

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **20K163**

School Name: **P.S. 163 BATH BEACH**

Principal: **MARYANN WASMUTH**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bath Beach School School Number (DBN): 20K163
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: Ms. Jessica Riccio
UFT Chapter Leader: Ms. Orsula Bonilla
Parents' Association President: Ms. Stacey Perrone
SLT Chairperson: Mr. Seth Pechter
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
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

Borough Field Support Center (BFSC)

BFSC: 4 Director: Cheryl Watson-Harris
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Ms. Jessica Riccio	*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 (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Joyce Morton	Member/ Parent	
N/A	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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(The Italian Federation will be holding an afterschool program in the building for the middle school children. It will consist of Sports and Arts.), 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.

We are also forming a partnership with Teacher's College for K-5 teachers. They will implementing a new ELA program in their classrooms.

Our strengths include scheduling built into the teacher's program that gives opportunities for Teacher Teams 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's, Building Capacity for Teachers and Parent Outreach.

PS/IS 163's primary mission is to educate, motivate, and nurture students in a collaborative learning environment. A strong home-school partnership ensures success and encourages a love of learning, so that each child flourishes and develops the skills necessary to become a life long learner and a productive citizen.

20K163 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08	Total Enrollment	618	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	4	# Drama
# Foreign Language	9	# Dance	5	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	78.7%	% Attendance Rate	94.8%	
% Free Lunch	79.2%	% Reduced Lunch	6.7%	
% Limited English Proficient	18.1%	% Students with Disabilities	23.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American	1.1%	
% Hispanic or Latino	30.4%	% Asian or Native Hawaiian/Pacific Islander	28.8%	
% White	39.2%	% Multi-Racial	0.5%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	2.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	6.5	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	35.4%	Mathematics Performance at levels 3 & 4	55.1%	
Science Performance at levels 3 & 4 (4th Grade)	86.5%	Science Performance at levels 3 & 4 (8th Grade)	81.0%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	100.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	YES	Multi-Racial	YES	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based upon this year’s QR, it was recommended that the school concentrate on implementing a systematic approach for whether or not students are mastering standards on a daily basis. Research states that when you conference with students they are more successful in achieving their goals. By strengthen data collection; it will result in an increase in academic rigor.

According to the 2014-2015 School Snapshot the school is currently in good standing and meeting the needs of all subgroups. According to the 2015 QR, tracking be done in a more comprehensive manner. Teachers College for (K-5) will provide the support and the training to demonstrate effective conferencing strategy that lead to goals.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, as a result of strengthening daily data collection we will see a measureable increase in academic performance on pre and post assessments(TC Reading benchmark levels and On Demand writing)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Develop lead teachers to implement the data collection system. They will receive Professional Development and have inter-visitation amongst colleagues to deepen their understanding of the methodologies.</p>	<p>Children</p>	<p>Sept-Oct 2015</p>	<p>Teacher teams, Inquiry Team, Administration</p>
<p>We will also pilot I-Pads in the upper grades where they will collect data</p>	<p>Children</p>	<p>Sept-Oct 2015</p>	<p>Teacher Teams, Inquiry team, Administration</p>
<p>Parents will attend PD sessions that will teach parents strategies to assist their children reach their goals and next steps</p>	<p>Families</p>	<p>Oct 2015- June 2016</p>	<p>Lead Teachers, Parent Coordinator and administration</p>
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The following resources will be utilized Teachers College Curriculum, Teachers College Staff Developers, Teacher, trade books, intervisitations and Professional Development</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 st Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Administration will continually observe teachers and students to measure whether tracking of mastery of standards is occurring as evidenced growth in Danielson.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data. Summarize your school’s strengths and needs relative to this 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 trends and sources.
<ul style="list-style-type: none"> N/A

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.
N/A

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. 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). Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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>
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
N/A											
Part 4b. 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 SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 st Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
N/A											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on Quality Review feedback, administration feels that teacher team collaborations for best practices will be strengthened by increasing intervisitations by fostering a partnership with Teachers College (K-5). Teachers will observe best practices from TC staff developers in 2 lab sites twice a month. Each teacher team will witness rigorous instruction followed by debriefing structured in proper protocol. Grades 6-8 will conduct intervisitations/learning walks throughout the school year. Their instructional focus will be on Danielson #3B measuring questioning by both students and teachers.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 95 % of the teachers will show improvement in their level of questioning as measures observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
<p>Grades K-5 will receive professional development opportunity on a monthly basis. The school will create 2 instructional lab sites facilitated by TC staff developers and used as a resource to showcase best practices for students, teachers and parents</p>	<p>K-5 Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Teachers College, Teachers College staff developers Teacher teams</p>

Grades 6-8 will measure the level of questioning conducted in classrooms and formulate an action plan to conduct inquiry studies to increase performance	6-8 Teachers	Sept 2015- June 2016	Teacher Teams administration
Parents will be invited to visit lab site classrooms to witness best practices in action followed by parent workshops designed parents support at home	Parents	Oct 2015- June 2016	TC staff developers, Lead teachers, Parent Coordinator
N/A	N/A	N/A	N/A

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers will have common prep where they will collaborate.											
Part 4b. 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 SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 st Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Teachers will provide feedback/reflections on lab site inter-visitation by creating a reflection log that will inform administration of any changes or modification to these protocols.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on 2015 Quality Review and Danielson Data there was a need to increase the level of questioning (3B) and tracking standards mastered by students (3D). During the 2015-2016 school the instructional focus for all grades to conduct inquiry studies during teacher team meetings. It was therefore decided to create a partnership with Teachers College to provide comprehensive training in increasing student conversations/ questioning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2015-2016 academic school year, in order to support our students to be college and career ready we are creating 2 instructional learning lab sites in order to increased student achievement. By June 2016, there will be a 5% increase on pre and post assessments K-5.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Develop Lead Teachers who have begun to implement best practices as delivered by Teachers College, they will receive Professional Development and intervisitation opportunities to deepen their understanding of the methodologies</p>	<p>Teacher</p>	<p>Sept 2015- June 2016</p>	<p>Teachers College</p>

Implement best practices in all classrooms by utilizing lead teachers in these research based strategies, lead teachers will provide Professional Development and cycles of intervistation	Teachers	Sept 2015- June2016	Teachers College
Parent Workshops will be conducted showing the structures and the strategies	Parents	Oct 2015- June 2016	Parents
N/A	N/A	N/A	N/A

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
N/A											
Part 4b. 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 SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 st Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Administration will consistently collect student such as unit assessments and questioning to monitor student achievement. Parent reflection will be collected after parent workshops to measure effectiveness.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this 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 trends and sources.
N/A

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.
N/A

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. 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). Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 			
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
N/A											
Part 4b. 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 SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E	X	21 st Century Grant	X	SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
N/A											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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 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)				
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<ul style="list-style-type: none"> • We have a couple of new hires that get mentor instruction with Highly Qualified Teachers. We provide staff development on Danielson and the CCLS that is being rolled out by the DOE. • 20K163 currently employs a full time 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 activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The teachers have an extra professional development prep period where we look at Danielson's Framework, we also have a staff conference once a month and every grade has a grade conference once a month where we talk about the CCLS. The paraprofessional are invited to the staff conference. We have also introduced My Library into the school to create a better relationship between the NY public libraries and the school.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	461,195.00		
Title II, Part A	Federal	125,385.00		

Title III, Part A	Federal	13,404.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,672,894.00		

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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title 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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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) Template

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

[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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: <u>Bath Beach School</u>	DBN: <u>20K163</u>
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
Total # of ELLs to be served: <u>110</u>
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: <u>7</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>6</u>

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.

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 April 30, 2015. 40 ninety minute sessions.

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

Part B: Direct Instruction Supplemental Program Information

Academic Support from Certified ESL Teacher

Title III Afterschool Program

<u>Time</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>
<u>2:45 – 3:30</u>	<u>Group A</u>	<u>Groups D and E</u>
<u>3:30 – 4:15</u>	<u>Groups B and C</u>	<u>Group F</u>

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 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

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.

Part C: Professional Development

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

Part D: Parental Engagement Activities

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 Ponzio, Parent Coordinator

**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 meetings are after or before regular school hours, bilingual staff will be encouraged 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.

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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)	_____	_____

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.
<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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Jessica Riccio	Assistant Principal John Scott Buchanan
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Vincent Lo Schiavo	School Counselor Orsola Bonilla
Teacher/Subject Area Seth Pechter, Grade 6	Parent type here
Teacher/Subject Area Mei Gong, ENL/ESL	Parent Coordinator Valerie Ponzo
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	635	Total number of ELLs	106	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	94	ELL Students with Disabilities	20
SIFE	19	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	94	19	8	11	0	11	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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																			

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0
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Freestanding English as a New 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	6	7	3	5	2	3	4	1	1	0	0	0	0	0
Chinese	4	8	5	3	3	1	3	2	2	0	0	0	0	0
Russian	1	0	1	2	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	2	0	0	0	0	1	0	1	0	0	0	0	0
Arabic	4	4	1	3	3	2	1	4	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	1	0	0	0	0	1	0	0	0	0	0	0	0
Albanian	0	1	1	1	2	0	0	1	0	0	0	0	0	0
Other	0	1	3	0	1	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	3	2	2	2	1	1	3	0	0	0	0	0	0
Emerging (Low Intermediate)	4	4	2	1	1	1	0	0	2	0	0	0	0	0
Transitioning (High Intermediate)	2	3	3	2	1	1	0	2	1	0	0	0	0	0
Expanding (Advanced)	6	14	7	9	7	3	9	3	1	0	0	0	0	0
Commanding (Proficient)	10	5	6	7	3	6	4	3	5	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				13	13	6	9	5	14	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	5	6	13	15	6	9	5	11	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	6	0	0	0	0
5	5	0	0	0	0
6	9	0	0	0	0
7	1	0	0	0	0
8	3	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	5	1	2	0	0	0	0	0	0
5	3	0	1	0	0	1	0	0	0
6	5	0	2	0	2	0	0	0	0
7	2	0	1	0	0	0	0	0	0
8	3	0	0	1	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	0	0	0	3	1	0	0	0
8	2	2	0	0	0	1	0	0	0
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	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	2	0	2	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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
 - 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSITELL data and NYSESLAT data indicate that there are 59 students who tested in the Expanding level; 15 in the Emerging level; 15 in the Transitioning level and 17 in the Entering level. Therefore, most of our ELLs will receive 180 minutes a week of ESL services. Students at the Entering proficiency level on the NYSITELL 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 Emerging and Transitioning levels on the NYSITELL 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 to foster reading mastery.
 - Students at the Expanding level on the NYSITELL 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 Common Core Standards in all categories of writing.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here: P.S./I.S. 163 uses AMO data to study how individual students have progressed from year to year on the NYSESLAT.

Data shows that most students have progressed from one level to one higher. That is Beginning or Entering students have progressed to Emerging or Transitioning levels. For students who have made progress this way it is in our interests to continue our focus on reading and writing skills.

For students who have not progressed from a lower level to a higher one, these students are presented at a pupil personnel committee meeting to decide what type of academic intervention might help and for how long.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Paste response to questions here: 4.a Patterns across proficiencies (B, I, A for students who took the NYSITELL after the 2015 NYSESLAT, and Expanding, Transitioning, Emerging and Entering) show that most of our ELLs need support in the listening and writing modalities across grades K to 8. Listening skills were weak in the NYSESLAT 2015. 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 for grades 3 to 8. This assessment is a good predictor of how students will do on the NYSESLAT. ENL 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 an 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 student's new 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.

Target of Measurement and Bilingual Progressions are used when appropriate.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other 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).
Paste response to question here: The success of our ELLs is evaluated by using the NYSESLAT. The results of this test help us to see the progress made. Success of programs for ELLs are evaluated by an examination of scores on the NYSESLAT, and the Periodic Assessments.
For the 2015 NYSESLAT 37 student attained Commanding level out of 122 who took the test. Many of these students were already in the advanced or intermediate levels based on the 2014 NYSESLAT.
Performance of ELLs on the ELA and State Math tests 2015 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
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 ENL 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 ENL coordinator, one of the ENL teachers, decides if the child is eligible to take the NYSITELL. If the child is eligible, a NYSITELL is administered within 10 days of admission. Once eligible the child is placed in our ENL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFE students are initially identified through our informal interview with the family to determine how much experience the child has in school. If it is suspected that a student has limited experience with school we administer the SIFE questionnaire within 30 days to get more definitive answers as to the school experience of the new student.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
NYSITELL eligibility for students entering with IEPs is based on the determination of the LPT. The LPT at PS/IS 163 consists of the principal, the ENL coordinator, the Education Evaluator from the School Assessment Team, and the student's parents. A qualified translator is also included if needed.
The LPT will evaluate responses on the HLIS, the student's use of English and the Home Language, and evaluation of the student's language ability to determine the need for second language assistance. These needs are assessed distinctly from the student's disability.
If the LPT determines that the student should not take the NYSITELL, the recommendation is sent to the principal. If the principal rejects the recommendation the NYSITELL is immediately administered. If the principal accepts the recommendation, it is sent on to the superintendent to make the final decision.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
PS/IS 163 ensures that entitlement and non-entitlement notification letters are sent home to parents by the ENL Coordinator within five days after the NYSITELL is administered. The letters are sent home in the parent's preferred language of communication if available. The letters are sent home via backpack. A signed copy is returned to the school to be kept on file by the ENL Coordinator.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are notified that they have the right to appeal their child's ELL status within 45 days of enrollment. After the child is given the NYSITELL the parents are notified in writing that they have the right to have child re-identified. The notice states that parents must submit a written request that the status of their child be reviewed.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

All parents of new ELLs are invited to an orientation. We have pedagogues, paraprofessionals, and parent volunteers who translate in the needed languages.

A thorough explanation is given of the Transitional Bilingual and Dual Language programs. The parents are then invited to watch the DVD 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. Finally the Freestanding ENL program at PS/IS 163 is explained. 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 or they can view it on the DOE website. Parents of children who are admitted during the school year have the same opportunities for explanation of the ENL 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.

It is communicated to parents that if a Program Selection Form is not returned, the default choice becomes Transitional Bilingual Education.

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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent program choice is monitored and ascertained by the choices parents make on the Program Selection form. 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 ENL teachers to their students. Letters are only given once in a student's academic lifetime.

Continued Entitlement letters are distributed by the ENL teachers to all ELLs at the beginning of the school year.

PS/IS 163 requires that all Entitlement letters (first time or continued) be returned to the ENL 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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

PS/IS 163 monitors the Parent Surveys that have not been returned in the following ways:

Form is sent home another time by backpack to be filled out and returned.

Form is sent by mail if not returned after this second effort.

Parent is called to come into school to fill out form if third effort not successful.

This process is conducted by the ENL Coordinator.

9. Describe how your school ensures that placement parent notification letters are distributed.

PS/IS 163 sends out placement letters to parents by backpack. They are distributed by the ENL teachers. A signed copy is requested to be returned to the school where it is kept on file by the ENL coordinator. 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 ENL 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 ENL teachers with a parent's signature. Original forms are stored by the program coordinator.

The ENL Coordinator is responsible for this process.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Original documentation is kept in each student's cumulative folder. All copies of ELL documentation are kept by the ENL coordinator.

11. 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.

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, date taken is recorded on the roster for that grade.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The same procedures described in # 7 are used for Continued entitlement and Transitional support notifications.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parent Survey and Program Selection Forms indicate that, as of Sept., 2015- 80 parents of ELLs selected ENL only, 9 selected TBE, and 4 selected dual language. 10 forms have not been returned. 20 students are in self-contained Special Education classes or ICT classes whose IEPs indicate ENL services. The second round of sending home Parent Selection Forms will be the week of 10/12/15. 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 ENL 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - Beginner/Entering students receive 360 minutes a week of ENL. 360 minutes are standalone ENL.
 - Low Intermediate/ Emerging students receive 360 minutes a week of ENL. 180 minutes are standalone ENL, 180 minutes are integrated ENL.
 - Intermediate/Transitioning students receive 180 minutes a week of ENL. 90 minutes are standalone ENL, 90 minutes are integrated ENL.
 - Advanced/ Expanding students receive 180 minutes a week of ENL. 180 minutes are integrated ENL.
 - Proficient/ Commanding students receive 90 minutes a week of ENL. 90 minutes are integrated ELA or Content area. Students are grouped by language proficiency and grade level.
 - b. TBE program. *If applicable.*
There is no TBE program at PS/IS 163.
 - c. DL program. *If applicable.*
There is no DL program at PS/IS 163.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - Explicit ENL for Entering and Emerging Level students is delivered by our ENL teachers.
 - Integrated ELA for Transitional, Expanding and commanding students is delivered in conjunction with classroom teachers by the ENL teacher in the classroom.
 - HLA is used when needed to help explain Content area. This is done though peers, teachers, other adults and translation programs.
3. Describe how core content is delivered in each program model. 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.
 - Core content in academic areas is delivered to ELLs by breaking down the content into chunks that are more comprehensible to students. This is usually done in English, but can be done in the HL if translators are available.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 - ELLs are appropriately evaluated in their home languages throughout the year through the use of translated material and peers.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 - ELLs at all proficiency levels are evaluated formally and informally in all four modalities throughout the year. The ELL Periodic Assessment is administered in the fall and spring of each year to formally address the modalities of speaking, listening, reading and writing. Teacher use of higher level questioning is used in daily lessons to assess speaking, listening, reading, and writing.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a. SIFE students are given sufficient time to acclurate and acclimate themselves to the American school culture. Extra time is allotted for these students to complete assignments.
- b. Newcomers are given materials that concentrate on listening and speaking. There is also some time dedicated to literate ELLs in the nuances of writing (left to right vs right to left) for some language groups.
- c. Developing students are given activities that focus on reading and writing in English. There is much focus on the CCLS for these students.
- d. Long term students are given more of an Academic Intervention approach, since it may or may not be clear as to why they have stayed an ELL for so long.
- e. Former ELLs are given content area support to make subject areas such as science, social studies and ELA more comprehensible.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Between 6 and 12 months of the re-identification the principal reviews the process to ascertain that the student's academic progress has not been adversely affected. If it is determined that the student may have been adversely affected the student will be provided with additional support services such as AIS.
8. 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?
- 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 ENL, OT, PT, Speech and any other service.
- Our ESL Coordinator schedules our ELL-SWDs for ENL classes according to proficiency and grade level. Advanced/Commanding students receiving 180 minutes per week, and Intermediate/Transitioning students receiving 180 minutes per week. Intermediate/ Emerging students receiving 360 minutes per week. Beginner/Entering students receive 360 minutes perweek.
- 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- 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 ENL Coordinator groups ELL-SWDs according to language proficiency as attained on the NYSESLAT or NYSITELL. 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 , 3 and 5. Those classes enroll the ELL-SWDs for the appropriate grades. This allows for greater integration of ELL-SWDs with non-disabled peers.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

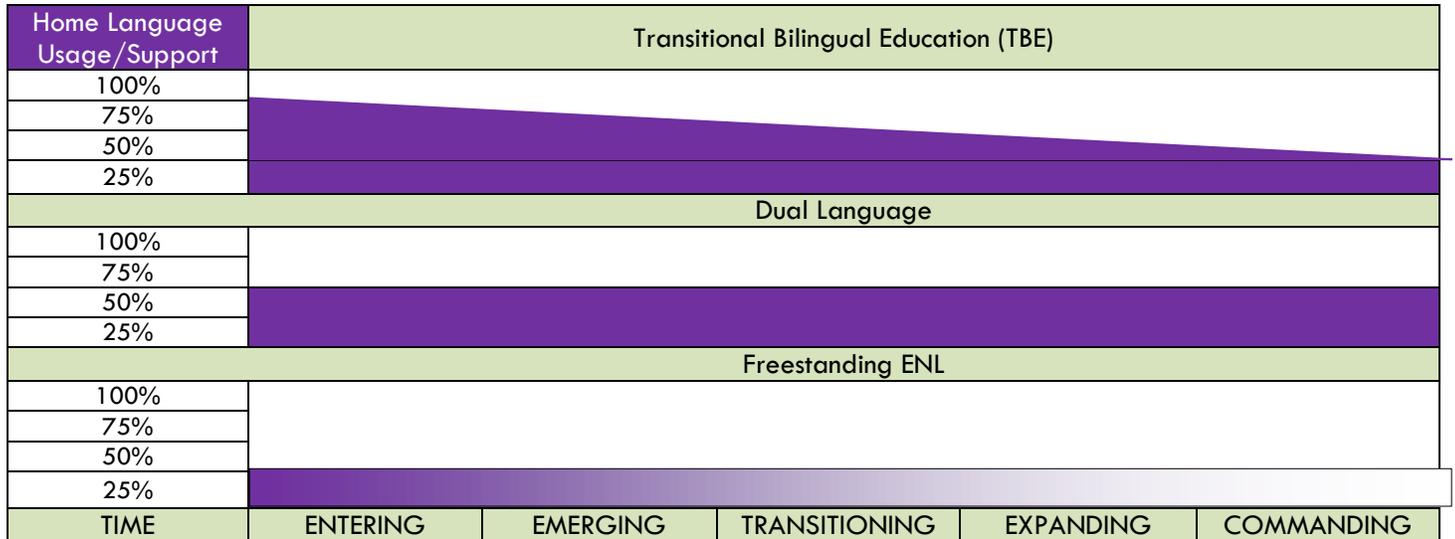


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. ELLs have been distinctly grouped for our AIS 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 AIS 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our ENL program is evident in the success our ELLs have had on the NYSESLAT and the second Periodic Assessment of the year. More than 30% of ELLs taking the NYSESLAT 2015 scored in the Commanding level. An analysis of our 2014-15 Periodic Assessments show improvement from fall to spring. This assessment is also a good predictor of performance on the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?
- Our ENL program will continue as a stand alone and integrated program in alignment with the vision of the administration and its success on the NYSESLAT. ENL teachers will continue to use a mix of materials and methods that parallel the expected performance tasks of the Common Core Learning Standards.
- ENL teachers will work on improving the accessibility of texts for our ELLs.
13. What programs/services for ELLs will be discontinued and why?
- There are no programs or services for ELLs that will be discontinued at this point.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Instructional materials used in the ENL 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 ENL 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newcomers to the ENL program are appropriately placed in groups that mirror their performance on the NYSITELL. These groups are conducted by ENL teachers. There is also a newcomers program in the Title III Afterschool program. Newcomers also have an opportunity to participate in summer school programs.

19. What language electives are offered to ELLs?

Spanish for grades 6 to 8.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

There are no dual language programs at PS/IS 163.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL 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 how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

RESPONSE TO #S 1 TO 4:

The staff at PS/IS 163 are given many opportunities for professional development in ENL during the school year and summer. Such activities include attendance at 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 ENL teachers will be ongoing. ENL 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 ENL teachers consult with classroom teachers on subject areas and themes being used in the mainstream classrooms. The ENL 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 ENL 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 ENL Coordinator.

As per Jose P., 95% of the teachers at PS/IS 163 have satisfied the 7.5 hours or 10.5 hours of ENL 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 ENL training.

Records of hours are maintained by the ENL Coordinator in a binder in the ENL 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Parent meetings are logged in. School secretaries and the assistant principal are included.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Title III and Translation Services program will include a parent component. Adult ENL 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 ENL 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.

5. How do you evaluate the needs of the parents?

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 ENL 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.

6. How do your parental involvement activities address the needs of the parents?

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.

D. Additional Information

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

Paste response here:

School Name: **Bath Beach School**

School DBN: **20K163**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jessica Riccio	Principal		9/30/15
John Scott Buchanan	Assistant Principal		9/30/15
Valerie Ponzio	Parent Coordinator		9/30/15
Vincent Lo Schiavo	ENL/Bilingual Teacher		9/30/15
	Parent		1/1/01
Mei Gong, ENL	Teacher/Subject Area		9/30/15
Seth Pechter, 6 TH Gr/Data Spec	Teacher/Subject Area		9/30/15
	Coach		1/1/01
	Coach		1/1/01
Orsola Bonilla	School Counselor		9/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 20K163 School Name: BATH BEACH SCHOOL
Superintendent: K. Costantino

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spoken: English 540, Spanish 180, Chinese 136, Arabic 35, Ukrainian 2, Russian 14, Polish 13, Albanian 13, Urdu 18, Mandarin 2, Cantonese 2, Italian 1, Turkish 3

Written: English 500, Spanish 182, Chinese 134, Arabic 33, Ukrainian 1, Russian 14, Polish 13, Urdu 19, Albanian 2, Italian 1, Turkish 3

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

1. Welcome Letter (September)
2. Monthly Calendar (September to June)
3. Notice of Parent Teacher Conferences (September, November, March, May)
4. Notice of NYS test dates (September, and reminder in March)
5. Field Day Notice (May)
6. Discipline Code, Grading Policy, and Homework Policy (October)
7. High School Admission Notices (October, and when needed)
8. Field Trip Notices (as needed)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

1. Parent Teacher Conferences
September
November
March
May
2. Testing Meeting
March
3. High School Information Meetings
October
December
February

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff advised at PD on Mondays in September of all available translation services and given name of Language Access Coordinator, who can assist with individual issues.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Welcome Poster prominently displayed in school lobby.
Parent's Bill of Rights distributed each fall.
Parent's Guide to Language Access available to parents through the LAC.
Language ID Guide laminated and available at security desk and the main office for all parents.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent survey will be distributed in the spring to ascertain that all language groups have received adequate information about their child's school.