

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

20 K 163

School Name:

BATH BEACH SCHOOL

Principal:

MRS. MARYANN WASMUTH

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary/Middle School Number (DBN): 20K163
School Type: N/A Grades Served: K-8
School Address: 109 Bay 14th Street
Phone Number: 718-236-9003 Fax: 718-382-3110
School Contact Person: Mr. Seth Pechter Email Address: Spechte@schools.nyc.gov
Principal: Mrs. Maryann Wasmuth
UFT Chapter Leader: Ms. Orsula Bonilla
Parents' Association President: Ms. Stacey Perrone
SLT Chairperson: Mr. Seth Pechter
Student Representative(s): N/A

District Information

District: 20 Superintendent: Ms. Katrina Constantino
Superintendent's Office Address: 415 89th Street Brooklyn, NY 11209
Superintendent's Email Address: Kcostan@schools.nyc.gov
Phone Number: 718-759-4908 Fax: 718 759-4842

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Mr. Jose Ruiz
Network Number: 609 Network Leader: Mr. Michael Dantona

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|----------------------|---|-------------------------|
| Mrs. Maryann Wasmuth | *Principal or Designee | |
| Ms. Orsula Bonilla | *UFT Chapter Leader or Designee | |
| Ms. Stacey Perrone | *PA/PTA President or Designated Co-President | |
| N/A | DC 37 Representative, if applicable | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | CBO Representative, if applicable | |
| Mr. Seth Pechter | Member/ Teacher | |
| Mr. Michael Wengler | Member/ Teacher | |
| Ms. Celeste Saponara | Member/ Teacher | |
| Mr. Monsef Righi | Member/ Parent | |
| Ms. Kate Boylan | Member/ Parent | |
| Ms. Marie Battista | Member/ Parent | |
| Ms. Joyce Morton | Member/ Parent | |
| N/A | Member/ | |

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|--|---|
| 1. | Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2. | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 3. | Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| 4. | Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| 5. | Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| 6. | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and |

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS/IS 163 is located in Bath Beach, Brooklyn. We have a diversified student body. Our population consists of 29% Asian, 1% Black, 31% Hispanic and 39% White. We have 18% English Language Learners, 23% Students with IEP's. Our small population enables students to feel safe, secure and comfortable to be able to speak to the staff in the school. It also makes it easier for the staff to know each and every child.

Our school community is unique in that we are a K-8 school where most of the children are with us for 9 years, which makes their transition easier from an Elementary school setting to a Middle School setting. This also prepares our students to be College and Career Ready.

Our school has formulated partnerships with the following organizations: Italian Federation, Brooklyn Connections, Arista Society, STEM, The Urban Barcoding Project, Rockefeller University, El Musio de Barrio, Hispanic Society of America, Ballet Hispanico, Midori and Friends and CitySquash.

Our strengths include scheduling built into the teacher's program that gives opportunities for Teacher Teams (Professional Learning Communities) to meet one period a week to work collaboratively. This helps them look at the children's data so they can adjust their practices and help them track student progress.

Our school also offers a variety of successful programs which celebrate the multi-talents of our students in non-academic areas such as Dance, Art, Theatre, Glee, Orchestra and Chorus.

Our staff is multi-talented where staff is able to provide Professional Development in house that is tailored to meet the needs of our school.

Our school made growth on the NYS tests we went up 15.6% on the subgroup Children With Disabilities and 10.3% on the subgroup Hispanic. We are focusing this year on English Language Learners (ELL), Building Capacity for Teachers and Parent Outreach.

Our Mission Statement:

PS/IS 163's primary mission is to educate, motivate, and nurture our students in a collaborative learning environment.

A strong home-school partnership ensures success and encourages a love of learning, so that each child will flourish and develop the skills necessary to become life long learners and productive citizens.

These are the primary tenets of our mission: The primary tenets of our mission are:

- Each student will be ensured success in at least one aspect of our school life.
- Every adult in PS/IS 163 will make himself/herself available to assist all students.
- We believe that children learn in a variety of ways and our teaching methods will reflect the variety of ways children learn.
- We believe we must maintain and nurture a strong bond between school personnel, family, and community, which will foster the academic, creative, and social growth of our students.
- We believe that a positive school atmosphere contributes to and reinforces a high standard of learning.
- We believe that through the professional efforts and guidance of teachers and the support of parents, students

will work toward meeting the standards of excellence.

- We believe that assessment of learning should be meaningful and presented positively to children.

- We believe that all school policies and attitudes should encourage success in both academic and social areas.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the NY State Common Core 2014 Math Scores for all grades (3-8), 18.7% met proficiency by scoring levels 3 or 4, 81.3% of English Language Learners did not meet proficiency by scoring levels 1 or 2. This data reflects a downward trend of 7.3% when compared to the 2013-2014 Math scores for all grades for ELL’s.

Our school did not receive a Quality Review (QR) in 2013-2014. Based on the most recent Peer Review, our school received a Proficient on Indicator 1.2. “Expand teacher use of strategies that allow for differentiation and multiple entry points for all students especially English Language Learners and Students With Disabilities that promote student engagement and use students preferred modules of learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 2% increase in proficiency gains with English Language Learners (ELL’s) in Math on the NYS and NYC assessments.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | | | |
| Inquiry Team (PLC)) meets and reviews data | Students | Sept-Oct 2014 | Inquiry team, Teachers, Administration |
| Target students are selected for Math | Students | Sept-Oct 2014 | Inquiry team, Teachers, Administration |
| PD is provided for teachers and materials are distributed | Students | Oct 2014 | M. Gonzalez, network support specialist for special education and ELL’s will |

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|--|----------|---------------|---|
| | | | provide direct support to the school to maximize Math outcomes. Teacher Teams. |
| Daily focused instruction in small strategy groups during AIS block, and/ or extended day math afterschool program utilizing differentiation of instruction in Regular/Special Education classrooms utilizing UDL. | Teachers | Oct 2014-2015 | Cluster Teachers, Teacher Teams, and Coach |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Cluster teachers will be assigned during AIS block, After School ELL program for added Mathematics instruction |

Part 5 – Budget and Resource Alignment

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|--|----------|---|---------------|---|-----------|---|-----------|-----|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | x | Title I Basic | X | Title IIA | X | Title III | N/A | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| N/A | | | | | | | | | |

Part 6 – Progress Monitoring

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|---|--|---|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 1. | Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | |
| 2. | Specify a timeframe for mid-point progress monitoring activities. | | | |
| Students will take a mid-point benchmark to indicate progress in Math, this will take place at the end of January. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the 2013-2014 NYC School Survey 94% of the students indicated that the school supported them, 94% felt safe at the school, 96 % of the children felt that teachers support them, 87% of the children felt that other students respected their academic achievement.

Strengths:

- Have a nurturing staff
- Respect for All Curriculum
- Develop self-esteem through an Arts program (ex. Guitar, Dance, Art, Theatre, Chorus and Orchestra)
- 100% of 8th graders who took the Math Regents passed
- Enrichment Clusters are geared to providing students to excel in non-academic areas and students select their area of study. This is on grades K-6.

Part 2 – Annual Goal

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| List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| By June 2015, all teachers will have implemented the Respect for All curriculum, in order to facilitate an increase of respect in the school’s environment |

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust | | | |
| Teacher Teams (PLCs) looked at NYC School Survey | Teachers | Sept-Oct 2014 | Teacher Teams |
| Teacher Teams utilized PD time to familiarize themselves to Respect for All Curriculum | Teachers | Oct-Nov 2014 | Assistant Principal |
| Teachers implemented curriculum into classroom | Students | Dec 2014- June 2015 | Teachers Assistant Principal |
| Teacher Teams will review data of NYC School Survey to review progress of program | Teachers | June 2015 | Assistant Principal |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers will have copies of the Respect for All curriculum

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | |
|---|-----------------|---|----------------------|-----|------------------|-----|------------------|-----|---------------|
| X | Tax Levy | X | Title I Basic | N/A | Title IIA | N/A | Title III | N/A | Grants |
|---|-----------------|---|----------------------|-----|------------------|-----|------------------|-----|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Administration is looking at lesson plans and through observations to identify the Respect for All Curriculum. This will be monitored in Mid-February.

Part 6b. Complete in **February 2015**.

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|-----|--|---|-----|--|----|
| 11. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|-----|--|---|-----|--|----|

12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the continued success according to the 2013-2014 K-8 School Quality Snapshot and data collected from our K-8 Teacher Teams, the Teachers College (TC) curriculum will be combined with Pearson Ready GEN and Scholastic Codex in order to revise curriculum for the school.

Strengths:

- Teacher Teams (PLCs) meet weekly (One Scheduled Prep, One Common Prep and on Extended Monday’s/Tuesday’s)
- Teacher Teams (PLCs) examine data to adjust instructional practices, planned strategies to provide access for all and track student progress
- Teachers volunteer to provide Professional Development to their colleagues based on the needs of the staff/students

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will implement a year-long CCLS aligned Curriculum in reading and writing using both Teacher’s College (TC), Pearson Ready Gen (grades K-5) and Scholastic Code X (grades 6-8) as evidenced by classroom observations, modified curricula, tasks, and student work.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust | | | |
| All teachers will participate in Professional Development opportunities that will focus on best practices in teaching.) | Teachers | Sept 2014- June 2015 | Assistant Principal |
| A minimum of three classroom observations to observe the alignment of the CCLS Curriculum which incorporates Teacher’s College (TC), Pearson Ready Gen and Scholastic Codex. | Teachers | Sept 2014- June 2015 | Assistant Principal, Principal |

| | | | |
|---|----------|-------------------------|-----------------------------------|
| Teachers will incorporate Ready Gen, Codex, into their daily lesson plans | Teachers | Sept 2014- June 2015 | Assistant Principal, Principal |
| N/A | N/A | N/A | N/A |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers will need their Ready Gen and Codex teacher guides. Teachers have samples of TC lessons/ curriculum. Teachers are given a PD prep in their schedule, Teachers also meet in Teacher Teams (PLC) Monday PD.

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | |
|---|-----------------|---|----------------------|-----|------------------|-----|------------------|-----|---------------|
| X | Tax Levy | X | Title I Basic | N/A | Title IIA | N/A | Title III | N/A | Grants |
|---|-----------------|---|----------------------|-----|------------------|-----|------------------|-----|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Administration will observe Teacher Teams (PLCs) to monitor progress of revision of curriculum and see revised curriculum evident throughout the classrooms. This is an ongoing process.

Part 6b. Complete in **February 2015.**

| | | | | | |
|-----|--|---|-----|--|----|
| 21. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| 22. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Teachers self-assessed their level of proficiency according to the Danielson Framework and indicated the areas of need they would like to receive Professional Development in. They also completed a needs survey which encompasses all of the instructional programs.

Strengths:

- Professional Development provided both in-house and through DOE to meet the needs of the staff using the data from the needs assessment
- Inter-visitations (teachers observe teachers that have been rated Highly-Effective by Danielson Framework in order to improve their pedagogical skills while building partnerships in the building)
- June PD days are retreats for the staff that builds capacity and nurtures comradery

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, administration will conduct 3, 4 or 6 observations based on the option chosen by the teacher. The principal and the assistant principal will provide effective feedback. 91% of the teachers will show improvement as evidenced by the teacher observation report.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust | | | |
| Professional Development on the <i>Danielson Framework</i> will be provided for the faculty in August/September. | Teachers | Aug.-Sept. 2014 | Teachers, Administrators and Network support. |

| | | | |
|--|----------|-------------------------|--|
| Set clear expectations for teachers and use the Danielson Framework to plan professional development, Sept. to June | Teachers | Sept.2014- June 2015 | Assistant Principal and Administration, Network Liaison. |
| Supervisors engage in regular cycles of observations/visitations/conversations. | Teachers | Sept. 2014- June2015 | Principal, Assistant Principal and Teachers Coaches |
| The Principal, AP, Math Coach meet to identify needs and progress based on data collected during observation cycles. | Teachers | Sept. 2014- June2015 | Principal, AP |

Part 4 – Resources Needed

| |
|--|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| <ul style="list-style-type: none"> • Meeting with Principal to pick number of observations wanted at the IPC. • The Danielson Framework and Advance for Teachers • Schedule and Engage in intra/inter class visitations • PD time on Monday's • |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|-----|-----------|-----|-----------|-----|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | N/A | Title IIA | N/A | Title III | N/A | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| N/A | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|---|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 30. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| Administrators and teachers will meet in February, 2015 to discuss observations that have been completed. At that point, we will look at the data to see if we have improved. If the data needs improvement we will have additional PD on the Monday PD time. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 31. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | No |
| 32. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the 2013-2014 NYC School Survey 38% of the parents were invited to the school 2 or less times, 86% of the parents felt that the school communicates what their child needs to be College and Career ready, 38% of the parents said they never attended a PTA meeting

Strengths:

- The school initiates contact to homes through School Messenger
- Holding a September Open House
- Parent Outreach on Tuesday’s

Creating Educational Partnerships with : Italian Federation, Brooklyn Connections, Arista Society, STEM, The Urban Barcoding Project, Rockerfeller University, El Musio de Barrio, Hispanic Society of America, Ballet Hispanico, Midori and Friends and CitySquash.

-

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, PS/IS 163 will conduct ongoing parent visitations where parents will be invited to their child’s classroom to see the instruction and receive instructional workshops to support their child’s learning goals. This will be done by all grades.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change | | | |
| 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| 37. Strategies to increase parent involvement and engagement | | | |
| 38. Activities that address the Capacity Framework element of Trust | | | |

| | | | |
|---|-----------------------------|---------------------|----------------|
| Staff will look and review 2013- 2014 NYC School Survey | Teachers, Administration | Sept 2014 | Administration |
| Teacher Teams will create strategies to increase parent involvement | Teachers | Sept 2014- Oct 2014 | Teachers |
| School will invite Parents/Guardians throughout the school year to see Student's Progress | Teachers and Administration | Nov 2014- June 2015 | Administration |
| N/A | N/A | N/A | N/A |

Part 4 – Resources Needed

| |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| N/A |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|---|-----------|---|-----------|-----|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | x | Title I Basic | X | Title IIA | X | Title III | N/A | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| N/A | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|--|--|---|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 40. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| We will look at PTA attendance sheets and at attendance sheets from the teachers that have had parent visitation in their classrooms. We will look at this in February 2015. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 41. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | No |
| 42. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|--|--|
| English Language Arts (ELA) | NYS ELA Exam, teacher recommendation | I Ready, Crosswalk Coach CCLS, Mastering the Standards | Small group | During the school day, after school |
| Mathematics | NYS Math Exam, teacher recommendation | I Ready, Crosswalk Coach CCLS, Mastering the Standards | Small Group | During the school day, after school |
| Science | N/A | N/A | N/A | N/A |
| Social Studies | N/A | 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 | N/A |

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

2b. 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 Monday afternoon PD's where we talk about the CCLS. The paraprofessionals attend Monday afternoon PD's. We have also introduced My Library into the school to create a better relationship between the NY public libraries and the school.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

We will mail information and work packets to the incoming Kindergarten class.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers during the Weekly PD period and Common Preps participate in Teacher Teams (PLCs) 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | 500,146 | X | 10,11,13,15,16,17,18 |
| Title I School Improvement 1003(a) | Federal | N/A | N/A | N/A |
| Title I Priority and Focus School Improvement Funds | Federal | N/A | N/A | N/A |
| Title II, Part A | Federal | 124,441 | X | 10,17,18 |
| Title III, Part A | Federal | 14,216 | X | 10,17,18 |
| Title III, Immigrant | Federal | N/A | N/A | N/A |
| Tax Levy (FSF) | Local | 3,523,050 | X | 10,11,13,15,16,17,18 |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS 163, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/IS 163 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

PS/IS 163, 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information

| | |
|---|-------------|
| Name of School: Bath Beach School | DBN: 20K163 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) | |
| <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

Part B: Direct Instruction Supplemental Program Information

| | | | |
|---|--|---|---------------------------------------|
| The direct instruction component of the program will consist of (check all that apply): | | | |
| <input type="checkbox"/> Before school | <input checked="" type="checkbox"/> After school | <input type="checkbox"/> Saturday academy | <input type="checkbox"/> Other: _____ |
| Total # of ELLs to be served: 110 | | | |
| Grades to be served by this program (check all that apply): | | | |
| <input type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 |
| <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 12 | | | |
| 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.

Each 90 minute session will focus on vocabulary development by use of content area readings in the arts, science, and social studies. STEM will be addressed through the use of SMARTBOARD activities that address math vocabulary as well as the language of word problems.

Students will be grouped according to language proficiency and grade levels. CCLS as well as other content area instruction can be more focused because of this arrangement.

Content reading, STEM and vocabulary development will be the focus of the instruction from November through mid March. Preparation for the NYSESLAT will occur from mid March through mid April.

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 2014 NY State ELA presently in grades 4, 5, 6, 7 and 8 including Students with Disabilities.
2. Advanced level ELLs as determined by the 2014 NYSESLAT, the LABR or NYSITELL presently in grades 1 to 8 including Students with Disabilities.
3. Intermediate and Beginner ELLs as determined by the 2014 NYSESLAT, the LABR or NYSITELL 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 Grades 2 -8 and 2 distinct groups for the Title III after school program Grade 1.

Group A- Grade 2 All levels.

Meets Wed. and Thurs. 2:45 to 4:15 November 5, 2014 through April 30, 2015.

40 ninety minute sessions.

** Certified ESL teacher will meet with Group A on Wed., 2:45 to 3:30.

Part B: Direct Instruction Supplemental Program Information

Group B- Grade 3, 4, 5 Advanced ELLs. Meets Wed. and Thurs. 2:45 to 4:15, Nov. 5 through April 30, 2015. 40 ninety minute sessions.

** Certified ESL teacher will meet with Group B and Group C on Wed., 3:30 to 4:15.

Group C- Grades 3, 4 and 5 , Beginner and Intermediate level ELLs. Meets Wed. and Thurs., 2:45 to 4:15,

Nov. 5, 2014 through April 30,2015. 40 ninety minute sessions.

** Certified ESL teacher will meet with Group C and Group B on Wed., 3:30 to 4:15.

Group D- Grades 5,6,7 Advanced level ELLs and FELLs. Meets Wed. and Thurs. 2:45 to 4:15 Nov.5, 2014 through April 30, 2015. 40 ninety minute sessions.

**Certified ESL teacher will meet with Group D and Group E on Thurs. 2:45 to 3:30.

Group E - Grades 6, 7, 8 Intermediate and Beginner ELLs. Meets Wed. and Thurs. 2:45 to 4:15, November 5, 2014 to April 30, 2015. 40 ninety minute sessions.

**Certified ESL teacher will meet with Group E and Group D on Thurs., 2:45 to 3:30.

Group F - Grades 3, 4, 5 FELLs. Meets Wed. and Thurs. 2:45 to

4:15, November 5, 2014 through April30, 2015. 40 ninety minute sessions.

** Certified ESL teacher will meet with this group on Thurs., 3:30 to 4:15.

Academic Support from Certified ESL Teacher

Title III Afterschool Program

| Time | WEDNESDAY | THURSDAY |
|-------------|----------------|----------------|
| 2:45 – 3:30 | Group A | Groups D and E |
| 3:30 – 4:15 | Groups B and C | Group F |

Group G- Grade 1, Advanced level ELLs. Meets Fri. 2:45 to 4:15, March 6 to 27, 2015.

4 ninety minute sessions.

**Certified ESL teacher will meet with this group 2:45 to 3:30. Common Branch

Part B: Direct Instruction Supplemental Program Information

teacher meets group 3:30 to 4:15.

Group H- Grade 1, Intermediate/ Beginner level ELLs. Meets Fri. 2:45 to 4:15, March 6 to 27, 2015. 4 ninety minute sessions.

**Certified ESL teacher will meet this group 3:30 to 4:15. Common Branch teacher meets group 2:45 to 4:15.

Language of Instruction: English

and types of certified teachers: 1 certified ESL teacher, 5 content area teachers (1 Math, 1 Foreign Language [Spanish], 1 Middle School ELA, 2 Common Branch) for the grades 2 -8 program.

Foreign Language teacher will provide support in the Native Language Arts for her group that includes students who speak Spanish.

1 certified ESL teacher (same as one above) and 1 common branches (one of the CB teachers from 2 -8 program) teacher for the Grade 1 program.

**Supervisor on site will be the school principal. Principal will also be supervising other afterschool programs and will not be paid from Title III funds.

Types of materials:

Discussions for Learning Vocabulary Kits, Steck Vaughn Focus on Science, Oxford Picture Dictionary for the Content Areas, NYSESLAT Review books, trade books, Scott Foresman series, assorted teacher and internet materials aligned to the Common Core Standards.

ALL materials are already in our building and will be used exclusively for the Title III afterschool program.

***ESL TEACHER WILL CO-PLAN CURRICULUM AND ASSESSMENTS 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 3, 4, 5. ESL teacher will instruct these children for 45 minutes weekly of the after school sessions. For 135 minutes weekly the ESL teacher will work with one of the other 5 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.

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 ELL students they are instructing can better address the academic needs of those students.

Ongoing and sufficiently intense training will be provided to all teachers to ensure academic success for ELLs.

Using the Danielson Framework, administrators will observe differentiated instruction for ELLs in a variety of settings. This positive effect for our ELLs will be long lasting and measurable through performance on standardized testing as well as teacher developed assessments.

**Teachers to receive training: Title III teachers 1 ESL teacher, 6 content area teachers, 1 common branch teachers.

Schedule and Duration: Monthly meetings will be scheduled December through April for all 8 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, 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

**Study groups will be organized by grade level for classroom teachers. These groups will meet 3 times per year (December, February, and April) to review language acquisition theories, content reading area strategies and best practices. Meetings will be conducted during our Monday, 2:40 to 4:00 pm mandated professional development time as per collective bargaining agreement.

**ESL Coordinator will share offerings of Office of English Language Learners for professional development. Principal is receptive to allowing teachers to attend the offered sessions during the school day and interested teachers can enroll for these sessions.

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 and involved in 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.

Based on a needs assessment conducted last spring and parental participation at previous parent meetings, the following topics will be discussed: State Testing, reading to your children, helping your child with homework, and how to get information on your child's school and education.

Schedule and Duration:

Once weekly ESL classes will be conducted for parents. Dec. to March. Classes will include instruction in conventions of English as well as time to interpret and make accessible all school communications. Parents in this class will have access to and utilize bilingual glossaries and dictionaries to help parents to become familiar with academic terminology from their children's grades.

3 Workshops:

Helping Your Child on the NYSESLAT and Other State Tests. March

Reading With Your Child. February

Helping Your Child With Homework. December

Accessing Information About Your Child's School and Education. November

Names of Providers:

ELA, Reading-Scott Buchanan, Assistant Principal

NYSESLAT- Vincent Lo Schiavo, ESL Teacher

Homework and accessing information - Valerie Ponzo, Parent Coordinator

Part D: Parental Engagement Activities

**Parents of ELLs will be afforded the opportunity to engage with the school community by attending all PTA meetings, schoolwide meetings, parent-teacher conferences, and by invitation opportunity during the mandated 2:40 to 3:55 parental involvement meetings on Tuesdays.

How parents will be notified:

Notices in English, Spanish, Chinese, Arabic, Urdu, and Russian will be posted via flyers posted in and around the school, flyers sent home. PTA newsletters, the Electronic Announcement Board, and ARIS will be utilized also.

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

If meeting are after or before regular school hours, bilingual staff will be encourage to attend and translate. Per session payment will be offered for these activities.

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 | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | _____ | _____ |

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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% |
|--|------------|----------------------|------------|---|---------------|

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 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language <small>(50%:50%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| 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. [i](#)

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| 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 |

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|-----------|-----------|------------------|-----------|----------|------------------------------------|----------|----------|----------|------------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| 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 | |
| | ELL | 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 |
| 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 |
| TOTAL | 0 |

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|----------|-----------|-----------|-----------|----------|-----------|----------|----------|----------|----------|------------|
| Spanish | 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 |
| 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/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING | 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 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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:

- 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 [AMAQ 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:

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

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:

a. How are the English-proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. 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?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - 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 | | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts: | 0 | | 0 | 0 |
| Social Studies: | 0 | | 0 | 0 |
| Math: | 0 | | 0 | 0 |
| Science: | 0 | | 0 | 0 |
| 0 | 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

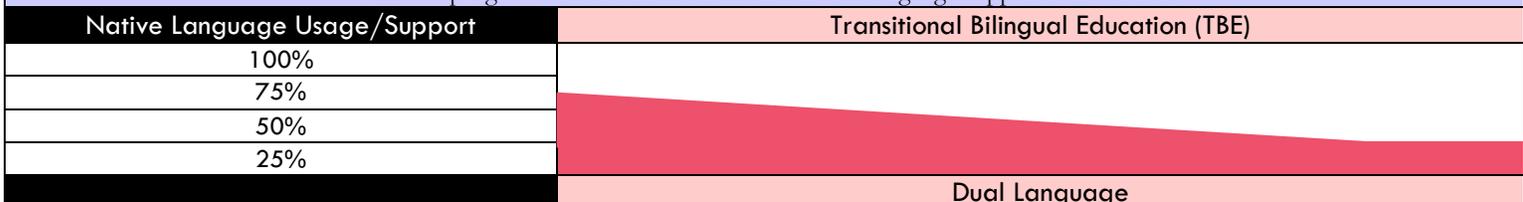
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required 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.



| | | | |
|--|------------------|---------------------|-----------------|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | | Freestanding ESL | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

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 achieve 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:

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 Ponzo | 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.