



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE BAY TERRACE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 31R053

**PRINCIPAL:** ANNETTE ESPOSITO

**EMAIL:** AESPOSI@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ERMINIA CLAUDIO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
ANNETTE ESPOSITO	*Principal or Designee	
AMY MASCIA	*UFT Chapter Leader or Designee	
MARIA PALLANTE	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
DEAN RAZZORE	Member/UFT/CHair	
LUCY KAMIL	Member/UFT	
GINA DI PIETRO	Member/UFT	
JENNIFER CAPPONE	Member/PARENT	
RACHEL CUGINI	Member/PARENT	
LAURA POLLARA	Member/PARENT	
JENNIFER ANGIOLI	Member/PARENT	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June 2013, 100% of students in grades Pre-K through 5 will be exposed to 60% Non-Fiction reading and writing, text dependent questions within the CCLS Units of Study.**

### **Comprehensive needs assessment**

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

In reviewing the Citywide instructional Expectations for 2012-2013 it is evident that the Department of Education is to expect cognitively demanding standards EVERY DAY. Creating an aligned Curriculum Map in **Non-Fiction reading and writing, text dependent questions within the CCLS Units of Study** will include rigor, differentiated lessons/rubrics, and student expectations. Curriculum maps will be in every classroom to guide the teachers in implementation of the curriculum for students in every grade.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  - a) Teachers have been using reciprocal teaching to achieve this goal. Students read, predict, and respond by using non-fiction texts. This helps with text-dependent questions. When lessons are planned subgroups are targeted through differentiation.
  - b) Professional Development ("PD") provided through ongoing workshops and PD from the Network. In September 2012, a workshop was provided on understanding use of text-dependent questioning with a further concentration including reciprocal teaching on Election Day.
  - c) In addition to PD from the Network, teachers turnkey information during two weekly common prep meetings. Teachers decide on curriculum and the order that the units of studies will be taught. All students take a pre and post- test to ensure that all instructional outcomes and expectations are met. Staff members plan with each other to decide how students are assessed.
  - d) Implementation Timeline: September 2012 through June 2013.

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The PTA and SLT have been very active in providing funding to support programs that have been implemented. Non-fiction books have been purchased through PTA funds. During PTA and SLT meetings, curriculum, expectations, school-wide goals and outcomes are discussed.

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

TL FSF funding was used to provide substitute coverage for teacher attending professional development. NYSTL Textbook funding was used to purchase books and materials to support our efforts.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

By June 2013, 90% of students in grades K-3 will strengthen their math skills as measured by pre-test and post-test on units of study using the new Math in Focus/ Singapore math program that is aligned to the CCLS.

### **Comprehensive needs assessment**

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

After conducting an analysis of the Every Day Math Curriculum with teachers, School Leadership team members, School staff, and Network personnel decided that a more rigorous program to address all student levels was necessary. This program will increase Math scores as measured on Periodic Assessments and State Tests in mathematics.

This school year we will include the third grade in the implementation of this Math In Focus ("MIF") curriculum.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- a) The strategies and activities that are in place to encompass the needs of identified student subgroups are pre-assessments that are given to determine the needs of every student. Instruction is planned accordingly. One positive aspect of MIF is that the lessons are designed to target all subgroups. We began to see an increase in our students with disabilities and English language learners. During common planning, which occurs twice weekly, teachers look at pre-tests and decide on which students will be taught below level, on level, or above level lessons.
- b) CFN 533 math developer has been instrumental in achieving this goal. Ongoing PD is provided which began in August 2012 and continues monthly through June 2013. In addition, there are teachers who are considered master teachers and they turnkey and work with the Curriculum Team, School Implementation Team, and Inquiry Teams to develop this program. The "Bar Model" was introduced to fourth and fifth grade teachers as they prepare to implement Math in Focus September 2013. Two teachers attend monthly PD meetings (Supporting Rigorous Mathematics in Teaching & Learning) to keep up with common core standards and turnkey to staff members.
- c) Teachers were included in the decision-making by a thorough examination of the math curriculum and decided as a team to implement the program. Although fourth and fifth grade will not be implementing the curriculum until Fall of 2013, they also go to monthly PD sessions to ensure a successful implementation of the program and transition for the students entering grades 4 and 5 in September 2013.
- d) Implementation Timeline: August 2012-June 2013.

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The PTA and SLT have been very active in providing funding to support the Math in Focus program that has been implemented. The PTA has provided funding each year to purchase Math in Focus since our budget will not allow us to purchase all necessary materials. During PTA and SLT meetings, curriculum,

expectations, school-wide goals and outcomes are discussed. At Parent-Teacher Conferences, teachers also discuss their students' successes and weaknesses in Math.

**Budget and resources alignment**

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

If other is selected describe here:  
CFN-533 support funding

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
  
TL FSF funding was used to provide substitute coverage for teacher attending professional development. NYSTL Textbook funding was used to purchase books and materials to support our efforts. In addition, we have utilized CEI-PEA hours to offset the cost of representatives from Houghton-Mifflin, who along with the CFN 533 Math Staff Developer, provide PD. The PTA has also supplemented the NYSTL allocation.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

**By June 2013, 100% of teachers will be observed, using Charlotte Danielson's Rubric in a Framework for Teachers. The focus will be components, 1e, 3b and 3d, which is in sync with the Citywide Expectations for 2012-2013.**

#### **Comprehensive needs assessment**

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

**Last year The Danielson Framework was introduced and utilized as a means of assessing teacher effectiveness in daily lessons. This year we will continue to utilize Charlotte Danielson's Rubric in a Framework for Teachers. The focus of observations, which will be conducted by the Principal and Assistant Principal, will be designing coherent instruction(1e), using questioning and discussion techniques(3b) and using assessment in instruction(3d). This will result in more informal feedback to teachers which in turn will improve instructional outcomes.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- a) As part of citywide instructional expectations, Danielson's Framework for Teachers is a tool that helps teachers to plan their instruction more efficiently. Strategies include informal observations by the Principal and Assistant Principal with a concentration on 1e, 3b, and 3d as mentioned above. After observation a post conference takes place and constructive feedback is given, positive comments regarding lesson and next steps are identified.
- b) Based upon findings in the lesson PD is provided to support instruction outcomes. The network has provided PD in September and again on Election Day. Intervisitations are set up and opportunities are provided based upon needs that were found using the Danielson tool.
- c) Together teachers and administrators at the post conference discuss evidence of students understanding through the use of the framework, 1E, 3B, and 3D. Implementation Timeline: August 2012-June 2013.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. The PTA and SLT have been very active in supporting programs that have been implemented. During PTA and SLT meetings, curriculum, expectations, school-wide goals and outcomes are discussed. At the first PTA and SLT meetings a presentation on the Danielson Framework for teaching was presented to the parent population. Since we began this in the 2011-2012 school year it was familiar we just reiterated the importance of using this tool to improve instruction.

**Budget and resources alignment**

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

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

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

P.S. 53 has a strong relationship with CFN-533 Staff Development Team which will provide the ongoing necessary development as requested.

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Foundations-	Small Group	During School Day
	Wilson reading program	Small Group	During School Day
	Tune Into Reading	Small Group	During School Day
	Extended Day 50 Minutes-extended day Twice per week	Small Group	After School Day
	Inquiry Work - 50 Minutes once per week	Small Group	After School Day
	Inquiry Work - during school day (small group)	Small Group	During School Day
	Push In / Pull Out- small group during the school day	Small Group	During School Day
	Non-Fiction Skill Builders	Small Group	During School Day
	Simple Solutions Grammar Mechanics during school day	Individual/Small Group	During School Day
	Great Leaps	Individual/Small Group	During School Day
	SETTS	Individual/Small Group	During School Day

	Certified SI Mental Health Reading Volunteers	Individual	During School Day
	Future Teacher Program/ New Dorp High School	Individual/Small Group	During School Day
Mathematics	Extended Day 50 Minutes- extended day twice per week	Small Group	After School Day
	Push In / Pull Out	Small group	During School Day
	Harcourt Math	Small Group	During School Day
	Math in Focus	Small Group	During School Day
	SETTS	Small Group	During School Day
Science	Science Cluster	Small Group	During School Day
Social Studies	Interdisciplinary / in classroom	Small Group	During School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1:1 Counseling - Provide support through individualized counseling, and behavior modification.	Individual	During School Day
	Group Counseling- Provide support with group counseling, peer relations, work on social skills, classroom management, positive reinforcement, and behavior modification. Conducting classroom visitations to review Bullying and how to avoid and work through difficult situations. Grades 3-5	Small group	During School Day

	Parental consultation for at - risk students	Individual	During School day After school day Before School day
	Follow up for Child Abuse situations	Individual	During School day After school day Before School day
	Conducting classroom visitations to review Bullying and how to avoid and work through difficult situations. Grades K-2	Small Group	During School day

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- All teachers in grades Pre K-5 are Highly Qualified. Teachers have been participating in professional development with Su Phelan, and Naomi Isaac-Simpson. These are staff developers from the CFN-553 network, Su provides ELA professional development specifically this year on reciprocal teaching, text dependent questions and Charlotte Danielson's Framework for teachers. Naomi in conjunction with Houghton Mifflin(publisher of Math in Focus) have been providing monthly professional development on using the Math in Focus program this includes all teachers from kindergarten through grade five. In addition teachers have been attending supporting rigorous mathematics in teaching and learning so that the staff is kept abreast of the Common Core Learning Standards. There is a strong emphasis on looking at the data to drive instruction. The data specialist and the Technology teacher provide ongoing staff development to the teachers. The Technology teacher collects ELA and math data monthly disaggregates the data and informs the principal of students who are at risk. Interventions are then put into place to ensure all students meet grade level expectations.

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

***SCHOOL-PARENT COMPACT  
REQUIRED OF ALL SCHOOLS  
CAN BE LAST YEARS BUT MUST BE UPDATED***

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- 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 during the allocated times;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

### **III. Student Responsibilities:**

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

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Debra Maldonado/Nancy Ramos</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>053</b>
School Name <b>Bay Terrace School</b>			

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

Principal <b>Annette Esposito</b>	Assistant Principal <b>Paul Reformato</b>
Coach	Coach
ESL Teacher <b>Erin Lanza/ ELL coordinator</b>	Guidance Counselor <b>Jodi Sanchez</b>
Teacher/Subject Area <b>Sharon Coughlin/SETTS</b>	Parent <b>Maria Palante</b>
Teacher/Subject Area <b>Dean Razzore/OPT/Testing</b>	Parent Coordinator <b>Angela Navarino</b>
Related Service Provider <b>Kim Benedetto/IEP/AIS</b>	Other <b>Mildred Cordova</b>
Network Leader <b>Nancy Ramos</b>	Other <b>Vincent Lyman/Technology</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>650</b>	Total Number of ELLs	<b>26</b>	ELLs as share of total student population (%)	<b>4.00%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The Language Allocation Policy is a living document shared with staff members. The LAP team for P.S. 53 consists of: school administrators, parent coordinator, testing coordinator, ESL teacher, SETSS teacher, AIS teacher, Technology teacher and the Guidance Counselor. Our ESL teacher is certified in Special Education and Common Branch. She has applied to the state for an ESL Certificate and is presently finishing the final requirements for it.

P.S. 53 is located on the South Shore of Staten Island. It serves a population of 650 students in Pre K-5. Twenty-six of them are English Language Learners.

Upon registering students, based on the CR-Part 154, parents are given the New York City Department of Education's Parent/Guardian Home Language Identification Survey (HLIS). These forms are available in several languages, and assistance is available to those in need of it by Mr. Reformato, assistant Principal, Mrs. Lanza, ESL teacher or Mrs. Coughlin the SETSS teacher. If it seems that there is another language present in the home a certified pedagogue from the LAP team will sit and interview the parent and child. At this point the staff member will seek assistance from a bilingual provider who will be able to translate all necessary information to the parent so they will be able to complete the HLIS correctly. It will then be determined, based on NYS requirements, if the child is eligible for LAB testing. A Spanish LAB exam will also be administered to any child eligible who for testing that has Spanish as his/her native language. The score of the LAB-R test will determine if the child will be provided with ELL services. Once it has been determined that the child is eligible for bilingual instruction or an ESL program a letter will be sent home with the children specifying entitlement. Records of these letters will be maintained by Mrs. Lanza in room 336.

Upon review of the NYSESLAT scores continued entitlement letters are distributed to all eligible children. Records are housed in an ELL binder in the ESL room. A child who is placed in an ELL program may only be removed from it when they have been tested as Proficient on the New York State English as a Second Language Achievement Test (NYSESLAT). This test is given to all eligible ELL students each Spring. The pupil accounting secretary runs the appropriate ATS reports (RLER) for the ESL teacher to review. These reports as well as in house records are reviewed for proper eligibility. All tests are administered by the ESL teacher, Mrs. Erin Lanza or the SETSS teacher, Mrs. Sharon Coughlin. Systematic checklists are used to ensure that all tests are administered, packaged and returned properly. The data patterns across the NYSESLAT modalities will have an impact on instructional planning for the following school year.

The RLAB, RLAT and the RNMR are regularly used to see these patterns.

All students that are eligible for ELL services at our school are tested and placed within 10 school days, as per New York State requirements. Therefore, it is very important that we provide our parents with the information necessary to choose the ELL placement of their choice. The ESL teacher sends Entitlement Letters home with the children in their native language right after they are LAB tested and deemed eligible for services. Continued Entitlement Letters are sent home after the NYSESLAT scores have been reviewed and eligibility is determined. If the NYSESLAT scores show that a child has tested out of the ELL program in the Spring, they are now

former ELLs and are sent home a letter indicating this.

In late September all ELL parents are invited into the school for a parent orientation presented by the ESL teacher to help them make informed choices. At this time all programs will be explained, and a video and brochures are provided in their native languages. The original Parent Option Form and the Parent Survey are first given to the parents at this orientation where the Assistant Principal, Mr. Reformato as well as the ESL teacher, Mrs. Lanza will review all options available. The notification process for parents who have previously chosen a TBE/DL program will also be reviewed at this time. The process will be explained and information given on when the program may or may not become available. A second orientation is offered a few weeks after to accommodate any parent who could not make the first meeting. The brochures and video are always available for parents to view at their convenience. Various workshops are ongoing throughout the year and parent involvement is always encouraged.

The parents are asked to fill out the forms and return them at the end of the orientation meeting. In the event that a parent does not attend the orientation the forms are sent home in the folder with the child. If there is no response a second letter is placed in the child's folder to go home. If that attempt is still unsuccessful a third letter is mailed and a phone call is made by Mrs. Lanza. Follow up phone calls will continue to be made as needed. We encourage the parents to come in to fill out the paperwork. However, we do send the information home to parents who do not want to come in. All surveys are collected by the student's classroom teacher and picked up by Mrs. Lanza, ESL teacher. The storage of these surveys is in room 336 in a clearly labeled binder: Parent Survey/ Program Selection Forms. Each English Language Learner has a section of the binder designated for their paperwork. All forms are housed in an ELL binder located in the ESL room. In the event that a parent does not select a program they will be marked as choosing Transitional Bilingual Education (TBE) as their choice. They may not choose to opt out of ESL services.

P.S. 53 has received a Translation and Interpretation Services allocation in which we utilize this funding to provide translation services for non-English speaking parents. We also have several bilingual staff members who assist in oral and written translation to parents to ensure that all parents are provided with appropriate and timely information in a language they can understand. Even though P.S. 53 only offers a free standing ESL program, all ELL programs are explained. In tracking all existing ELL students the trend in program choice has been leaning toward ESL services. Of the 26 children receiving services 17 of them chose ESL, 1 chose Dual Language and 8 chose TBE. Therefore, the model offered at our school is in alignment with parent requests. In reviewing parent choices most parents' choice was ESL. The statistical data indicating TBE are partly for students not returning necessary paperwork in a timely manner. Using this data PS 53 plans to continue to have a ESL pull out program for this year and in the immediate future to service its bilingual children. We are also exploring scheduling to incorporate a push-in model. Outreach to other schools is ongoing to support parent requests for Dual Language and Transitional Bilingual Programs. All parent choice letters are also kept in an ELL binder as well as in the child's cumulative folder.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

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

### This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 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 special education. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0
ESL	19	0	3	6	0	4	1	0	0	26	
<b>Total</b>	<b>19</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>26</b>	

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1	0	1	2	0	0	0	0	0	0	0	0	6
Chinese	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Russian	4	1	1	1	1	2	0	0	0	0	0	0	0	10
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	1	1	0	0	3	0	0	0	0	0	0	0	0	5
Other	1	0	1	1	0	0	0	0	0	0	0	0	0	3
<b>TOTAL</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>26</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

There are 6 different languages represented in our school. Of the 26 students receiving ELL services 19 of them are receiving service for less than 3 years, 6 are receiving services for 4 to 6 years and only 1 child is a long term ELL. There are presently no SIFE children in our program. There are 7 children receiving special education services as per an IEP in the ELL program. Presently we only offer a freestanding English as a Second Language Program as a pull-out program by a certified F-status teacher three days a week. The remainder of the minutes, as per the NYC CR Part-154, is provided by their classroom teacher in a consultative model with the ESL teacher. Classroom teachers are trained in ESL strategies and methodologies, there is collaboration in planning with the classroom teachers and the ESL teacher and curriculum maps and materials are shared.

## A. Programming and Scheduling Information

Our classrooms are mixed heterogenously. Each grade has an ESL group. The child's grade and level of proficiency are considered when placing them in a group. We also have three 12:1:1 classes in the building, as well as a ICT on every grade. At our school we presently offer push in SETSS and AIS services for many of our ELL students. Push-in ESL services are still being considered for the future. Depending on the number of students and the grade distribution this consideration will be reviewed as the students enroll.

P.S. 53 has incorportaed the Danileson Framework into our school. We continue to use a Balanced Literacy Program which follows the Teacher's College Workshop Model. We have a comprehensive language and literacy framework designed to support young readers and writers of all proficiency levels. Implementing a quality literacy program begins with commitment to serve all students. Readers who need extra help are not identical to one another. In fact they are very diverse. We as educators need to adjust our materials and teaching for individual learners, and the balanced literacy approach helps us to do just that. Native language materials are incorporated when possible into the balanced literacy program. Reading material has been purchased, smart boards and computers are used and native language glossaries are provided to the children in the content areas. Although the content may vary by grade, the essential elements of the framework should remain constant.

- \* Language: Using oral language - discussing, sharing, questioning and describing is a key component to teaching reading and writing. Visuals and props are used when needed.
- \* Literacy: We can not overlook the strong connection between Reading and Writing. Realizing how they compliment one another when teaching. We recognize that our ELL students may need differentiating in these areas and supporting them whenever necessary.
- \* Literature: Recognizing the value of great literature in the classroom. Ensuring that we often use literature stemming form some of the countries our students are from.
- \* Content: Learning in the content area is the basis for this program. Students read and write about topics related to science, social studies, math and other genres. Mixing the language arts curriculum with other curriculums increases the sophiostication of the language students use. Native language glossaries are provided to all children in need of them.

Our school is in the process of chaniging its mathematics program. This year we are implementing a program called Math In Focus in grades K-2. Math In Focus by Singapore Math is an elementary mathematics program for Kindergarten through grade five, created specifically to address the recommendations for instructional materials agreed upon by both national and international panels of math educational specialists. It has a very precise framework, covers skills and concepts in depth, uses concrete visuals to reach all students and places a great emphasis on problem solving. Grades 3- 5 are still using Everyday Math while we phase the program in gradually. Everyday Math is a program designed to develop basic math skills through repeated exposure. Mathematical language is developed through modeling, demonstrations and manipulatives. The program is also designed to support the ELLs by incorporating many strategies that are proven to help linguistically diverse students.

At P.S. 53 our classrooms are being filled with a growing number of English Language Learners. Some are eligible for services, some are not based on LAB-R scores and some are former ELLs that have tested out of the program. Either way many of them are in need of academic support in language. Therefore at P.S. 53 we are always seeking out more effective strategies to reach all students. We realize the role of the classroom teacher is to provide understandable language in their lessons, along with materials that are necessary to convey meaning - props, computers, pictures, etc. These lessons along with the classroom enviornment all contribute to the child's acquisition and production of language. All activites throughout the day should be structured so that English Language Learners, at any instructional level, could participate at a level of comfort. All classrooms are equipped with computers and a smart board. Teachers always share information and when necessary articulate with the ESL teacher, Data Specialist and Tech teacher to help support the learning process.

Our school offers our teachers the help and support(workshops, interventions, materials) so that they can support their ELLS regardless of language development, or how many years they have been in the country. English Language Learners can successfully acquire language and content if they are given the appropriate scaffolding, and are assessed in ways that allow them to demonstrate understanding and knowledge.

In addition to adding more technology to our school curriculum we have incorporated a program called Reach, by National Geographic into our ESL pull out program. Reach is a program designed to add language literacy and content to our lessons. Reach is a content based

## A. Programming and Scheduling Information

designed for structured flexibility for all language learners. We have begun by using thematic fiction and non-fiction selections, along with their skills practice in vocabulary, language, grammar, reading and fluency. We are looking to incorporate more of this program in the future.

At this time we have no SIFE children in our school. Aside from the teacher support and strategies mentioned above, we have several Academic Intervention Services available for these children. Some of them are: Tune Into Reading, Wilson Reading as well as a list of Computer Programs that we use. He is presently being seen three times a week by the ESL teacher for 45 minutes. The remainder of his minutes are in the classroom with the classroom teacher who is collaborating with the ESL teacher.

Our newcomers are being taught language acquisition using various approaches and materials in the classroom, as well as in the pull-out ESL program. Some of these approaches include, but are not limited to visual imaging, TPR(Total Physical Response), scaffolding, using realia, props and gestures. In the pull-out ESL program we are using Reach, as well as additional phonics and language support. They also are offered Extended Day Programs, Reading Volunteers as well as at risk services if necessary. Mrs. Lanza, the ESL teacher will assess each of the students and place children in differentiated groups based on ability. These children are presently being seen three times a week for 45 minutes sessions by the ESL teacher. The remainder of the minutes is done by the classroom teacher who is collaborating with the ESL teacher.

For our ELLs receiving services for 4-6 years and our long term ELLs we plan to increase technology to further support the students in the classroom, in the ESL program and also at home when applicable. In addition to the smart boards and classroom computers we have a computer lab housing 36 lap top computers and the library has 17 of them available for the children to use. Both the lab and the library have their own cluster teacher and are utilized by many classes. In addition, each fifth grader has access to his or her own lap top for classroom use. Some of the computer programs that we have purchased for this year are: More Starfall, Samson's Classroom, Uptown Education, Accelerated Reading, Enchanted learning, Brain Pop and Brain Pop, Jr. These children are presently being seen three times a week by the ESL teacher and the remainder of the minutes are completed by the classroom teacher in collaboration with the ESL teacher. The National Geographic Reach Program is being incorporated into the pull out component.

In addition to the technology component our SETSS and AIS teachers are presently servicing many of these students by pushing into their classrooms for additional support in the content areas. Of the 6 children receiving services for 4 or more years, 2 of them are presently in a 12:1:1 and one of them is in an ICT class.

There are several special needs children in our school that are either current ELLs or former ELLs. Of the 26 ELLs that I am presently servicing, 7 of them have an Individual Educational Plans(IEP). They are being supported in their own classrooms using scaffolding and the balanced literacy approach, and also in the ESL program. These children are also serviced as per their own IEP. All teachers have had appropriate ESL training to infuse ESL methodologies into daily instruction. Students with IEPs receive all mandated services including ESL as per mandates.

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

**Class/Content Area**

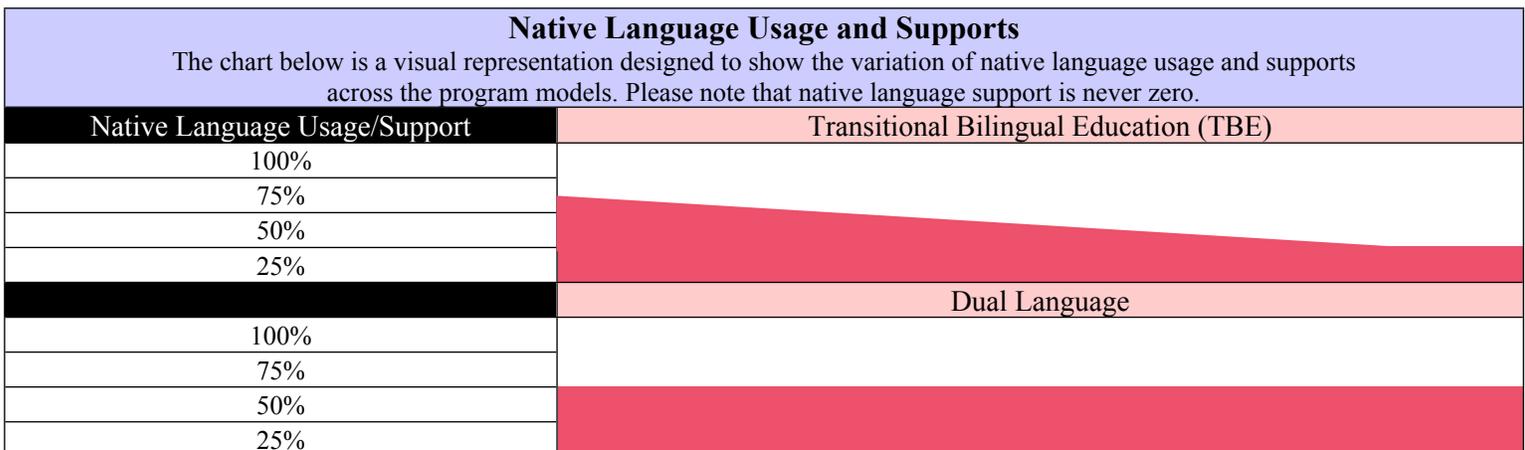
**Language(s) of Instruction**

Native Language Arts	
Social Studies:	n/a
Math:	n/a
Science:	n/a
n/a	n/a

n/a	n/a

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

## B. Programming and Scheduling Information--Continued

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

P.S. 53 offers a variety of Academic Intervention Services for ELA and Mathematics. In addition to the support services (Speech, Occupational Therapy, Counseling, Hearing, Adaptive Physical Education, SETSS, AIS, PPT, and ESL), we also offer the following:

- \*Extended Day Program: k-5
- \*Reading Volunteers: K-2
- \* At Risk ELLs: K-5
- \* At Risk Speech (SLIP): K-5
- \* At Risk Counseling (ERSSA): K-5
- \* AT Risk SETTS
- \* Foundations: K-2
- \* Wilson Reading: 3-5
- \* Tune Into Reading: 3-5
- \* Inquiry Team: K-5
- \* Great leaps Reading: K-5
- \* Sun Dog Theatre Program: 2-4
- \*Computer Based Programs: K-5
- \* Additional programs offered though the After School Programs and during Extended day.

The above AIS programs are offered to help all of our students in their weakness areas. These programs not only service many of our present ELL students, but also our former ELL students. They offer the students additional support that they may need to find success in school. As mentioned earlier we are increasing learning through technology throughout our school. For the students who speak other languages there are software programs available to them in their native language, as well as picture dictionaries, glossaries and trade books available throughout the building in various languages. We will continue to build on these native language libraries as more and more languages enter our building.

For those students who reach proficiency on the NYSESLAT will continue to receive testing accommodations of extended time and separate location for two additional years. The addition of technology will be added to improve the implementation of the ESL program provided at PS 53. Data from classroom teachers will provide further information for differentiation of instruction in the classroom as well as in ESL. After reviewing our current ESL program it was determined that none of the programs/services will be discontinued. All ELL students are afforded equal access to all school programs. Letters are sent out in the parents native language for all activities. ELL students participate equally in all school wide events including school activities as well as after school activities.

The latchkey program as well as all after school programs are offered to English and foreign speaking students. Monies are secured through a self sustaining program.

For all of our ELLs we plan to increase technology to further support the students in the classroom, in the ESL program and also at home when applicable. In addition to the smart boards and classroom computers we have a computer lab housing 36 lap top computers

and the library has 17 of them available for the children to use. Both the lab and the library have their own cluster teacher and are utilized by many classes. In addition, each fifth grader has access to his or her own lap top for classroom use. Some of the computer programs that we have purchased for this year are: More Starfall, Samson's Classroom, Uptown Education, Accelerated Reading, Enchanted learning, Brain Pop and Brain Pop, Jr.

Native language support is delivered in each program by using Smart Boards, lap top computers as well as picture dictionaries, glossaries and trade books which are available throughout the building in various languages. We will continue to build on these native language libraries as more and more languages enter our building.

The children are being supported in their own classrooms using scaffolding and the balanced literacy approach, and also in the ESL program. These children are also serviced as per their own IEP. All teachers have had appropriate ESL training to infuse ESL methodologies into daily instruction. Students with IEPs receive all mandated services including ESL as per mandates.

In addition to the technology component our SETSS and AIS teachers are presently servicing many of these students by pushing into their classrooms for additional support in the content areas. Our SETSS program is mainly a push in program focusing on math and writing within the classroom.

There are several special needs children in our school that are either current ELLs or former ELLs. Of the 26 ELLs that I am presently servicing, 7 of them have an Individual Educational Plans(IEP). They are being supported in their own classrooms using scaffolding and the balanced literacy approach, and also in the ESL program. These children are also serviced as per their own IEP. All teachers have had appropriate ESL training to infuse ESL methodologies into daily instruction. Students with IEPs receive all mandated services including ESL as per mandates. Of the 6 children receiving services for 4 or more years, 2 of them are presently in a 12:1:1 class, and one of them is in an ICT.

It is our school policy toward the end of the year to try to prepare all students for the grade that lies ahead of them. We not only plan stepping up ceremonies to celebrate the students accomplishments in Pre-K and fifth grades, but we offer visitations to other schools for fifth graders, and tours and orientations for incoming students, Pre-K and Kindergarten students. There are also several parent workshops offered to prepare parents for the year to come.

### **C. Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

At P.S. 53 we have weekly grade meetings that are held on common prep periods to plan for instruction. In addition to these grade meetings we have in house professional development and planning time every Wednesday afternoon from 2:35 - 3:27. These valuable planning times allow the teachers to collaborate to ensure best practices for all students, and allow the administration to plan professional development opportunities for teachers in required areas. All administration, paraprofessionals, school psychologists, social worker, occupational/physical therapist, speech threapists, secretaries and the parent coordinator are included in these professional development afternoons. Many topics concerning ELL students are addressed at these times.

The school administration, parent coordinator and guidance counselor meet with the key staff members of schools as students transition from one school to another. During these meetings ELL students are discussed and their needs are articulated to the new school staff. Our fifth grade teachers are also sent to visit the middle schools with their students. They are apprised of issues and concerns that they should address in class to prepare their students for the upcoming school year.

As for the 7.5 hours of required ESL training that all teachers are required to have, we keep documentation and certificates on file for each teacher in the building. Any new teachers are required to either go to an outside workshop and bring back their certificate, or they will be provided with the training they need in-house as ongoing professional development throughout the school year. The certificates are kept in the teachers file which are maintained by the secretary in the main office. The training planned for this year will be geared to compliance issues, implementing appropriate ESL strategies in the classroom and setting up predictable routines and signals in the classrooms to reduce the anxiety of any students learning English.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

At P.S. 53 we encourage parental involvement. Our parent coordinator goes above and beyond to reach out to all families and encourage them to join in the school community. After establishing the parents language for communication we are able to send all paperwork home in the appropriate language. Additionally, if parents request, a translator will be made available in their native language. Therefore, in addition to curriculum conferences and parent teacher conferences we offer several opportunities for the parents to be in the building interacting with the other children, other parents and staff members. When necessary PS 53 partners with our network team CFN 533-CEIPEA and translation services are made available through parental requests. Some of the things planned at P.S. 53 are:

- \* Newcomer's Tea
- \* ELL Orientation
- \* Book Fair
- \* Halloween Spooktacular
- \* Wonderwalk for the March of Dimes
- \* Open School Week Celebrations
- \* International Festival
- \* Holiday Fair
- \* Toy Drive
- \* Literacy Night
- \* Family Math Workshop
- \* ELL Workshops
- \* Science Fair
- \* Behavior, Guidance and Discipline Workshop
- \* Empowering Your Child To Be Healthy & Safe Workshop
- \* Stress Reduction Workshop
- \* Adult Book Club
- \* Learn to Knit and Crochet
- \* I.S.24 Orientation Workshop

The parent coordinator reviews forms, surveys and other school documents to evaluate the needs of all parents including ELLs. When necessary, translations as well as translators are assigned to assist parents with any need that may arise. The parent coordinator may then bring those needs to the attention of the school administration. All of the items listed above are made available to all students who attend PS 53. Should a parent contact the parent coordinator, administration or teachers every effort is made to provide translation services to all parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	1	1	1	1	0	0	0	0	0	0	0	7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	2	1	1	3	2	0	0	0	0	0	0	0	10
Advanced (A)	5	1	0	1	2	0	0	0	0	0	0	0	0	9
Total	8	4	2	3	6	3	0	0	0	0	0	0	0	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	3	1	1	0	5
5	0	1	0	0	1
6	0	1	0	0	1
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	1	0	4	0	0	0	0	0	5
5	0	0	0	0	1	0	1	0	2
6	0	0	0	0	1	0	0	0	1
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	1	0	1	0	2
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

At P.S. 53 we use the Developmental Reading Assessment tool (DRA) to assess the early literacy skills of all students. The teacher will individually test each child on a range of skills (accuracy, comprehension, fluency). This test allows the teachers to match the scores with independent reading levels from Fountas and Pinnell for each child. Classroom teachers as well as the ESL teacher will be able to use the results in order to further differentiate all instruction. We also use Predictives, pre and post testing, conferences and running records. This year our school is learning about and incorporating Common Formative Assessments. This form of assessment will help us to closely align curriculum, instruction and assessments to the standards essential for all students success.

Our school inquiry team uses all data, including the Periodic Assessment, to help drive instruction and to target the children in need of AIS services. The data patterns across NYSESLAT modalities will have an impact on instructional planning. Our data specialist, the ESL teacher and technology teacher will review these patterns and classroom teacher as well as the ESL teacher will be able to modify instructional strategies based upon these patterns. After reviewing the data patterns across proficiency levels on the LAB-R it reveals that 6 of 9 students scored at an advanced level. Those children receive accelerated instruction based upon assessments by classroom teachers as well as the ESL teacher. For all programs the data specialist, ESL teacher and technology teacher review scores from all of the tests mentioned above. These scores are reviewed and instructional strategies are implemented. Both classroom teachers as well as the ESL teacher utilize this information for purposes of groupings and differentiating assignments.

The periodic assessment was administered to 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade youngsters. The results of these assessments are available on ARIS and teachers are given specific information on ELLs. This information is utilized for differentiation and instruction. I-Plan is also used to provide further differentiation based upon these results. Students are afforded the use of glossaries, dictionaries and computer software for native language support.

The most significant pattern that we have seen is a drop in overall ELA scores. Therefore, our present schoolwide inquiry question stands as, How can we support our students' reading in order to strengthen their reading comprehension? It is because of what the school is learning and the patterns we are seeing that we are engaging ourselves in the Common Formative Assessments. This program will help us in predicting likely student performance on subsequent assessments in time to make instructional modifications throughout the year. The School Leadership Team reviews all data prepared by the inquiry team and if necessary make suggestions for improvement based on these results.

The results of the NYSESLAT, periodic assessments, ELA and math exams are all relevant assessment tools used to assess the success of our program. Throughout the year teacher we use ARIS and many different ATS reports to review the students scores, as well as their own notes, and conversations with classroom teachers which indicate growth or lack their of. These are all determining factors of growth of the ESL program.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

attach/submit charts. This form does not allow graphics and charts to be pasted.

## Part VI: LAP Assurances

<b>School Name: <u>The Bay Terrace School</u></b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Annette Esposito	Principal		10/27/11
Paul Reformato	Assistant Principal		10/27/11
Angela Navarino	Parent Coordinator		10/27/11
Erin Lanza	ESL Teacher		10/27/11
Maria Palante	Parent		10/27/11
Dean Razzore	Teacher/Subject Area		10/27/11
Sharon Coughlin	Teacher/Subject Area		10/27/11
	Coach		
	Coach		
Jodi Sanchez	Guidance Counselor		10/27/11
Nancy Ramos	Network Leader		10/27/11
Kim Benedetto	Other <u>IEP Teacher</u>		10/27/11
Mildred Cordova	Other <u>Network Support</u>		10/27/11
Vincent Lyman	Other <u>Technology</u>		10/27/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 31R053      **School Name:** THE BAY TERRACE SCHOOL

**Cluster:** CFN-533      **Network:** NANCY RAMOS

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon registering students, parents are given the New York City Department Of Education's Parent/ Guardian Home Language Identification Survey (HLIS). These forms are available in several languages. If "other" is indicated in two or more places for questions 1 through 4 and for questions 5 through 8, the student is eligible for LAB testing to determine if the student is in need of ELL services. An Interview process with the parent or translator then takes place to determine if the forms are correctly answered. We have received a translation and interpretation services allocation. We utilize this funding by purchasing supplies and materials for the ELL students, as well as provide translation services for non-English speaking parents during Parent / Teacher Conferences in the Spring and Fall.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

.Based on the New York City Department of Education Parent/ Guardian HLIS forms findings show 10 Russian,6 Spanish,2 Georgian, 1 Armenian, 5 Albanian and 2 Chinese. The parent coordinator and classroom teachers were made aware of the findings. Pertinent information is sent home to the parents in their native language.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The NYC Department of Education provides material in various languages at the start of the school year. As the need arises, Parent coordinator will provide translation services to parents through the use of the Parent Support Office and Translation and Interpretation Unit. We are fortunate that we have bilingual employees who work in the school. When necessary they provide translations.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Language interpreters will be available during open school week, parent conferences, and IEP conferences to assist parents in need of language assistance services. As the need arises, staff members who are bilingual are willing to assist in oral communication.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Each parent who requires language assistance services will be provided with written notification of their rights regarding translation and interpretation services in the home language and instructions on how to attain such services. Posted in a conspicuous location at the entrance will be a sign in each of the targeted languages indicating the office where a copy of this written notification can be obtained. The school's safety plan will contain provisions for communicating with non-English speaking parents .

