

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**31R053**

**School Name:**

**P.S. 053 BAY TERRACE**

**Principal:**

**BETH ALBANO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Barbara Esselborn School School Number (DBN): 31R053  
Grades Served: UPK-5  
School Address: 330 Durant Avenue  
Phone Number: 718-987-8020 Fax: 718-987-3675  
School Contact Person: Beth Albano Email Address: balbano@schools.nyc.gov  
Principal: Beth Albano  
UFT Chapter Leader: Sharon Coughlin  
Parents' Association President: Jennifer Cappone  
SLT Chairperson: Dean Razzore  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: 715 Ocean Terrace Staten Island, New York 10301  
Superintendent's Email Address: ALodico@schools.nyc.gov  
Phone Number: 718-420-5657 Fax: 718-420-5745

**Borough Field Support Center (BFSC)**

Executive Director  
BFSC: Division of Operations Director: Kevin Moran  
Director's Office Address: 52 Chambers Street, NY, NY 10007  
Director's Email Address: kmoran@schools.nyc.gov  
Phone Number: 212-374-4254 Fax: 212-374-5585

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Beth Albano	*Principal or Designee	
Pamela Barone	*UFT Chapter Leader or Designee	
Jennifer Cappone	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gina Solheim	Member/parent	
Jennifer Kain	Member/parent	
AnnMarie Donato	Member/parent	
Nicole Lawless	Member/ parent	
Kim Bilotti	Member/ Assistant Principal	
Roseann Burmeister	Member/ DC37	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kelly Pares	Member/ Teacher	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our Mission at P.S. 53, The Barbara Esselborn School, as a community of children and adults, will work together to provide a learning environment that is safe, caring, and nurturing. Each child will actively and responsibly seek to achieve their academic, emotional and physical potential. Every adult will challenge students to meet and exceed high performance standards.

We will continue to utilize all community resources to ensure the cognitive, creative and social growth of every student. Our school community will continue to seek new and innovative instructional approaches that are appropriate to students' diverse learning styles and abilities.

All of us will strive to prepare each child to be a life-long learner and a contributing member of an ever-changing society! We have approximately 780 students in grades Pre-K through 5<sup>th</sup> Grade.

P.S. 53 is, A Leader in Me school that is filled with students who are responsible, respectful, and creative, who show initiative, set goals and meet them, who appreciate diversity and cultures and who can resolve conflict and solve problems. The staff and students aspire to achieve this daily by sharpening our skills. We provide parents the opportunity to attend our Student-Led Conference to discuss their child's progress. Students track and monitor their academic goals, reading levels, math assessments, attendance and celebrate their accomplishments. Furthermore, the Lighthouse Team is charged with the task of building capacity to ensure all stakeholders provide full implementation of the Leader in Me program. Buddy systems are in place for Kindergarten and 5<sup>th</sup> Grade students, 1<sup>st</sup> and 4<sup>th</sup> Grade reading buddies, and monthly Student Theme Days.

Students assume many leadership roles in the school such as lunch, morning and recycling leaders. An active student government is in place and along with the student-centered administration, student "platforms" are presented and carried out within the school year. The Student Lighthouse Team provides our students the opportunity to welcome, encourage and develop partnerships with businesses and Community Based Organizations. Students are provided with an abundance of leadership opportunities in designing and leading initiatives, and give students responsibilities for leading community service projects.

The Coast Guard, "Partnered in Education" with P.S. 53, assists teachers in the classroom, and latchkey. They collaborate with the science teacher to combine environmental studies, math, and navigation. They have also contributed to our school's focus on attendance through an attendance initiative. Students who have perfect monthly attendance are recognized as "Coastie of the Month". Any child with 100% attendance for the school year rides a rescue boat around New York Harbor with a family member,

The school's goal is to promote effective academic and personal behaviors for students to meet and exceed. Students take ownership of their learning through questioning and discussion, aligned to teachers reflecting and revising their best practice to support students. School leaders hold high expectations that all students will meet the Common Core Learning Standards. Resources and supports are provided for all teachers to meet these expectations.

Our professional Learning time on Monday is differentiated based upon the needs of the staff and is led by teacher leaders, as well as school leaders. One particular structure we have in place during Professional learning is ensuring time for both vertical, as well as horizontal team collaboration. This ensures key learning and best practices are shared among all teachers/grades.

As part of the daily schedule, we have utilized the first period for teachers to work with targeted groups of students for academic intervention, guided reading groups and enrichment. Teacher practice is driven by the Danielson Framework for Teaching, contributing to the promotion of higher order thinking, and student led conversations across classrooms. Our action plans focus on action that will lead to student growth. Our School-Wide Instructional Focus is : If teachers deepen their understanding of Component 3d – Using Assessment in Instruction through actively engaging in planning, refining classroom practice and professional development, aligned to the Common Core Learning Standards, then all students will have opportunities to take ownership of their questioning, discussion and become self-reflective learners as evidenced by an increase in student achievement. At P.S. 53, teachers will provide strategies and strategically

incorporate multiple entry points and high quality supports so that all learners, including ELL's, and SWD's. Students will engage in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products (QR1.2). Our focus around teachers developing professionally to enhance content knowledge and pedagogical skills will improve student progress. Ultimately, school leaders will provide a transparent process to purposefully evaluate and adjust curriculum in response to student learning needs and expectations (QR 5.1).

### 31R053 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	710	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		1.6%	% Attendance Rate	93.5%
% Free Lunch		31.4%	% Reduced Lunch	13.3%
% Limited English Proficient		3.8%	% Students with Disabilities	23.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	1.7%
% Hispanic or Latino		12.1%	% Asian or Native Hawaiian/Pacific Islander	4.4%
% White		80.5%	% Multi-Racial	0.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		12	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.02
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		45.3%	Mathematics Performance at levels 3 & 4	59.2%
Science Performance at levels 3 & 4 (4th Grade)		100.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward		X	Recognition	
In Good Standing			Local Assistance Plan	
Focus District			Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

**Part 1 – Needs Assessment**

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

Based on the NYS ELA scores (Grades 3, 4, 5) 43 % of students met proficiency (performing at a level 3 or 4). PPO feedback states; “that evidence of learning activities did not challenge students cognitively, they lacked differentiation for the students. Teachers need to provide multiple entry points for all learners”. The QR 1.2, with a score of “proficient” indicates that the teaching pedagogy is informed by how students learn best. Meeting the needs of all learners so that students can produce meaningful work products.

**Part 2 – Annual Goal**

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

By June 2016, all teachers will implement differentiated instruction and strategies to ensure multiple entry points are available for all learners. This will result in a 3% increase of students scoring at or above (Level 3 or 4) as measured by the NYS ELA exam.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The school leaders and staff will support and facilitate the quality implementation of rigorous, coherent curricular and resources (Ready Gen, MyOn reading, Orton Gillingham, Wilson, Great Leaps, including small group and flexible groups.</p>	<p>All Students</p>	<p>September 2015- June 2016</p>	<p>School Leaders Teachers</p>

			Related Service Providers/Therapists
Teachers will administer the DRA 2, Writing Performance Based Assessment and pre-assessments aligned to Ready Gen to establish a baseline for each student to target instruction.	All Students	September 2015- June 2016	Classroom Teachers
Instructional Team/Grade Teams will meet twice a month to analyze trends, student work, and discuss implications and next steps. Teachers will plan grade level lesson plans for ‘Lesson Study’. Lessons will be revised, presented and available in the digital lesson library for school-wide planning and preparation of model lessons.	All Teachers	September 2015- June 2016	School Leaders Teacher leaders Classroom Teachers
Implementation of Academic Intervention Services/Response to Interventions in the classroom using Orton Gillingham, Great Leaps, MyOn Reading an online program with embedded assessments that focuses on developing students' fluency, vocabulary, and comprehension will be provided. Teacher will design instructional strategies to target student’s individual needs through small groups, guided reading groups and teacher conferencing.  Professional Development will be provided to support the School–Wide Instructional Focus 2015-2016, and support teachers practice aligned to The Danielson Framework to impact student achievement and provide rigorous instruction.	All Students  All Teachers	September 2015- June 2016  September 2015- June 2016	School Leaders PPT/RTI Team Classroom Teachers Related Service Providers/Therapists Borough Field Office School Leaders Teacher Leaders Classroom Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> <li>• School Leaders, teacher leaders, and Borough field Office for professional development by modeling, developing norms and protocols among teachers and students to implement curriculum, assessments and analysis of data effectively.</li> <li>• The Danielson Framework and Advance for teacher evaluations to impact student progress</li> <li>• MyOn reading license</li> <li>• Scheduling for intra/inter-visitations, teacher team meetings, common prep planning and Professional learning on Mondays.</li> <li>• NYCDOE resources: Common Core Library, EngageNY, Handbook for Professional Learning. Instructional resources/texts in the school building.</li> </ul>										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

DRA2 (3 times per year- October, February, May), Monitoring for Results (5 times per year- October, December, February, April, June, and the MyOn reading assessments (monthly) will track students meeting or exceeding grade level benchmarks.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

In our school, "The Leader in Me," is enabling students to take ownership of their education and learn the leadership and life skills they need to succeed in life. Based on our Franklin Covey Consultant, she supports the school in defining a plan as we prepare for Lighthouse Status. The implementation of a data driven mission is for student achievement, communicating high expectations to staff, students and families .The My On Reading Program is a system for tracking and displaying school-wide, grade, classroom and individual goals. Our vision, aligned to the QR rubric, 3.1, is to ensure that our data based goals are tracked for progress and our understood and supported by the entire school community.

### Part 2 – Annual Goal

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

By June 2016, 100% of our students in grades Kindergarten - Fifth grade will have tracked their reading progress, teachers will monitor/assess the reading progress and time spent reading, while families coordinate time for children to read at home utilizing the My On Reading Program. As a result, we will celebrate the attainment of goals by students, staff and classrooms.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>School Leaders will provide one period a week for teachers and students to establish classroom goals and utilize bulletin boards to track hours spent reading.</p>	<p>Classroom Teachers  Students</p>	<p>November  2015- June 2016</p>	<p>School Leaders  Classroom teachers  Parents and Guardians</p>
<p>School Leaders will meet with the Instructional Team to ensure that school wide data is displayed publicly and the results are tracked and analyzed.</p>	<p>School Leaders</p>	<p>September  2015- June 2016</p>	<p>School Leaders  Instructional Team</p>
<p>Teacher and students will monitor and assess the increase of reading levels, time spent reading, and record the data in leadership notebooks. To encourage our students' participation we will implement "Top Ten Readers" to be announced weekly. Also, monthly incentives for the top student, class and grade.</p>	<p>Classroom Teachers  Students</p>	<p>November 2015, weekly-  June 2016</p>	<p>School Leaders  Classroom teachers  Students  Technology Teacher</p>

Ensure the students, staff and parents are able to articulate the data displayed by the main office, grade corridors and classrooms.	Students	Novemeber	School Community
	Staff	2015- June 2016	
	Parents		

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>School leaders, staff, students and families have established a data collection process to track school-wide leadership goals and show measurable improvement.</p> <p>My On Reading Program</p> <p>Leader in Me Coaching Package</p> <p>Schedule: Leader in Me, first period on Fridays</p> <p>Resources and materials to track, record and display data</p>

<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Announce the "Top Ten Readers" weekly, Students will record hours spent reading for the week in their leadership notebooks. Monthly awards will be provided for the Top student, class and grade.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

Although we scored a “proficient “, Quality review indicator, 1.2, for 2014-2015 school year: develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson framework for teaching, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work products, the area of focus aligned to the Principal Performance Review, “ during the classroom visits, we saw evidence of learning activities that did not challenge students cognitively. Although the activity may have been aligned with the teaching focus, they lacked differentiation for the students. Continue to grow and nurture teachers to create multiple entry points for all learners.’ ((QR 5.1/1.2)

### Part 2 – Annual Goal

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

By June 2016, 100% of teachers will work collaboratively in horizontal and vertical teams, strategically provide multiple entry points, high quality supports and extensions into the curricula so that all learners, including ELL’s and SWD’s, are engaged in appropriately challenging tasks, demonstrate higher-order thinking skills, and become self-reflective learners, evidenced in their work products.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will engage in grade team inquiry twice a week to focus on the analysis of student work and next steps. Along with common planning, and inter-visitations, teachers will facilitate meetings using protocols: Inquiry Circles, Collaborative Assessment Conference Protocol, Probing Questions Exercise, Inter-visitation Protocol. Teachers will meet with their vertical teams twice a month to scaffold the Common Core Standards to remediate and extend student thinking.</p>	<p>All students,  Target groups:  SWD's, ELL'S and lowest 1/3</p>	<p>September 2015- June 2016</p>	<p>School Leaders,  All Teachers  and support teachers/providers</p>
<p>Teachers will continue the "Lesson Study" with grade teams, analyze student trends supported by NYS ELA/Math exam data. This process enables participants to collaboratively share and develop new ideas about the students, their individual needs as a learners , planning and preparing lessons to meet those needs. Inter-visitations will ensure that teachers have an opportunity to reflect on their work, while collecting low inference notes. This will support development of the teachers strengths and challenges through the observation and feedback cycle.</p>	<p>All Teachers,  All students , Target populations; SWD's, ELL's, lowest 1/3</p>	<p>October 2015- June 2016</p>	<p>School Leaders  All Teachers</p>
<p>Target professional development to align the Common Core Learning Standards with vertical teams to remediate skills needed and extend student thinking. Vertical teams will align multiple entry point for all learners to meet and/or exceed grade level work.</p>	<p>All Teachers</p>	<p>September 2015- June 2016</p>	<p>School Leaders,  All Teachers</p>
<p>School Leaders will evaluate lesson plans looking for evidence of planning, revisions, High Order Thinking questioning, modifications, and differentiation during observations.</p> <p>School leaders will conference with groups of students observing the entry level of learning, engagement in the learning, students self assessing and understanding rubrics and next steps.</p>	<p>School Leaders  All Teachers  All Students</p>	<p>September 2015- June 2016</p>	<p>School Leaders  All Teachers</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- School Leaders will provide the time needed to cover teachers to attend inter-visitations: common planning time, prep coverage.
- Substitute teachers will be needed to cover teachers that attend on-site and off-site training.
- The Danielson Framework and Advance for teacher evaluation in order to impact student progress.
- Use of the DOE providers from the Borough Field Office and NYCDOE resources such as Common Core Library, EngageNY, Instructional resources recommended by the Handbook for Professional learning and professional texts available in our school building.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, observations and inter-visitations will have been conducted. Students will have had the opportunity of multiple entry points during lessons, aligned to effective teaching practices according to The Danielson Framework for Teaching and model lesson plans prepared by grade teams and shared with vertical teams available in the school-wide digital lesson library.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

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

According to the 2014-2015 NYC School Survey only 74% of parents have been invited to participate in a workshop, program, performance, etc. at least three times during the school year. The staff at P.S. 53 feels that parental involvement is a critical component to the academic and social-emotional well-being of each child and therefore will strive to ensure that all parents feel welcome within the school community.

**Part 2 – Annual Goal**

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

By June 2016, 80% of parents will indicate on the school survey that they have been invited to the school three or more times for a workshop, program, and performance.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will invite parents to grade curriculum workshops to facilitate strategies for parents to</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>School Leaders  Classroom teachers</p>

support their children with instruction, and elaborate on concepts they have learned.	Classroom Teachers Students		
A survey will be conducted for parents regarding workshops they would be interested in having that will support their needs. Workshops will be designed and offered based upon the survey results.	Families	October 2015/February 2016	Parent Coordinator School Based Support Team UPK Social Worker
A Parent Lighthouse Team will be developed to continue streamlining school-wide initiatives and building on the school/home connection of the "Leader in Me", 7 Habits of Happy Kids.  Student lighthouse Team will continue to participate in fund-raising with Community Based organizations and streamline school wide initiative.	Members of the Parent Lighthouse Team  Student Lighthouse Team  All Students	December 2015-June 2016	Parent Coordinator Guidance Counselor School Leaders Community Based Organization directors and personnel
All School and classroom events will be communicated to families on our school website, class website, School Messenger and Remind 101.	All Families Classroom Teachers Students	September 2015-June 2016	School Leaders Technology Teacher Classroom Teachers

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> <li>• Use of teacher leaders, school leaders, members of the SAT, Parent Coordinator and families and students to volunteer and support implementation and presentation of instructional workshops, grants, and residencies.</li> <li>• Scheduling workshops to improve parent participation.</li> <li>• "echalk" website, PS53R.org,</li> <li>• "School Messenger" communication system</li> <li>• OTPS/school Funds/ student and family consumables and workshop materials.</li> </ul>										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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Feedback and reflection by parents and students will be completed at the end of workshops and residencies. Attendance and agendas will support Parent and Student Lighthouse Teams. Donations and participation to CBO's will be recorded in a fund raising log for each organization. In February 2016, a mid-year review will be conducted.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



<b>Social Studies</b>	Social Studies Cluster	Guided reading groups/Flexible grouping	Small group	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Positive Behavior Supports Formative Behavioral Assessment	1:1 Counseling/behavior modification Group counseling SAPIS	One-to-one Small group One-to-one/Small group	During the school day During the school day During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 2b. High Quality and Ongoing Professional Development

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

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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 the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

#### **School-Parent Compact (SPC) Template**

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

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

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

## **III. Student Responsibilities:**

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>053</b>
School Name <b>The Barbara Esselborn School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Mrs. Beth Albano</b>	Assistant Principal <b>Mr. Razzore ad Mrs. Billotti</b>
Coach <b>and type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Jodi Sanchez</b>
Teacher/Subject Area <b>Sharon Coughlin/SETTS</b>	Parent
Teacher/Subject Area <b>Pam Barone/IEP Teacher</b>	Parent Coordinator <b>Angela Navarino</b>
Related-Service Provider <b>Melissa Antonelli/Speech</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Anthony Lodico</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<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>693</b>	Total number of ELLs	<b>30</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	30	<b>Newcomers</b> (ELLs receiving service 0-3 years)	23	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	7	<b>Long-Term</b> (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	23	0	0	7	0	4	0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	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>	<b>0</b>																			

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Chinese	0	1	1	0	1	0	0	0	0	0	0	0	0	0
Russian	2	3	1	1	2	1	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	2	2	1	0	0	1	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Polish	0	0	1	0	0	1	0	0	0	0	0	0	0	0
Albanian	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	1	0	3	1	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2	0	1	0	1	2	0	0	0	0	0	0	0	0
<b>Emerging</b> (Low Intermediate)	0	0	0	0	1	0	0	0	0	0	0	0	0	0
<b>Transitioning</b> (High Intermediate)	2	0	0	0	2	0	0	0	0	0	0	0	0	0
<b>Expanding</b> (Advanced)	1	7	4	1	3	3	0	0	0	0	0	0	0	0
<b>Commanding</b> (Proficient)	0	0	1	3	2	1	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	1	4	4	1	0	0	0	0	0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4		0		0		0		0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 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 PBA's, Predictives, pre and post testing, conferences and running records, My on Reader, Accelerated Reader, Monitoring for Results 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns across NYSITELL 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 NYSESLAT it reveals that 17 out of 19 students scored at an expanding level. Those children receive accelerated instruction based upon assessments by classroom teachers as well as the ESL teacher.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our school uses the information from the AMAO to drive instruction for the school year. The calculations are based upon three metrics. AMAO #1 is for the percentage of students making progress, AMAO 2 is the percent of students attaining English proficiency and AMAO 3 is for our AYP. Each metric allows the school to see progress or lack of in our school and to further plan how to improve the results.
- For each program, answer the following:

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

At P.S. 53 we only offer a free-standing English as A Second Language program. Last year, all but one ESL student in grades 3-5 took the standardized tests in English. The patterns across proficiency levels for ELLs not including SWD were in reading one 1, four 2's, and three 3's. Although in the last few we have seen significant pattern of ELA scores dropping with the implementation of the Common Core Learning Standards this year the ELL students are fairing about the same as the non-ELL students. 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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 student's new language development is considered in instructional decisions?

All classroom teachers are aware of their population (ELL, FELL, SWD). All teachers are trained to incorporate ESL strategies and methodoligies into their lessons. During 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 supports when needed.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

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 STARS 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

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, ENL teacher, SETSS teacher, AIS teacher, Technology teacher and the Guidance Counselor. Our ENL 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 770 students in Pre K-5. Thirty 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 and Mrs. Bilotti the assistant principals, 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 NYSITELL 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 testing will be completed within the first 10 days of school. The score of the NYSITELL test will determine if the child will be provided with ELL services. Once it has been determined that the child is eligible for bilingual instruction or an ESL program a letter will be sent home with the children specifying entitlement. Records of these letters will be maintained by Mrs. Lanza in room 336.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE students are ELLs who have attended schools in the United States for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Determining SIFE status begins at the time of the completion of the Home Language Survey when the parent is asked to indicate prior schooling. Follow all of the same steps used to identify an ELL. If there are indications within the ELL identification process that a student has had an interruption or inconsistency in their formal schooling administer the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS).

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

A licensed pedagogue from the school must administer the HLIS to determine the student's home language. Over the phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred language. Home language determination is NOT based solely on the response to the questions. NYSITELL eligibility for students entering school with IEP's must be based on the determination of the Language Proficiency Team (LPT). At PS 53 our LPT team consists of Kim Bilotti (Assistant Principal), Pamela Barone(IEP/AIS Teacher), Sharon Coughlin(SETSS Teacher), Erin Lanza(ENL Teacher), Shannon Melendez(Special Education Teacher), Beth Yohanov(General Education Teacher), Jodi Sanchez(Guidance Counselor). The LPT team will sit with the student's parent or guardian and a qualified interpreter or translator of the language the parent or guardian mostly understands.

The LPT team determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development including, but not limited to the interview of the student in English and their native language, review of the student's work in both English and their native language, the history of language use in school and at home, the results of the individual evaluation of the student conducted in accordance with CR Part 200.4(b)(6) and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT team determines that the student does NOT have English language acquisition needs and should NOT take the NYSITELL the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT team the NYSITELL is immediately given to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent's designee for a final decision. The superintendent or designee has 10 days to accept or reject the recommendation. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The total amount of time for this process to accept or reject LPT recommendations is 20 days. If it is determined that the child is in fact an ELL, the parents must be provided with an orientation outlining the three instructional models available in New York City. After parents are informed of all three models, schools must provide them with a Parent Survey and Program Selection form in their preferred language. Parents must return the signed and completed form within 5 school days. If the parent does not return the form the student will be placed in a bilingual program if one exists in the school, otherwise ENL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

All students that are eligible for ELL services at our school are tested and placed, 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 ENL teacher sends entitlement letters as well as non-entitlement letters home with the children in their native language right after they are tested and deemed eligible or not eligible for services.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process must be completed within 10 school days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school days. The school will inform the parents of this process at orientation. All meetings and notices should be offered in the parents' preferred language. The ENL teacher will be responsible for all letters and notifications. Decisions will be made by Principal and the ENL teacher. All original notifications and relevant documents must be kept in the student's cumulative folder. School copies will be kept with the ENL teacher in the Parent Option binder in room 336.

The Re-identification Process may be utilized for students who:

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When a new ELL enrolls, schools must inform parents of the three instructional models available in NYC, regardless of whether the preferred model is currently offered in the school. To inform parents of these options, schools must provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation Video (which explains the three program options and is available in 13 different languages). Attendance records of parents, staff members present at the orientation and languages used other than English are recorded and housed in a binder clearly labeled Parent Survey/Program Selection Forms located in room 336. After the parents are informed of their program choices in their preferred language they are provided with a Parent Survey & Program Selection form in their preferred language, where they can indicate their program choice. The parent must complete and sign these forms and return them to the school with 5 school days. If the parent does not return these the forms within 5 days the child will be placed in a bilingual program if it exists (TBE will be listed as their program choice), otherwise an ENL program. In the event that a parent does not attend the orientation we will offer another one, make follow up phone calls and send the link to the video home for parents to view. The video is also posted on our website.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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 with a link to the video (the video link is also on our website). 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. All surveys are collected by the student's classroom teacher and picked up by Mrs. Lanza, the ENL teacher. The storage of these surveys is in room 336 in a clearly labeled binder: Parent Survey/Program Selection Forms. Each English Language Learner has a section of the binder designated for their paperwork. 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. Every effort is made to make sure that the parents complete the forms in their preferred language, and all outreach is documented and kept with the ENL teacher.

ELLs must be placed in the parent's program of choice within 10 school calendar days of enrollment. If a parent chooses an option that is currently unavailable in the school, the school must inform the parent that the option is not available at the school, provide the parent with the following two options (keep the student at PS 53 in an available program or transfer the student to a school where the option is available) and maintain a record of the parent's response. If the parent chooses to transfer to another school they will be placed in an ENL program until the transfer takes place. Parent choice is documented in the ELPC screen. Each year parent options are revisited to see if we have enough students in two consecutive classes speaking the same language that requested bilingual programs. In the event that we do a bilingual class will be opened.

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

Parent Surveys and Program Selections are monitored by the ELPC screen as well as by the ENL teacher. Copies of all documents are made and kept in a binder. Each child has an individual sheet protector with all necessary documentation in it. The dates of all notes home are recordered and follow up phone calls are made. There is also a master list for each school year tracking this information and making it easy to see at a glance which notices are missing.
9. Describe how your school ensures that placement parent notification letters are distributed.
 

The ENL teacher keeps track of all testing, notifications and communication with the family in a binder located in 336. In the binder each child has a section housing all necessary ELL forms and information.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 

All ELL documentation is copied and retained in an ELL binder. Each child has a clear sheet protector with copies of all documentation. This binder is kept in room 336. ALL originals are kept in the child's cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 

Each Spring all ELL students are administered the NYSESLAT. The four modalities of the NYSESLAT are tested over a specified period of time. The ENL 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 checked reularly to to make sure that all students eligible to take the test are included. The ENL teacher will print out the RLER report from ATS for a list of NYSESLAT-eligible students. Notes are sent home to the parents informing them of the test and when it will be administered. This letter is also posted on our website.

Upon receipt of the test materials are counted to make sure all tests are present. Children who are often absent will receive phone calls home to their families emphasizing the improtance of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 

The ESL teacher documents the forms sent home with each child by placing copies in their cumulative folders and keeping copies in the the ESL binder. All forms are sent home in the families preferred language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 

After reviewing the Parent Survey and Program Selection forms for the past 2 years, the trend at PS 53 in program choices that parents have requested is that most parents have requested their children to be placed in ENL programs. Therefore, the program models offered are aligned with parent requests.

2015-2016:	25 out of 30 parents chose ENL
2014-2015:	24 out of 26 parents chose ENL
2013-2014:	24 out of 27 parents chose ENL

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

P.S. 53 offers a freestanding English as a Second Language Program using Integrated and Stand-Alone ENL models. The program is taught 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 least one ESL group.

Our Entering ELLs receive 180 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL totaling 360 minutes per week. Our Emerging ELL students receive 90 minutes of Stand-Alone and 270 minutes of Integrated each week totaling 360 minutes. Our Transitioning and Advanced ELLs are receiving 180 minutes of Integrated ENL each week. Children deemed Commanding within the last two years are presently receiving 90 minutes of Integrated ENL each week.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our ESL minutes are provided as per the NYC CR Part-154 by our ENL teacher as a Stand-Alone and Integrated model. All ELLs are required to receive a minimum number of units of ENL, regardless of program placement(ENL, Dual Language, Transitional Bilingual). All ENL minutes are programmed through STARS. Our school uses the Individual Student Programming to identify the subjects taught for an official student. Our Entering ELLs receive 180 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL/ELA totaling 360 minutes per week. Our Emerging ELL students receive 90 minutes of Stand-Alone and 270 minutes of Integrated each week totaling 360 minutes. Our Transitioning and Advanced ELLs are receiving 180 minutes of Integrated ENL each week. Children deemed Commanding within the last two years are presently receiving 90 minutes of Integrated ENL each week.

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 specific needs of their students are met. Instruction will be scaffolded to meet the needs of all students. There is collaboration with the ENL teacher and the classroom teachers through planning, discussions as well as sharing of curriculum maps. Curriculum maps are aligned horizontally and vertically by our classroom teachers and our data specialist.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 labeled 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 home 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 each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

Our school offers our teachers help and support through workshops, interventions and materials to support their ELLS regardless of language development, instructional entry point 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 Orton Gillingham, Great Leaps, MY ON Reading 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 Stand-Alone ENL program. Some of these approaches include, but are not limited to visual imaging, TPR (Total Physical Response), scaffolding, using realia, props and gestures. Our ENL 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, we use technology to further support the students in the classroom, in the ENL 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.

Although we do not presently have any long term ELLs, we differentiate instruction for them using technology and various programs including, but not limited to, MY ON Reading.

Our Former ELL students (testing out with the last 2 years) have been placed into classrooms with the current ELLs on each grade. This way the ENL teacher can service the FELL students with their 90 minutes of Integrated ENL. For ICT and 12:1:1 classes other accommodations and schedules are made to support the children and service them with their 90 minutes of Integrated ENL.

All ELLs and FELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans, if applicable. Schools should determine which accommodations are most suitable and beneficial for each ELL at the beginning of the school year. ELLs are entitled to using those accommodations for most assessments, including those that are teacher-made and state-mandated. ELLs are not entitled to testing accommodations on the NYSESLAT. Schools may provide testing accommodations to ELLs as needed, on all NYS ELA and content area assessments (math, science and social studies).

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The Re-identification Process allows schools, parents and students who believe a student may have been misidentified as an ELL or non ELL to request that the ELL Identification Process be administered a second time, within 45 days of enrollment only. The

protocol for the appeals process is:

- School receives written request to initiate the Re-identification Process (e.g., parent writes a letter to the principal).
- School reviews all documents.
- School reviews all work in English and in the native language.
- School may administer the NYSITELL to the student if the original determination was that the student should not be administered

the NYSITELL. UNDER NO CIRCUMSTANCE IS THE NYSITELL TO BE GIVEN A SECOND TIME.

- School consults with the parent or guardian.

6. School conducts and reviews the results of a school based assessment, administered by the ENL teacher. This will assess the student's abilities in listening, speaking, reading and writing.

- The Language Proficiency Team (LPT) consults with the CSE if the student with a disability or is suspected of having a disability

that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of the LPT team, the school principal determines whether or not to change the ELL status. If the recommendation is not to change - no further action required. However, if the recommendation is to change the status the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status, the relevant documents and recommendation are sent to the superintendent for final review.

10. Written notification of the decision is sent from the superintendent's office to the principal and the parent or guardian in the parents preferred language within 10 school days of receipt of the documentation from the principal. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

Between 6 and 12 months from the date of the superintendent's notification the principal and parent or guardian, the principal, must review the process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ENL teacher, the classroom teacher and the parent or guardian to determine if this. If the principal believes the academics have been affected, the principal must provide additional support services to the student as defined in CR PART 154-2.3(j) and reverse the determination within a 6-12 month period. If the principal's decision is to reverse the ELL status, she must consult with the superintendent. The final decision must be put in writing to the parent or guardian in their preferred language within 10 school days. All original documentation is in the parents preferred language and stored in the child's cumulative folder. School copies are kept with the ENL teacher in room 336.

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

Some of the instructional strategies and grade level materials used to 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 student's home language. Language frames, storytelling and open ended questions are also useful strategies. Our Ready Gen reading program is a valuable tool which assists our teachers in doing all of the above and we are using Orton Gillingham in the classrooms. We ensure that native languages are being supported by providing the children with picture dictionaries, native language dictionaries and glossaries, and native language trade books when available. Technology has also helped to support the native languages.

At PS 53 we use technology to support all of our students. In addition to each classroom having a smart board and a classroom computer, we have a computer lab housing at least 40 lap tops and a library with 17 lap top computers available for the childrens 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 their own lap top computer for classroom use and many of our classrooms have I-Pads. The ENL teacher recently purchased 7 tablets for the childrens use and plans on purchasing more this year. The entire school is presently using the online reading program MY ON. This program addresses the need of each subgroup.

The school ensures that ELL-SWDs whose IEP mandates ENL or bilingual instruction receives appropriate programs by having

Chart the designated IEP teacher review all IEPs and monitor services. STARS also keeps track of the mandated minutes and periods for each child.

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

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.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

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

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



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

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

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

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

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

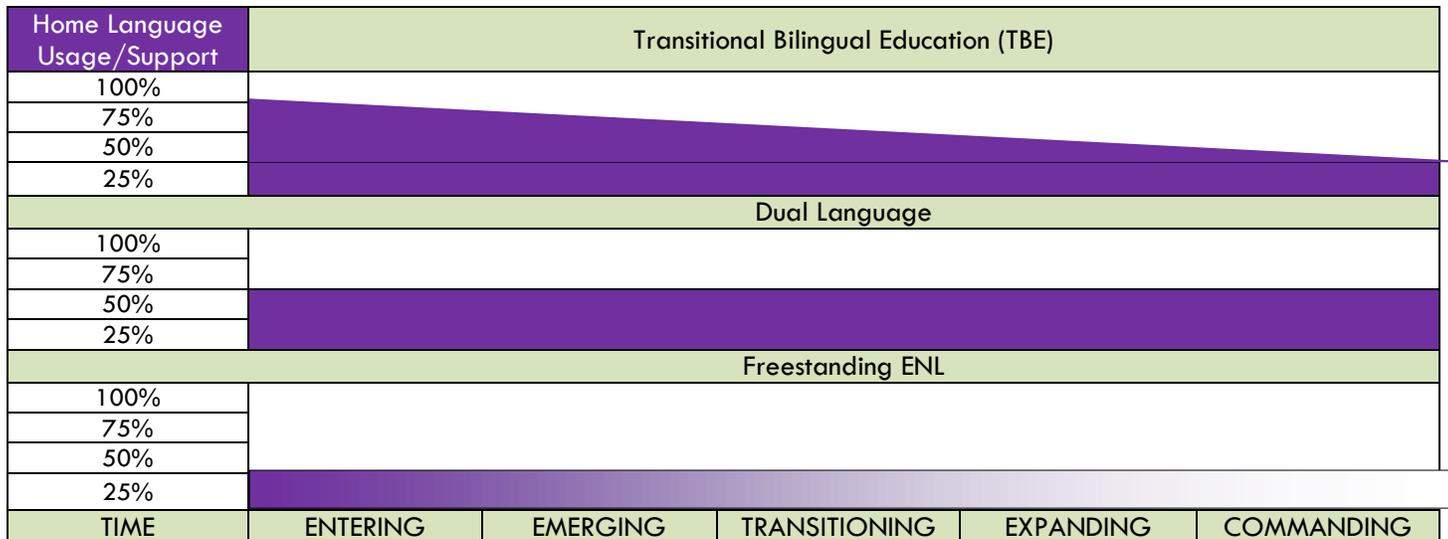


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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 programs in English:

- \* 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
- \* Great Leaps: K-5
- \* Computer Based Programs - language can vary
- \* Sun Dog Theatre Program: 2-4
- \* Orton Gillingham K-5
- \* Lindamood Bell
- \* Handwriting Without Tears (OT)
- \* Getting ready to Learn (Yoga)

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

The 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.

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

At PS 53 we are implementing two new supplemental reading programs in the classroom. The reason for this is the drop in overall reading scores. For the upcoming school year we are implementing Ortin Gillingham. Our classroom teachers and service providers have varying degrees of training and we will continue with the professional development of it this year in order to support phonics and reading skills for all students. We have also added MY ON reading schoolwide. This program will differentiale levels for every student and allow the teacher to control and monitor their individual work.

We are also looking into the AWARD Reading Program. This program successfully provides individualized instruction using technology to improve literacy. AWARD works on rhyming abilities, vocabulary development, emergent reading abilities, and listening comprehension. We are hoping that this program will work to close learning gaps in all students.

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

There are no plans to discontinue any programs this year at P.S. 53.

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

Our ELLs are afforded equal access to all programs that we offer at PS 53. All of our AIS programs, are offered to help all of our students in their weakness areas. Childern are offered AIS once they have been targeted for having difficulties in the classroom. They are first brought up to our PPT team who will decide what service would best fit the child. 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. Letters are distributed to the students in school to bring home to their parents, the information is posted on the website and the teachers use the REMIND text messaging system to remind parents when the letters are due. Monies are secured through a self sustaining program.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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 more than 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: My on reading, More Starfall, Samson's Classroom, Uptown Education,

Accelerated Reader, Enchanted Learning, Brain Pop, Brain Pop Jr. and Tumble Books. Our ESL teacher has 8 tablets and plans on purchasing more this year.

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

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

17. Explain how the school ensures all required services/resources support and 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.

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

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. These activities are run by the parent coordinator and ELL teacher.

19. 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 various early childhood and special education classes. Each year grade level rotates.

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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 Monday afternoon from 2:20-3:40. These valuable planning times allow the teachers to collaborate to ensure best practices for all students, and allow the administration to plan professional development opportunities for teachers in required areas. All administration, paraprofessionals, school psychologists, social worker, occupational/physical therapist, speech threapists, secretaries and the parent coordinator are included in these professional development afternoons. Many topics concerning ELL students are addressed at these times. In addition to the meetings mentioned above the staff is also engaged in various professional development throughout the year.

Professional Development for 2015-2016 School Year:

On-going: Orton Gillingham K-3  
Supporting ALL students - will be very helpful for ELL-SWD

ENL Teacher: All borough support Meetings for both compliance and instruction(October Start up and November Election Day Support). Distinguishing Language Acquisition from learning Disabilities. Orton Gillingham.

Classroom Teachers (CommonBranch and Special Education):

- Ready Gen /Math In Focus - multiple entry points for ELLs
- Supporting ELLs in Oral Language
- Adaptions for anchor/supporting texts
- Scaffolding
- Academin Language

Common Branch and Special Education Teachers, ENL Teacher, Guidance Counselor and Psychologists:

- Distinguishing Language Acquisition from Learning Disabilities

Common Branch teachers, Special Education teachers, Guidance counslors and Paraprofessionals:

- RTI for ELLs

Guidance Counselors: -Transitioning, adjustments and social skills group.

Secretaries: -ATS support (advisement with new ELL screens  
-RLAT refresher of ELL reports

Parent Coordinator: - Support with Planning of parent workshops to support ELL families

- Translation Support
- Breaking Down the Barriers
- Support with helping ELL parents to become active in the school community

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development is offered to all staff 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 ENL teacher will attend any scheduled borough ELL training, Instructional Team Meetings, Ready Gen workshops, The Leader In Me, ELL Data Collection and Danielson workshops. She will be attending "Oral Language Development with Thinking Routines" being offered by the borough and will engage in other professional opportunities posted on the "I Teach NYC Bulletin" and anything offered from the "Language and Interpretation Unit".

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The school administration, parent coordinator and guidance counselor meet with the key staff members of the middle school before 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 classes also take a trip to visit the neighboring middle school. PS 53 is also planning a "Leader In Me" intervisitation to the middle schoolwith our assistant principal and Guidance Counselor, as a PD to

support the staff in assisting ELLs as they transition from elementary to middle school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

PS 53 provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all English as a new language teachers (we do not offer bilingual at PS 53), a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Agendas from professional development are kept in the principal's office. The ENL teacher also keeps track of her own PD in order to meet the requirement of 175 hours every five years for state certification. These records are in a binder housed in room 336 and in the teachers file.

## C. Parental Involvement

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

1. Tuesday afternoons are mandated parental involvement days. Parents are invited in to speak with teachers for workshops and individual meetings. The content of the meetings and workshops may vary. At this time the ENL teacher meets with individual parents about their child's progress. If the parent can make this specific day and time the ENL teacher will accommodate them at a different time. If the parent requires translation or interpretation services, they will be provided.

2. Records are kept for annual individual meetings with ELL parents as well as outreach to ensure parents needs are accommodated in the student's cumulative record. The ENL teacher keeps sign in sheets for meeting as well as copies of all ELL-related documentation, including dates and times of phone calls and if translation services were required. The ELL-related documents must be forwarded to DOE schools upon transfer to another DOE school.

(SEE BELOW Question-no cell to type in)

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

At PS 53 we encourage parental involvement. We are presently using our Tuesday afternoon parental involvement days to meet with parents individually and to hold workshops for them. Each teacher will be conducting one Fall workshop and one Spring workshop to meet the needs of their students. Our Fall workshops will be focused on MY ON reading and Orton Gillingham. We will be going through the programs with the parents in the small group setting of their child's classroom. Our Spring workshops will be designed around surveys that the parent coordinator sends out to the parents to find out what type of workshops they would be interested in attending.

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 preferred language, a translator will be made available. Therefore, in addition to back to school night and parent teacher conferences we offer several opportunities for the parents to be in the building interacting with the children, parents and staff members.

Below are some of the activities we have at PS 53 for parental involvement:

- \* Newcomer's Tea
- \* ELL Orientation
- \* Book Fair
- \* Wonderwalk for the March of Dimes
- \* Halloween Spooktacular
- \* Open School Week Celebrations
- \* MY On Workshop
- \* Orton Gillingham Workshop
- \*Toy Drive
- \*Holiday Fair
- \*Literacy Night
- \*Family Math Workshop
- \*Parent ELL Workshops
- \*Science Fair
- \*Behavior, Guidance and Discipline Workshop
- \*Empowering Your Child to Be Healthy and Safe Workshop
- \*Stress Reduction Workshop
- \*Learn To Knot and Crochet
- \*I.S. 24 Orientation Workshop
- \* Pre-K
- \* K- Orientation
- \* Gifted and Talented Orientation

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

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

PS 53 partners with the US Coastguard. Members of the Coastguard are often in our building participating in classroom activities for Partners in Education, buddying with children and doing presentations. They assist with our student incentive programs like Coasty of the Month and attendance incentives. The Coastguard also helps with beautification of our school, like the landscaping, planting and painting outside of the school. When necessary translation services are provided by parent request.

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

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.

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

At P.S. 53 the needs of the parents are addressed by having our parent coordinator send out surveys in the parents preferred language to evaluate what the parents would like. 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. The teachers will also be conducting workshops in their classrooms during parental involvement Tuesdays. The topics of these workshops will be based on the questions and needs of the grade. Translation services will also be made available in the parents preferred language.

#### **D. Additional Information**

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

Paste response here:

## Part VI: LAP Assurances

School Name: <u>The Barbara Esselborn School</u>		School DBN: <u>31R053</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beth Albano	Principal		10/30/15
Dean Razzore	Assistant Principal		10/30/15
Angela Navarino	Parent Coordinator		10/30/15
Erin Lanza	ENL/Bilingual Teacher		10/30/15
Pam Barone	Parent		10/30/15
Sharon Coughlin	Teacher/Subject Area		10/30/15
Melissa Antonelli	Teacher/Subject Area		10/30/15
	Coach		
	Coach		
Jodi Sanchez	School Counselor		10/30/15
Anthony Lodico	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **31R053**

School Name: **The Barbara Esselborn School**

Superintendent: **Mr. Lodico**

### Before you begin, please check the following:

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

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

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

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

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

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

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.

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## Part B: Creating a Communications Calendar

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

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

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.

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## Part C: Providing Language Assistance Services

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

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.

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

Services will be provided by in house staff and over the phone interpreters.

#### **Part D: Training Staff on Policies and Procedures**

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

The translation and Interpretation Unit has provided the school with brochures, Language ID Guides and Language Palm Cards.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

The above items are located at the Security desk. They are also available in the main office and information about in on our website.

#### **Part F: Monitoring and Quality Control**

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

The Parent Coordinator provides the parents with a survey.