESL Coordinator.

As per Jose P., 95% of the teachers at PS/IS 163 have satisfied the 7.5 hours or 10.5 hours of ESL training. The remainder, as well as those who have already completed the requirement, will be offered opportunities to get the required number of hours or to continue their ESL training.

Records of hours are maintained by the ESL Coordinator in a binder in the ESL room. These include a chart telling name of pedagogue and number of hours attained. Also included are certificates teachers have received for attendance at ELL training sessions.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 here: Parental involvement is integral to the successful functioning of our school.

PS/IS 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 our fully licensed ESL teachers will conduct these classes after school two afternoons per week.

Parents of ELLs, like all of our student's parents, are invited to participate in PTA activities, career day presentations, assembly programs, field day activities, school performances, and classroom visitations.

Notices of these activities are often provided with translations in Chinese, Spanish, Arabic and Urdu. During the activities bilingual personnel are utilized to translate or parents bring their own friend or family member who can adequately translate what is needed.

PS/IS 163 partners with the Federation of Italian American Organizations and Heartshare to provide resources for the mental, social and physical health of our ELLs and their families. These might include parenting workshops, referrals for doctors or mental health providers, referrals as to where food pantries are and access to cultural events.

Parent needs to help facilitate the education of their children are often voiced verbally through our parent coordinator, school secretaries, school nurse, teachers and PTA. Such events as parent ESL class, workshops on testing, dealing with an asthmatic child, and fund raisers have been instituted based on parent opinion. We assess the parent need via a written survey, but have had more success through verbal communication. These parent concerns voiced as needs are often addressed in the native language when available.

The parent coordinator makes all events accessible to all families by her presence at morning arrival and at dismissal.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: The Bath Beach School

School DBN: 20K163

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maryann Wasmuth	Principal		11/14/13
Maureen McGrath	Assistant Principal		11/14/13
Valerie Ponzio	Parent Coordinator		11/14/13
Vincent LoSchiavo	ESL Teacher		11/14/13
	Parent		1/1/01
Mei Gong/ESL	Teacher/Subject Area		11/14/13
Seth Pechter/ Grade 6	Teacher/Subject Area		11/14/13
John Scott Buchanan	Coach		11/14/13
Joan Gilchrist	Coach		11/14/13
Orsola Bonilla	Guidance Counselor		11/14/13
	Network Leader		1/1/01
Cynthia Capers	Other <u>Library Teacher</u>		11/14/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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		