

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** THE BAY TERRACE SCHOOL  
**DBN (i.e. 01M001):** 31R053  
**Principal:** ANNETTE ESPOSITO  
**Principal Email:** AESPOSI@SCHOOLS.NYC.GOV  
**Superintendent:** ANTHONY LODICO  
**Network Leader:** NANCY RAMOS

## 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Annette Esposito	*Principal or Designee	
Pam Barone	*UFT Chapter Leader or Designee	
Jennifer Cappone	*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	
Penny Varriano	Member/ parent	
Laura Sannicandro	Member/ parent	
Robbin Rizzo	Member/ parent	
Gina Solheim	Member/ parent	
Kim Bilotti Kelly Pares	Member/ Assistant Principal Member/Teacher	
Dean Razzore	Member/ Assistant Principal/Chair	

\*\*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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2015, 60 % of students in Grades 3, 4, & 5 will score a level 3 or 4 as measured on the New York State Math Exam.

### 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 correlation with the NYC Department of Education 2014- 15 Citywide Instructional Expectations, it is evident that grades K-5 will align their lessons to the Math Curriculum and Common Core Learning Standards. All grades are using Math in Focus, Singapore Math Program. This program is vertically and horizontally streamlined for all grades, K-5, to increase Math scores for all students as measured by pre and post assessments, and the New York State Math Test

### Instructional Strategies/Activities

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

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

1. 1. The strategies/activities that are in place to encompass the needs of identified subgroups are pre and post-assessments that are given to determine the needs of every student. Math instruction is then planned according to the results of these assessments. Common prep planning is held two periods a week for teachers to plan for all students, including remedial and enrichment. One activity to support students with disabilities and English Language Learners is having the SETTS teacher and ELL teacher push into the classroom to provide small group instruction.

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

1. Our Network Math Developer from CFN 533 has been instrumental in the implementation of Math in Focus. We have a Math in Focus full day PD Calendar, set for September 2014 until June 2015. Teachers rotate on each grade attend all sessions and turnkey to their colleagues on the grade.

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

1. 1. With the exception of Kindergarten, all students are assessed at the start of each unit. Kindergarteners need to be taught all concepts. For each unit, Kindergarten teachers revise all levels of instruction for their students. In grades 1-5, students are pre-assessed and post- assessed. Small group instruction is provided for remediation/enrichment

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

1. September 2014- June 2015

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

1. 1. Two common preps per week are scheduled for all teachers. Monthly PD is provided for teachers by using per diem substitute teachers set up in Galaxy. As per the UFT contract Monday afternoon Professional Development.

### 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 strategies/activities that are in place to encompass the needs of identified subgroups are pre and post-assessments that are given to determine the needs of every student. Math instruction is then planned according to the results of these assessments. Common prep planning is held two periods a week for teachers to plan for all students, including remedial and enrichment. One activity to support students with disabilities and English Language Learners is having the SETTS teacher and ELL teacher push into the classroom to provide small group instruction. In addition since the UFT contract provides time for parental involvement our teachers have been planning workshops. Needs assessments are sent home to parents and based upon responses; teachers in every grade organize parent workshops.

### Budget and Resource Alignment

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

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

## Goal and Action Plan #2

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

### Annual Goal #2

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

By June 2015, 100% of our teachers will build stamina and fluency to engage in comprehension of complex text. 70 % of students in grades K-5 will measure at or above grade level as measured by the DRA, baseline assessments, and End of Year local assessment measures.

### 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.

We are currently in year two of New York City ELA curriculum that is aligned to the Common Core Learning Standards. Ready Gen, along with our existing ELA curriculum maps, includes differentiated lessons and rubrics to meet the needs of all students.

### Instructional Strategies/Activities

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

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

1. 1. All students are assessed with an entry point based on DRA-2 as chosen as our local measure. Based upon the assessments, lessons are planned accordingly for all students, including our subgroups of SWDs and ELLs. Small group lessons incorporate Close Reading, Language Analysis and Reading Analysis.

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

1. 1. Brenda Aviles, professional developer for Pearson-Ready Gen had partnered with P.S. 53, and CFN 533 Professional Developer has assisted with the implementation of Ready Gen last year. Laura Banks, CFN 533 Professional Developer will assist with the continuation of Ready Gen. All teachers have attended and will continue to attend workshop s throughout the 2014- 15 school year. Our ELL Teacher and SETTS teachers provide strategies and methodologies to all teachers through PD. As this is year two of the implementation of Ready Gen, our teachers have been revising their curriculum maps to address the students of the P.S.53 population. Jessica Jenkins, has provided numerous PD sessions to teachers on helping us to achieve this goal. This year as part of Chancellor Farina's initiative we have strengthened our time with guided reading, have designated independent reading time to build stamina, and during this time teachers conference with their students.

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

1. 1. Response to reading activities help teachers to assess the understanding of skills being taught

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

1. September 2014- June 2015

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

1. 1. Two common preps per week are scheduled for all teachers. PD is provided for teachers by using per diem substitute teachers set up in Galaxy. Teachers plan lessons according to the needs of students based upon DRA, PBA's, and conferencing. . As per the UFT contract Monday afternoon Professional Development.

### 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).

Unit Family Letters are sent home for review and feedback. Monthly PTA, SLT, Attendance, PPT/RTI, Instructional, and Lighthouse Team Meetings are held to develop strategies to increase parent involvement. Information is posted on school website. ELL families receive translated documents and receive translation services when visiting the school. In addition since the UFT contract provides time for parental involvement our teachers have been planning workshops. Needs assessments are sent home to parents and based upon responses, teachers in every grade organize parent workshops

### Budget and Resource Alignment

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

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

### Goal and Action Plan #3

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

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2015, our attendance rate will increase by .5% as measured by the progress report.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 Based on the 2013- 2014 Progress Report, our attendance rate is 94%. A .5% increase would reflect students' work habits, academic and personal behaviors, to prepare for College and Career readiness.

#### **Instructional Strategies/Activities**

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- The attendance team meets monthly to discuss strategies for increasing attendance. All teachers call parents on the second day of an absence. Every absentee receives an automated phone call home through our school messenger program. We have a partnership with the Coast Guard, who has implemented a harbor tour on a Coast Guard rescue boat for all students and one parent who have 100% attendance for the whole school year. Partnered with Wagner College, any student who has 100% attendance for the month receives free tickets to a basketball game and the students get to shoot hoops at halftime. Twice yearly the PTA will have a contest for students who have 100% attendance to receive a gift card to TOYS R US. The ELL teacher has been conducting Parent Workshops and Parent/Teacher meetings, both by telephone and in person, to stress the importance of ELL student attendance.
- B. Key personnel and other resources used to implement each strategy/activity**
- CFN 533 Attendance Teacher, Karyn Turner, reaches out with home visits to chronic absentee students. Robin Sorrentino, pupil accounting secretary, follows up with phone calls to parents. Attendance Team represented by all grades and constituents in the school.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Monthly Attendance Team meetings are held using data from the PAR, and ATS Reports
- D. Timeline for implementation and completion including start and end dates**
- September 2014- June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- School Messenger is utilized daily to contact parents about their absent children

#### **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).  
 Monthly PTA, SLT, Attendance, PPT/RTI, Instructional, and Lighthouse Team Meetings are held to develop strategies to increase parent involvement. Parent Coordinator provides workshops. Information is posted on school website. ELL families receive translated documents and receive translation services when visiting the school.

#### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **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).

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

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

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

1.

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

1.

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

1.

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

1.

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

1.

### **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).

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Lively Letters	Small Group	All services provided during the School Day
	Foundations	Small Group	
	Wilson Reading Program	Small Group	
	Inquiry Work	Small Group	
	Push in/Pull Out- small group	Small Group	
	Great Leaps	Individual	
	SETTS At-Risk	Small Group	
	Orton Gillingham	Individual	
	Certified SI Mental Health Reading Volunteers	Individuals	
	Future Teacher Program/New Drop High School	Small Group/Individual	
	Aerobics	Individual Small Group/Individual	
	ELL At-Risk	Small Group	
	Handwriting Without Tears	Small Group/Individual	
<b>Mathematics</b>	Push in / Pull Out	Small Group	During School Day
	Math in Focus	Small Group	During School Day

	SETTS Count on It(AIS program from People Publishing) Building Stamina	Individual / Small Group Small Group Small Group	During School Day During School Day
<b>Science</b>	Interdisciplinary in classroom Science Cluster	Small Group	During School Day
<b>Social Studies</b>	Interdisciplinary/ in classroom Social Studies Cluster	Small Group	During School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	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 conflict through difficult situations in grades K -5.	Small Group	During School Day
	Parental consultation for at risk students.	Individual	Before School Day During School Day After School Day
	Follow up for Child Abuse situations	Individual	Before School Day During School Day After School Day
	Get Ready to Learn(Yoga)	Small Group	During School Day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**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.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Providing parent workshops to parents on ELA and Mathematics based upon parental need.
- Phone Conferences for parents of students who are unable to attend.
- 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;
- 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 learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>053</b>
School Name <b>The Bay Terrace School</b>		

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

Principal <b>Annette Esposito</b>	Assistant Principal <b>Dean Razzore</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Erin Lanza</b>	Guidance Counselor <b>Jodi Sanchez</b>
Teacher/Subject Area <b>Sharon Coughlin</b>	Parent <b>Michele Sedita</b>
Teacher/Subject Area <b>Kim Bilotti</b>	Parent Coordinator <b>Angela Navarino</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<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>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>660</b>	Total number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>4.09%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	25	0	0	2	0	1	0	0	0	27

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	25	0	0	2	0	1	0	0	0	27
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>    </u>
	Other: <u>    </u>

**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	0	1	2	0	0	1	0	0	0	0	0	0	0	4
Chinese	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Russian	0	3	4	2	0	0	0	0	0	0	0	0	0	9
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	3	0	1	0	0	0	0	0	0	0	0	0	0	4
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Albanian	1	0	0	1	0	1	0	0	0	0	0	0	0	3
Other	0	0	2	0	1	1	0	0	0	0	0	0	0	4
<b>TOTAL</b>	<b>6</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>27</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1	2	0	1	0								8
Intermediate(I)	0	1	0	1	0	1								3
Advanced (A)	2	2	7	2	1	2								16
Total	<b>6</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>27</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>							0	0	0	0	0	0	0

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	1	0	0	1
4	0	1	0	0	1
5	1	0	0	0	1
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	1	1

**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	1	0	0	0	1
4	0	0	1	0	0	0	0	0	1
5	1	0	0	0	0	0	0	0	1
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	1	0	1

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	1	0	1
8	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	
NYSAA Bilingual (SWD)	0	0	0	0	0	0	1	0	1

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 <u>0</u>	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other _____	0	0	0	0	
Other _____	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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

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

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

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. Together these assessments will allow us to determine whether students are benefitting from the instructional programs. This data will also provide logistical support for implementing any RtI.

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

The data patterns across LAB-R and NYSESLAT modalities will have an impact on instructional planning. Our data specialist, the ESL teacher and technology teacher will review these patterns. Classroom teachers 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 2 out of 8 students scored at an advanced level. Those children receive accelerated instruction based upon assessments by classroom teachers as well as the ESL teacher. The other 6 are all at a beginner level. This year's NYSESLAT exam showed 2 beginners, 3 intermediate levels and 14 advanced level ELLs. Overall leaving us with 8 Beginners, 3 Intermediate and 16 advanced level ELLs.

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

N/A at this time

4. For each program, answer the following:

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

At P.S. 53 we only offer a free-standing English as A Second Language program. The children in the testing grades last year all took the standardized tests in English. The patterns across proficiency levels for ELLs were mainly level 2 in reading. 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? The school Leadership Team reviews all data prepared by the data specialist, and if necessary makes suggestions for improvement based on these results. The school Instructional Team uses all data, including the Periodic Assessment, to help drive instruction and to target the children in need of AIS services.

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

Within the RtI framework for grades K-5, our team and school leaders meet to share data, and to think objectively about struggling students, while discussing quality of instruction within each tier. We use grade-level planning meetings as well as Instructional Team meetings to oversee progress monitoring. Key information about a child is the basis for the RtI process. It is very important to involve different members of the schools community as you plan to effectively implement RtI.

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

During these grade and team meetings the ESL teacher, or other key role teachers and school leaders will share knowledge of how second language literacy instruction may differ from first language instruction, and discuss common challenges ELLs may encounter. The ESL teacher also pushes in to several classes and often models effective instructional strategies.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

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 our teachers use ARIS and many different ATS reports to review students scores, as well as their own assessments and notes to monitor progress and track growth or lack of. These are all determining factors of growth of

the ESL program.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 English as a Second Language, Special Education and Common Branch. P.S. 53 is located on the South Shore of Staten Island. It serves a population of 660 students in Pre K-5. Twenty-seven 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. Razzore, 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. All Lab testing will be completed within the first 10 days of school. 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 208A.

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.

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. Razzore 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. They can even view them online in their native language by visiting the NYC Department of Education website. Various workshops are ongoing throughout the year and parent involvement is always encouraged.

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

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.

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 and encourage them to view the video online. All surveys are collected by the student's classroom teacher and picked up by Mrs. Lanza, the ESL teacher. The storage of these surveys is in room 208A 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.

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.

Once the parents are informed of all three program options and they fill out the Program Survey and Program Selection Form, the school is responsible for entering the parent choice as indicated on the Program Selection Form. The parent's first choice is entered regardless of whether that choice is currently offered at the school. The Parent Survey and Program Selection Form are formal records of the parents' preference of ELL program for their child. Since P.S. 53 does not have Dual Language or Transitional Bilingual Education, any parent choosing one of those will be informed that their choice is not available at the school, and we will provide them with the two options and maintain a record of their response. They can either keep their child enrolled at the school in an ESL program, or transfer their child to a different school where their choice is available. If the parent chooses this option we contact the Office of Student Enrollment for help.

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 in order to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

Each Spring all ELL students are administered the NYSESLAT. The four modalities of the NYSESLAT are tested over a specified period of time. The ESL teacher and a team of 3 Speech teachers will administer the test to all of the students. Working together to make sure the students are picked up and tested accordingly by grade. ATS reports are used to make sure that all students eligible to take the test are included.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing and tracking the Parent Survey and Program Selection forms for the past few years, the trend at P.S. 53 for parent requests is ESL. Below you will see the last two years' choices at our school. We have planned to have more push-in as well as pull-out programs based on the parents' choices as well as student population.

\* 2013-2014: 27 students, 24 chose ESL, 2 chose Dual Language and 1 chose TBE.

\* 2012-2013: 26 students, 17 chose ESL, 1 chose Dual Language and 8 chose TBE.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

There are nine different languages represented in our ESL program. Of the 27 students receiving ELL services 25 of them are receiving services for less than 3 years, 2 are receiving services for 4-6 years and there are presently no long term ELLs or SIFE children. There are 4 children also receiving special education services as per an IEP in the ELL program. P.S. 53 offers a frestanding English as a Second Language Program as a pull-out and a push-in program by a full-time teacher certified in ESOL, Special Education and Common Branch.

Our classes are mixed heterogeneously. We have three 12:1:1 classes and one ICT on each grade. Each grade has at lease one ESL group. Grades 1 and 2 are presently using the push-in model and K , 3 ,4, and 5 are using the pull-out model due to scheduling.

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)?

Our ESL minutes are provided as per the NYC CR Part-154 by our ESL teacher as a push-in or pull out model. The ELA minutes are provided by the classroom teachers who have also been trained to incorporate ESL strategies and methodologies into their lessons to ensure that the specidic needs of their students are met. There is collaboration with the ESL teacher and the classroom teachers through discussions as well as sharing of curriculum maps. Curriculum maps are slo aligned horizontally and vertically by our classroom teachers and our data specialist

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The program model for Ready Gen allows students exposure into deep, complex text with assistance for Ells. There are mini-lessons imbedded within each objective to support English Language Learners. Instructional approaches and methods are in place to make content more comprehensible to these learners. There are visual models used to explain specific vocabulary and to help students expand their understanding of multiple meaning words. We share labled pictures that demonstrate the multiple meanings for a word too.

In Math in Focus the content area is delivered through a concrete to pictorial representation continuum. This continuum reinforces language acquisition and development. Children are shown concrete and/or pictorial representations of the vocabulary and are guided how to use these supports when using the vocabulary during instruction. Illustrations are provided on Word Walls of the vocabulary as well as having students draw pictures to illustrate each term used in a chapter. Vocabulary is also developed tactically by having the students act out the actions using math manipulatives. Sentence frames are also used during instruction to support language acquisition.

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

Throughout the year assessments are ongoing(e.g., DRA, pre and post tests, checklists, portfolios, conference notes, classroom and

formal assessments). Tests are given in English with appropriate accommodations unless the child is in need of a translated version or native language glossaries.

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

Ongoing assessment of student learning provides continuous feedback on the effectiveness of instruction and indicates where a change in instructional strategy may be advised. Portfolio assessment is one type of performance based assessment in which students are evaluated on what they produce in the classroom rather than on high stakes tests. This type of assessment is predetermined and systematic and lets the teachers clearly see the artifacts in it. Contents are gathered on a regular basis in all four modalities of English acquisition.

6. How do you differentiate instruction for ELL subgroups?

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

Our school offers our teachers help and support through workshops, interventions and materials to support their ELLs regardless of language development, or how many years they are 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.

At this time we have no SIFE children in our school. However, aside from the teacher support mentioned above, we have several Academic Intervention Services available for these children. Some of them are Tune Into Reading, Wilson Reading, Orton Gillingham, Great Leaps as well as a list of computer programs that we use.

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. Our ESL program focuses on phonics and beginning language acquisition with these children. They are also offered the extended day programs, Reading Volunteers and AIS services if necessary.

For our ELLs receiving services 4-6 years and any long term ELLs we may get, we use 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, classroom computers, Computer Lab, Library lap tops and individual computers for grade five, we have purchased many computer programs. Many of them the children can log on at home as well as in school. These students are in extended day and Tune Into Reading.

The former ELLs are offered extended day if needed as well as other AIS services. There are presently FELLs in Tune Into Reading and Wilson.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Some of the instructional strategies and grade-level materials used teach ELL-SWDs that provide access to academic content area and accelerate English language development are building background knowledge by using rich text and big ideas, previewing and frontloading vocabulary, and when possible using and drawing on students' home languages. Language frames, storytelling and open ended questions are also useful strategies. Our Ready Gen reading program is a useful tool for the teachers to do all of the above.

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

All teachers adapt lessons to meet the needs of ELLs and SWDs. At monthly Instructional Team meetings the ELL teacher attends and various strategies are discussed and implemented into the curriculum. When applicable SWDs are provided with a flexible schedule to meet their needs. For example, a 12:1:1 student may be mainstreamed to a general education classroom and a general education student may be scheduled for ELA in a 12:1:1 class.

To obtain English proficiency, the ELL teacher pushes into classrooms to assist within the general population. The immersion helps students to understand the English language since all instruction is provided in English. We try to place children in classes with other children who speak the same language to assist in ensuring the ELL student feel comfortable.

### 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:	n/a		n/a	n/a
Social Studies:	n/a		n/a	n/a
Math:	n/a		n/a	n/a
Science:	n/a		n/a	n/a

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

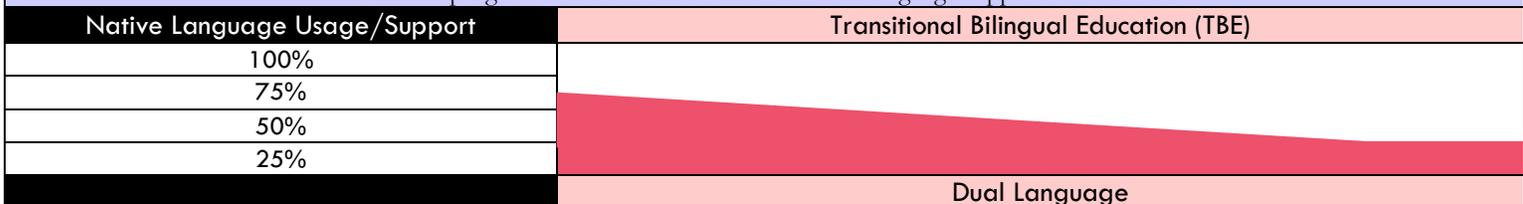
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
<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

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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
  - \* Great Leaps: K-5
  - \* Computer Based Programs
  - \* Sun Dog Theatre Program: 2-4
  - \* Orton Gillingham
  - \* Lindamood Bell
  - \* Handwriting Without Tears (OT)
  - \* Getting ready to Learn (Yoga)
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The Response to Intervention model that we have at P.S. 53 serves our ELLs who are at risk for academic difficulties. Instruction for ELLs development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. Progress monitoring informs us of how our at risk ELLs are responding to instruction. All progress monitoring data is used to make educational decisions about changes in goals, instruction and/or services for all students. Teachers and school leaders use data to determine when it is necessary to adjust instruction. Presently we have no students in need of Tier 3 interventions and based on the available data(DRA, pre and post tests and checklists) we have seen improvements in reading levels.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year we are planning to purchase Raz Kids/Learning A-Z with the new ELL Component that has been revised for Common Core Learning Standards. We also have added Orton Gillingham into our services provided by the Occupational Therapists. We plan to have more teachers, including the ESL teacher trained in Orton Gillingham.
12. What programs/services for ELLs will be discontinued and why?
- There are no plans to discontinue and programs this year at P.S. 53.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our AIS programs and extended day are offered to help all of our students in their weakness areas. These programs not only service many of our current ELL students, but also our former ELL students. They offer the students the additional support that they may need to find success in school. The afterschool latchkey program as well as other afterschool programs are offered to English and foreign speaking students. Monies are secured through a self sustaining program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- At PS 53 we use technology to support our ELLS. In addition to each classroom having a smart board and a classroom computer, we have a computer lab housing 40 lap top computers and a library with 17 lap top computers available for the children to use. Both the lab and the library have their own cluster teacher and are utilized by many classes. Every fifth grade student has access to a their own lap top computer for classroom use and many of our classroom have I-Pads. Some of the computer programs that we purchased this year are: More Starfall, Samson's Classroom, Uptown Education, Accelerated Reader, Enchanted Learning, Brain Pop, Brain Pop Jr. and Tumble Books.
- Our school also has picture dictionaries, native language glosseries and native language tradebooks for the students to use.
15. How is native language support delivered in each program model (IBE, Dual Language, and ESL)?

P.S. 53 only has an ESL program. Native language support is delivered through dictionaries, bilingual glossaries, native language libraries, computer software and technology.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?  
Each of our Academic Intervention Services are intended to service a certain age group and grade level. A child in need of AIS will be discussed at the RtI/PPT meeting. Here the classroom teacher, as well as any service provider will speak about the child and recommendations for additional services or interventions will be discussed as a team. If the team feels the child will benefit from some type of intervention the child will be placed in an appropriate program, and a set time to revisit and monitor progress will be announced. The time frame is usually 6-8 weeks. At the end of the 6-8 weeks the child's case will be revisited by the classroom teacher and supporting staff members to monitor progress.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Newly enrolled ELLs are invited to attend orientations with their parents before the start of the school year. If a child enrolls during the year we try to pair them with a native language buddy and encourage their parents to involve them in school activities. Throughout the year there are many after-school and evening activities that take place at the school.
18. What language electives are offered to ELLs?  
Our School has an American Sign Language Program. Many of the ELLs do participate in the program. This year it is offered to a fifth grade class, two first grade classes and two Kindergarten classes. Last year it was offered to all Pre-K and Kindergarten classes.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for ELLs in each grade?
  - b. How much of the instructional day are ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

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

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 therapists, secretaries and the parent coordinator are included in these professional development afternoons. Many topics concerning ELL students are addressed at these times.

Professional development is offered to all teachers in the building to support all students as they engage in the Common Core Learning Standards. All teachers in the building have attended and continue to attend Ready Gen and Math in Focus workshops. In addition the ESL teacher attends regularly scheduled network ELL training which addresses Common Core Learning Standards. The ESL teacher has attended Instructional Team Meetings, Ready Gen workshops, The Leader In Me, ELL Data Collection Workshop, Danielson and Compliance Workshops.

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 required ESL training that all teachers are required to have, 7.5 hours for General education teachers and 10 hours for Special Education teachers, 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. Some of the activities we have engaged in are working as a grade to incorporate the ESL strategies into our reading and math lessons. This topic has been brought up and discussed at our monthly Instructional Team Meetings, the grade representative will turn key the information amongst the grade and work with the ESL teacher when needed.

## D. Parental Involvement

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

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.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>Bay Terrace School</u>		School DBN: <u>31R053</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Annette Esposito	Principal		12/17/13
Dean Razzore	Assistant Principal		12/17/13
Angela Navarino	Parent Coordinator		12/17/13
Erin Lanza	ESL Teacher		12/17/13
Michele Sedita	Parent		12/17/13

Amy Mascia	Teacher/Subject Area		12/17/13
Barbara Pravato	Teacher/Subject Area		12/17/13
	Coach		1/1/01
	Coach		1/1/01
Jodi Sanchez	Guidance Counselor		12/17/13
Nancy Ramos	Network Leader		12/17/13
Kim Bilotti	Other <u>IEP Teacher</u>		12/17/13
Sharon Coughlin	Other <u>SETTS</u>		12/17/13
	Other _____		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **31R053** School Name: **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 9, 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 4 Arabic, 1 Chinese, 2 Polish, 2 Albanian, 4 Spanish, 9 Russian, 1 Greek, 1 Armenian and 3 Georgian, for a total of 27 students.

## 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 Translations 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 parent 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.

