



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 64 JOSEPH P. ADDABBO

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q064

PRINCIPAL: NINA AUSTER EMAIL: NAUSTER@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nina Auster	*Principal or Designee	
Kathy Glaser	*UFT Chapter Leader or Designee	
Sandra Mohan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karen Camhi	Member/ Staff	
Linda Pellechi	Member/ Staff	
Ilene Woda	Member/ Staff	
Rina Olivo	Member/ Parent	
Atakha Chowdhury	Member/ Parent	
Shahanaz Huda	Member/ Parent	
Aysha Haq	Member/ Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, there will be an increase in student progress toward achieving state standards as measured by a 7% increase in students scoring level 3 and 4 on the New York State English Language Arts Exam.

Comprehensive needs assessment

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

After looking at test results over the span of the past three years we have noticed there has not been a consistent pattern of improvement. Our scores for the 2009-2010 school year have decreased yet scores for the 2010-2011 school year have increased. In order to maintain that upward mobility, we have determined that we need to focus on all student populations. We are not only targeting students in Levels 1 and 2 but also students in Levels 3 and 4 to make sure they show continued progress.

Instructional strategies/activities

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

Activity #1

*AIS services will be provided for struggling students both during the day and after school.

*Wilson instruction will be supplied for at-risk students in need of decoding support in grades 3-5

Target Population: Students at Levels 1 and 2 and borderline level 3 in ELA Students in grades 3-5 in need of decoding support

Responsible Staff Members: AIS providers and afterschool instructors. The Wilson and Foundations coach.

Implementation Timeline: September through June

Activity #2

*Targeted skills instruction will continue to take place in all classrooms throughout the school during the school day.

*ELA curriculum maps will be refined by teachers on all grades to target skills needed for success on the NYS ELA

*Implementation of CCSS in ELA will continue.

Target Population: All students across all grades

Responsible Staff Members: Classroom teachers, AIS teachers and ESL teachers across all grades

Implementation Timeline: September through June

Activity #3

*Extended day program on Monday and Tuesday providing AIS services for struggling students

*Extended day programs will use test sophistication books.

*A Wednesday afterschool program will be added from November 30-April 4 to work on preparation for the ELA.

Target Population: Students at Levels 1 and 2 and borderline level 3 in ELA in grades 2-5

Responsible Staff Members: Classroom teachers, AIS providers, ESL teachers, cluster teachers all working with small groups of children

Steps for Including Teachers in the Decision-Making Process

*Teachers will meet in grade level and the vertical team to review student data gathered from TCWRP Benchmarks, periodic assessments and skill of the week assessments

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

*Meet the Teacher Day held in September to introduce parents to the teacher, the curriculum and expected goals for the year

*ELA and test sophistication workshops will be held for parents.

*Monthly workshops will be held for parents on such topics as CCSS, the common core learning tasks, homework help

*Parents to receive Leveled Book lists and tips on how to assist their children by individual Fountas-Pinnell reading levels at parent teacher conferences

*A family literacy night will be held in December

*The Parent Coordinator and other staff members will attend monthly PA meetings to address concerns and share information

*Parent Training in the ARIS parent link

*A parent handbook translated into 3 languages was distributed in September

*Spanish and Bengali translators are available at all parent meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- At the present time, all teachers on staff are highly qualified.
- We will continue to provide professional development opportunities during staff conference days, grade conferences, faculty conferences and after school PD to ensure that our teachers are up to date on DOE mandates
- The Payroll secretary will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors would be assigned to support struggling and un-qualified teachers.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

*Race for the Top funds for afterschool per session

*Resos A grant will provide smart boards and updated computers for classrooms

*State Capital Grant will provide a smartboard

*New Yorkers for Better Neighborhoods grant will provide money for a school vegetable garden

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to coming Federal and local funds such as Fair Student Funding(Tax Levy), Title1 Funds, Title 111 and human resources to implement this action plan from September 2011-June 2012 as indicated below.

*Teacher per session for one day per week for after school programs (November 30-April 4)

*Consumable instructional materials for use during extended day programs

*Per diem for one teacher 1 day per week to give additional AIS support services to grade 1

*Professional development conferences and workshops to enhance teacher performance

*Per session for one day per week for extra ESL AIS from January to May

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, our English Language Learners will demonstrate progress towards achieving state standards as measured by a 35% increase in proficiency levels on the NYSESLAT. Students will move from beginner to intermediate, intermediate to advanced and advanced to proficient.

Comprehensive needs assessment

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

PS 64 has a very large ESL population. In order for our students to meet state standards on the NYS ELA and math exams they must be proficient in English. It has been determined that working with our ESL population to improve their English understanding would be the way to accomplish this. Increased proficiency on the NYSESLAT should ultimately transfer to increased proficiency on the ELA and math exams.

Instructional strategies/activities

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

Activity #1

*4 ESL teachers will work with small groups of ELL students for one or two periods a day based on student need and state regulations.

*An ESL teacher will be assigned 20 periods a week to work with an ESL third grade class to reduce class size and provide intense small group instruction

*AIS support will provide daily additional small group instruction for at-risk and beginning ESL students

*After school program will target beginning ESL students

*Test prep materials for NYSESLAT will be used.

Target Population: ALL mandated ESL students in the building grades K-5

Responsible Staff Members: ESL teachers and classroom teachers

Implementation timeline: September through June

Activity #2

*ESL teachers will assist classroom teachers in honing their skills in ESL methodologies by providing staff development opportunities

*A data driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuing basis

*ESL teachers will participate in grade level and school vertical inquiry teams to offer input on ESL methodologies

Target Population: Classroom teachers with ESL students

Responsible Staff Members: ESL teachers

Implementation Timeline: Grade conferences, lunch and learns from September to June

Steps for Including Teachers in Decision Making Process

*Language Allocation Policy team will monitor progress of ELL's

*ESL teachers will meet with Principal, Assistant Principal and other members of the LAP team to review data from previous years NYSESLAT

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *ESL teachers conducted weekly workshops in September to explain to parents the options available to them for the education of their children
- *ESL teachers and the Parent Coordinator will offer monthly classes for ESL parents to assist them in helping their children
- *The Parent Coordinator will offer bi-weekly ESL classes for parents of students in the school
- *Cool Culture passes were purchased for all kindergarten families so that parents can take their children to cultural institutions to offer experiences to improve language ability.
- *Translators are available at all PA meetings
- *Important notices are sent home in English, Spanish and Bengali

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- At the present time, all teachers on staff are highly qualified.
- We will continue to provide professional development opportunities during staff conference days, grade conferences, faculty conferences and after school PD to ensure that our teachers are up to date on DOE mandates
- The Payroll secretary will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors would be assigned to support struggling and un-qualified teachers.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *Resos A grant will provide smart boards and updated computers for classrooms
- *State Capital Grant will provide a smartboard
- *New Yorkers for Better Neigborhoods grant will provide money for a school vegetable garden
- *Race for the top funding for afterschool program

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to coming Federal and local funds such as Fair Student Funding(Tax Levy), Title1 Funds, Title 111 and human resources to implement this action plan from September 2011-June 2012 as indicated below.

- *Teacher per session for one day per week for after school programs (November 30-April 4)
- *Consumable instructional materials for use during extended day programs
- *Per diem for one teacher 1 day per week to give additional AIS support services to grade 1
- *Professional development conferences and workshops to enhance teacher performance

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, there will be an increase in student progress toward achieving state standards as measured by a 7% increase in students scoring level 3 and level 4 on the New York State mathematics exam.

Comprehensive needs assessment

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

After looking at test results over the span of the past three years we have noticed there has not been a consistent pattern of improvement. Our scores for the 2009-2010 school year decreased. Our scores for the 2010-2011 school year increased. In order to maintain that upward mobility, we have determined that we need to focus on all student populations. We are not only targeting students in Levels 1 and 2 but also students in Levels 3 and 4 to make sure they show continued progress.

Instructional strategies/activities

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

Activity #1

*AIS services will be provided in small groups throughout the school day and in afterschool

*Math coach will provide enrichment as well as AIS services

*Monday and Tuesday extended day program providing AIS for struggling students

*Use of Everyday Math program for students in grades 3-5

*A Wednesday afterschool program will take place from November 30-April 4 targeting test sophistication skills

*Extended day and after school programs utilizing test sophistication books

Target Population: Students at Levels 1 and 2 and borderline Level 3 math students

Responsible Staff Members: Classroom teachers and Math Coach

Implementation Time-Line: September-June

Activity #2

*Begin implementation of CCSS in math

*Use of Envision Math program in grades K-2 which already has CCSS built into it

Target Population: All students in all grades

Responsible Staff Members: Classroom teachers, ESL teachers and AIS teachers
Implementation Timeline: September through June

Steps for Including Teachers in the Decision-Making Process

- *A data driven approach is used to identify and address student weaknesses and target areas for growth on a continuous basis
- *Teachers meet in grade level teams and a vertical team to review student progress based on unit tests and periodic assessments.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *Meet the Teacher Day in September to introduce the teacher, curriculum and goals for the year.
*Math and test sophistication workshops will be held for parents.
*Monthly workshops will be held for parents on such topics as CCSS, the common core learning tasks, homework help
*Family math nights will be held in the spring-one for K-2 and one for grades 3-5.
*The Parent Coordinator and other staff members will attend monthly PA meetings to address concerns and share information
*A parent handbook translated into 3 languages was distributed in September
*Spanish and Bengali translators are available at all parent meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
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- Mentors would be assigned to support struggling and un-qualified teachers.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *Resos A grant will provide smart boards and updated computers for classrooms
*State Capital Grant will provide a smartboard
*New Yorkers for Better Neighborhoods grant will provide money for a school vegetable garden
*Race for the Top funds for after school per session

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to coming Federal and local funds such as Fair Student Funding(Tax Levy), Title1 Funds, Title 111 and human resources to implement this action plan from September 2011-June 2012 as indicated below.

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*Consumable instructional materials for use during extended day programs

*Per diem for one teacher 1 day per week to give additional AIS support services to grade 1

*Professional development conferences and workshops to enhance teacher performance

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	30	30	N/A	N/A	1	0	0	3
1	30	30	N/A	N/A	6	0	0	9
2	33	33	N/A	N/A	1	0	0	4
3	46	46	N/A	N/A	2	0	0	2
4	51	51	60	51	2	0	0	1
5	66	66	40	66	9	0	0	3
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>All students in grades 2-5 at performance levels 1 and 2 will attend the extended day program from September to June. This is a 110 minute period divided over two days with small groups of 5-10 students. Students at levels 1 and 2 in ELA will receive academic intervention services using Wilson daily during the school day. Wilson is done in small groups. Foundations Double Dose is used for students in grade 2 needing AIS services. This is done after school in small groups. Students in Kindergarten and First grade needing AIS receive Foundations Double Dose during the school day in small groups. STUDY ISLAND is used for individualized assistance and enrichment in all grades K-5. This is available both at home and at school. All students in all grades K-5 receive AIS services from classroom teachers in small groups during guided reading and targeted skills group instruction. An AIS teacher has been hired to work with struggling students in grade 1 for one day per week.</p>
Mathematics	<p>All students in grades 2-5 at levels 1 and 2 will attend the extended day program from September to June. This is a 110 minute period divided over two days with small groups of 5-10 students. Students in Kindergarten and grade 1 receive AIS services from classroom teachers in mathematics on a needs basis. Supplemental math programs and test prep models and strategies are used both during the day and after school. Enrichment activities such as the 100th day, Pi Day, the stock market game are used to extend understanding and build enthusiasm. STUDY Island is used for individualized assistance in K-5. This is available both at home and at school.</p>
Science	<p>All students in grades 2-5 at performance levels 1 and 2 will attend the extended day program from September to June. The extended day program is a 110 minute period spread over two days. Small group instruction is in groups of 5-10 students. STUDY ISLAND is available for use by all students both at school and at home on an individualized basis.</p>

Social Studies	All students in grades 2-5 at performance levels 1 and 2 will attend the extended day program from September to June. The extended day program is a 110 minute period spread over two days. Small group instruction is in groups of 5-10 students.
At-risk Services provided by the Guidance Counselor	Counseling-small group and one on one during the school day. Referrals to support agencies. Conflict resolution intervention. Counseling, attendance and behavior modification and parent conferencing.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	Speech-Small group and one on one during the day. P/T-Small group and one on one during the day. P/T-Small group and one on one during the day. APE-Small group and one on one during the day.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PS 64Q
82-01 101 Avenue
Ozone Park, NY 11416
718 845-8290

Nina Auster
Principal

Erik Walter
Assistant Principal

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

PS 64Q
82-01 101 Avenue
Ozone Park, NY 11416
718 845-8290

Nina Auster
Principal

Erik Walter
Assistant Principal

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundson	District 27	Borough Queens	School Number 064
School Name Jospeh P. Addabbo			

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

Principal Nina Auster	Assistant Principal Erik Walter
Coach Marsha Marx ELA	Coach Linda Pellechi Math
ESL Teacher Rosalie Falco	Guidance Counselor Elena Chin
Teacher/Subject Area Denise Keutmann, ESL	Parent Sandra Mohan
Teacher/Subject Area Marla Goldstein, ESL	Parent Coordinator Ines Gronda
Related Service Provider Carol DelGuardio Speech	Other Iris Cueto-Anglarill, ESL
Network Leader Jean McKeon	Other Karen Camhi, SETSS

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	664	Total Number of ELLs	141	ELLs as share of total student population (%)	21.23%
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Part II: ELL Identification Process

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

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

1. All parents of new public school enrollees in New York City are required to complete a Home Language identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. One of the four certified ESL teachers conducts an oral interview with the student and the parent to determine the eligibility for the LAB-R to be administered. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. School administrators use the LAB-R data to inform instructional programs and initial language allocations. Four ESL certified teachers, Iris Cueto-Anglarill, Rosalie Falco, Marla Goldstein and Denise Keutmann, administer the LAB-R once these students are identified by the HLIS. The Principal and Assistant Principal, in addition to the certified ESL teachers review the HLIS and LAB-R results to determine the programs and services for each eligible student. The ESL teachers hand score the LAB-R's. The results are compiled and kept in the ESL compliance binders. Results are available on ATS as well. Parents are notified of the placement with an entitlement letter. Within the first 10 days, the parent video and the survey are provided in the parents preferred language. A pedagogue reviews the available choices with the parent.

If a child has a home language of Spanish and receives a low score on the LAB-R, the Spanish LAB-R is administered by Iris Cuteo-Anglarill, a native Spanish speaking ESL teacher.

All students receiving ESL services are administered the NYSESLAT in May. A team of teachers led by the 4 certified ESL teachers, Iris Cueto-Anglarill, Rosalie Falco, Marla Goldstein and Denise Keutmann administers this test. The speaking portion of the test is administered to each student individually. The listening, reading and writing portions of the test are administered in separate sessions by the 4 ESL teachers and classroom teachers. All eligible students are tested based on the information obtained from the RLER report. Once the results are received, the Principal, Assistant Principal and the ESL teachers review the data contained in the RLAT to determine class placement for the upcoming year based on scores received on the NYSESLAT. Placement is made according to proficiency level, Beginner, Intermediate or Advanced.

2. The four ESL teachers hold orientation meetings for parents of newly enrolled ELLs to inform them of the different ELL programs that are available. During orientations, an orientation video which is available in 9 languages is shown to parents. In addition, parents receive the orientation booklet about ELL programs in their home language, and have the opportunity to ask questions about ELL services (with assistance from a translator, if necessary). These orientation meetings are held as needed throughout the year, with the first set of meetings held within the first 10 days of school.

3. Parent Survey and Program Selection Forms are distributed at each of the Parent Orientation meetings. At the end of each orientation meeting, the 4 ESL teachers, Iris Cueto-Anglarill, Marla Goldstein, Denise Keutmann and Rosalie Falco collect the Parent Survey and Program Selection Form, which indicates the program that parents are requesting for their child. These letters are maintained in the students' cumulative folder. In addition, a copy of the forms is made and kept in the ESL office in the ESL compliance

binder.

4. Once the Parent Survey and Program Selection Forms are received, they are reviewed by the four certified ESL teachers, Iris Cueto-Anglarill, Rosalie Falco, Marla Goldstein and Denise Keutmann. Once a list of parent preferences is compiled the parents are advised of other programs at other schools if their preference states a dual language or bilingual program. At the present time PS 64 has only a free standing ESL program. This is explained to the parents in their native language with the use of translators if necessary. If parents wish for their children to attend another school, the ESL teachers provide the names of schools with available programs and assist the parents in finding available seats. Placement letters are distributed to parents advising them whether or not their child is entitled to ESL services. Appendix E is sent if the child is not entitled. Appendix F is sent if the child takes the LAB-R and is eligible for placement. Signed copies of these letters are kept in the ESL compliance binder. Original copies of Parent Surveys and the HILS are kept in cumulative folders with copies held in the ESL compliance binder.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, 98% of the parents with ELL students selected the Free Standing ESL program. According to the most recent survey given in 2010-2011, 153 parents selected the Free Standing ESL program.

6. At the present time the program model offered at PS 64 is aligned with parent requests. The LAP team, which consists of the four full time certified ESL teachers, Ms. Cueto-Anglarill, Ms. Falco, Ms. Goldstein, Ms. Keutmann, the principal, Nina Auster, the assistant Principal Erik Walter, Karen Camhi, our SETSS teacher, and the Parent Coordinator, Ines Gronda review the parent choice forms for patterns and trends. If the growing trend shows parents requesting the TBE model we would open a class. If a classroom were to become available we would need a minimum of 15 students in two consecutive grades speaking the same language and requesting the same program to implement the TBE model.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In	3	3	3	1	3	2								15
Total	3	3	3	1	3	2	0	15						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	141	Newcomers (ELLs receiving service 0-3 years)	128	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	128		2	13		4	0			141
Total	128	0	2	13	0	4	0	0	0	141

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	12	9	8	9	7								51
Chinese														0
Russian														0
Bengali	14	14	11	13	17	6								75
Urdu	1	1	1			1								4
Arabic		5		1	4	1								11
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	21	32	21	22	30	15	0	141						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. PS 64 utilizes a free standing English As a Second Language program. It is a combination push-in, pull-out program. Beginning and intermediate students are serviced 8 times a week. Advanced students are serviced 4 times a week. ESL teachers work in collaboration with classroom teachers to provide language acquisition and vocabulary support. They collaboratively look at data collected and the ESL teacher and classroom teacher set goals for each student. They meet with classroom teachers on each grade to give input to curriculum mapping sessions.

Our program homogenously groups students in several classrooms on each grade based on the mandated minutes of instruction per week for each student as a result of NYSESLAT test scores where available or LAB-R results.

2. Beginners and intermediate students are placed in the same classes and receive 360 minutes of ELL instruction per week. Advanced students are placed in the same classes and receive 180 minutes of ELL instruction per week. The number of classrooms containing ELL students on each grade is as follows: Kindergarten-3 classes; First Grade-3 classes; Second Grade-3 classes; Third Grade-1 class; Fourth Grade-2 classes; and Fifth Grade-2 classes.

A. Programming and Scheduling Information

3. The language of instruction in all classes is English, although the native language of the students may at times be used informally to assist newcomers in their adjustment to the school. Native language support also exists in the form of native speaking paraprofessionals, native language speaking teachers, native speaking Parent Coordinator and school aides. Peer interaction as well as dictionaries, glossaries, classroom labels in multi-languages, and native language books are also supplied. The four ESL teachers are scheduled to service the ESL classes at some point during the three-period Balanced Literacy Program block when possible. It has been found that pushing in during the Literacy Block is particularly helpful to allow for more personalized and differentiated instruction. Literacy instruction includes skill of the week strategy instruction and guided reading. Regardless of the subject being taught during push-in, this model enables LEP students to remain in grade-level content area instruction. They are being supported by the ESL teachers who work closely with the classroom teacher utilizing appropriate ESL methodologies. Some of the methodologies used are: CALLA, Sheltered Instruction Observation Protocol (SIOP), extensive scaffolding, and connections to prior knowledge. Pictures, visuals, manipulatives, modulation of teacher's speech patterns and Total Physical Response (TPR) techniques are utilized as well. Required tasks are divided into many easier steps. Expected results are modeled by teachers and other students. LEP students are then able to progress toward completing grade level work. ESL teachers are able to provide one-on-one and small group support. LEP students are able to take risks in the four modalities and gain increased practice in conversational skills in a less threatening and more comfortable environment. A wide variety of ESL instructional materials are used, Wilson Program in grades 3-5, The Rigby ESL guided reading series, Attanasio & Associates "Getting Ready for the NYSESLAT" test preparation booklets and grade level ESL series by Scott Foresman. Newcomer ESL students are pulled out of the classroom for some of their scheduled minutes to receive one-on-one and small group instruction in building vocabulary. Classrooms with beginning ESL students have Rosetta Stone and Evans-Moore Beginnings computer programs available. Students in K-2 participate in Envisions Math. Students in 3-5 participate in the Everyday Math Program. The 150 minute AIS extended day program is also available for struggling ESL students. Small groups of no more than 10 students are serviced by either their regular classroom teacher or an ESL teacher. The extended day after school programs reinforce the reading, writing, speaking and listening English language acquisition skills. Content area instruction is delivered using textbooks in social studies and science.
4. The Spanish Lab-r is administered to incoming students speaking in Spanish. Translators are hired for the NYS Math and Science tests for students whose native language is not supplied with written translation. Translations which are available in the native language are supplied in written form for those students who need them.
5. Students are placed in their classes according to their mandated minutes of ESL instruction. SIFE, Beginners and Intermediate students are placed in the same classrooms and receive 360 minutes of ELL instruction.

SIFE students receive an additional period of instruction by the ESL teacher in a one to one ratio. SIFE students attend the Extended Day program in a small group of 5:1 ratio with the ESL teacher.

ELL students in the US schools for less than three years, receive ELL instruction using the methodologies' and strategies of CALLA, QTEL, Modeled Writing, Foundations, Wilson Language and Language Experience techniques. Newcomers participate in several hands on trips to increase and reinforce their learning of English. (farm, supermarket, post office, neighborhood walks, etc.)

Students who exhibit inadequate growth on reading assessments will receive an additional 75 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition and writing).

Extended Day programs are available to ELL students on Mondays and Tuesdays from 2:35 -3:50 pm. ESL teachers provide small group instruction to ELL students during this time.

ELL students in the NYC school system for one year in Grades 3-5 are required to take the ELA exam. Workshops are given to inform parents of these exams and to enable parents to assist in their child's learning. ELL students receive test preparation for this exam during the school day and during the extended day. Test preparation material such as Kaplan Advantage, CARS, and Focus are used.

In Grades 3-5 ELL students are required to take state math and science exams. These exams are available in each child's home language. If needed a translator is hired to provide translation. Test preparation is provided during the school day and during the extended day. Test preparation materials such as Kaplan Keys, NY Coach and Measuring Up in Science are used. Everyday Math is the instructional program

A. Programming and Scheduling Information

for math used during the day.

Advanced and long term ELL students are placed in the same classes and receive 180 minutes of ELL instruction. To improve long term ELL's writing skills we have differentiated the programs offered by utilizing Teacher's College Units of Study and four-square graphic organizers to align with the Common Core Standards.

For reading these students receive differentiated instruction during the 75 minute daily literacy block. Guided reading instruction is provided based on the results of Teacher's College Benchmark Running Records which are administered three times a year.

Computer support is provided through listening centers, A to Z Reading, RAZ Kids, Leapfrog and Rosetta Stone.

All struggling ELL students in grades 2-5 are invited to attend the twice weekly after school program.

Family Literacy and Math Nights are held throughout the year to promote family involvement.

ESL students are placed in the same classroom at each grade level in order to receive ELL services with minimal pull out. This enables ESL teachers to push into classrooms in order to service the ELL students according to their mandates. ESL teachers are able to differentiate instruction by grouping students homogenously in order to meet their instructional needs.

The number of classrooms containing homogenously grouped ELL students per grade level are:

- Kindergarten-3
- First Grade-3
- Second Grade-3
- Third Grade-1
- Fourth Grade-2
- Fifth Grade-2

Each ESL teacher services ELL students within one or two grade levels.

- Marla Goldstein-Kindergarten ELL's and Fourth Grade ELL's
- Rosalie Falco-First Grade and Third Grade ELL's
- Denise Keutmann-First Grade and Second Grade ELL's
- Iris Cueto-Anglarill-First and Fifth Grade ELL's

For ELL's identified as having special needs at-risk SETSS, Speech or Double Dose Foundations or Wilson is available as needed depending on the level of deficiency. Vocabulary enhancement is developed through intensive picture support provided by the ELL and classroom teachers. Fine motor skills are developed using Foundations methodology.

C. Instructional strategies used for ELL-SWDs include direct instruction, explicit instruction, hands-on activities, manipulatives, and

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	ESL teachers push into the ICT classes after collaborating with the classroom teachers. TTI instruction is given in extended day. ESL teachers push in to work with ELL-SWDs receiving SETSS during the school day. The nature of an ICT class allows for flexible programming and flexible grouping so that all children are in mainstream situations for most of the day.
75%	
50%	
25%	
0%	
	Dual Language
100%	
75%	
50%	
25%	
0%	
	Freestanding ESL
100%	
75%	

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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13. All programs for ELL's adhere to the Children First Initiative's uniform curriculum. The ESL programs use a balanced approach to

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

1. ESL personnel participate in all professional development opportunities offered to the entire staff. This year one of our major focuses is the continued introduction of the new Common Core Standards in English Language Arts. Professional development is also being provided in curriculum mapping. ESL personnel attend all common planning meetings for the grades they service, Mrs. Goldstein Kindergarten and grade 4, Mrs. Falco grade 1 and 3, Mrs. Keutmann grades 2 and 4, Mrs. Cueto-Anglarill grades 1 and 5. ESL teachers serve as an informational resource to classroom teachers, providing feedback and ideas for instruction of ELL students both during the push in periods and throughout the course of the regular school day.

Paraprofessionals and the guidance counselor attend Common Core Standards training. In addition, they participate in the "Lunch and Learn" sessions given by the ESL teachers. The Parent Coordinator attends meetings with the ESL personnel to plan parent activities and share resources.

Secretaries attend District and CFN training in entering HILS information and in using the ATS system for ESL functions.

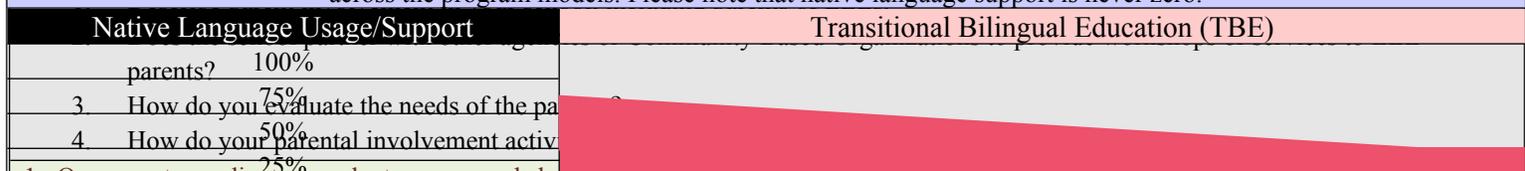
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2. ESL personnel provide professional development for classroom teachers with ELL students, in using ESL methodologies during faculty conferences, grade conferences and lunch and learns. Skills and strategies necessary for ELL students to achieve high levels on the NSYESLAT will be discussed. In addition, topics will include challenges the ELL students and teachers of ELL students face, common misconceptions regarding ELL students, the process to identify ELL students and cultural sensitivity issues. The guidance counselor attends these professional development sessions as well.

3. New teachers are provided with the minimum 7.5 hours of ELL training through lunch and learns, grade conferences, faculty conferences, common core standards meetings, common planning time and observation of ELL teachers delivering instruction. Certificates are distributed to all participants in ESL workshops once they meet 7.5 hours. Copies of these certificates are maintained in the employee's files in the main office.

Native Language Usage and Supports

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



E. Parental Involvement

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

1. Our parent coordinator conducts many workshops for parents throughout the year. She teaches English as a Second Language to a group of 30 parents twice a week from October through June. Specific workshops targeting parents of our ELL students are presented by our ESL teachers. Examples of these workshops include: ESL parent orientations, Helping Your Child with Homework, The Importance of Reading to Your Child, and taking a trip to the library to get library cards.

Workshops arranged by the Parent Coordinator include: Breast Cancer Awareness, Avoiding the Report Card Surprise, Common Core State Standards, Title I Meeting, Asthma Workshop, At Home Strategies, Stress Management, From Stress to Success, Holiday Arts and Crafts, Energy Workshop, Head Lice Workshop, 3rd, 4th, and 5th Grade ELA exams, 3rd, 4th, and 5th Math Exam, The Write Stuff, Foundations Workshop, How to Raise Financially Responsible Children, the Transition from Elementary to Middle School, Nutrition Workshop series and CPR.

Our Parent Coordinator provides Spanish translations at all meetings and workshops for parents. She arranges for a parent to translate into Bengali as well. This year we have a paraprofessional who speaks Arabic. She translates for us also.

Parents of ELL students are members of our School Leadership Team, are active members of our Parent Association, are invited to school performances such as our yearly Talent Show, the chorus show and all school assemblies. Parents are also invited to participate in school class trips.

Two Family Literacy and two Family Math nights are held during the year.

2. The school partners with the following organizations when providing parent workshops: Help Plus, Cornell University, HeadSmart NYC, FDNY-EMS, Sylvan Learning, Cool Culture.
3. The Parent Coordinator sends out a survey to all parents asking for their suggestions and needs in the way of parent workshops.
4. After compiling the results of the parent surveys, our Parent Coordinator arranged all the various workshops in accordance with the needs of the parents.

B. Programming and Scheduling Information--Continued

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Additional Information

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

Paste additional information here

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In addition, ESL personnel attend all District and CFN professional development offerings. They have participated in professional development for Foundations and Wilson programs.

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3. New teachers are provided with the minimum 7.5 hours of ELL training through lunch and learns, grade conferences, faculty conferences, common core standards meetings, common planning time and observation of ELL teachers delivering instruction. Certificates are distributed to all participants in ESL workshops once they meet 7.5 hours. Copies of these certificates are maintained in the employee's files in the main office.

D. Professional Development and Support for School Staff

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

1. ESL personnel participate in all professional development opportunities offered to the entire staff. This year one of our major focuses is the continued introduction of the new Common Core Standards in English Language Arts. Professional development is also being provided in curriculum mapping. ESL personnel attend all common planning meetings for the grades they service, Mrs. Goldstein Kindergarten and grade 4, Mrs. Falco grade 1 and 3, Mrs. Keutmann grades 2 and 4, Mrs. Cueto-Anglarill grades 1 and 5. ESL teachers serve as an informational resource to classroom teachers, providing feedback and ideas for instruction of ELL students both during the push in periods and throughout the course of the regular school day.

Paraprofessionals and the guidance counselor attend Common Core Standards training. In addition, they participate in the "Lunch and Learn" sessions given by the ESL teachers. The Parent Coordinator attends meetings with the ESL personnel to plan parent activities and share resources.

Secretaries attend District and CFN training in entering HILS information and in using the ATS system for ESL functions.

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E. Parental Involvement

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

1. Our parent coordinator conducts many workshops for parents throughout the year. She teaches English as a Second Language to a group of 30 parents twice a week from October through June. Specific workshops targeting parents of our ELL students are presented by our ESL teachers. Examples of these workshops include: ESL parent orientations, Helping Your Child with Homework, The Importance of Reading to Your Child, and taking a trip to the library to get library cards.

Workshops arranged by the Parent Coordinator include: Breast Cancer Awareness, Avoiding the Report Card Surprise, Common Core State Standards, Title I Meeting, Asthma Workshop, At Home Strategies, Stress Management, From Stress to Success, Holiday Arts and Crafts, Energy Workshop, Head Lice Workshop, 3rd, 4th, and 5th Grade ELA exams, 3rd, 4th, and 5th Math Exam, The Write Stuff, Foundations Workshop, How to Raise Financially Responsible Children, the Transition from Elementary to Middle School, Nutrition Workshop series and CPR.

Our Parent Coordinator provides Spanish translations at all meetings and workshops for parents. She arranges for a parent to translate into Bengali as well. This year we have a paraprofessional who speaks Arabic. She translates for us also.

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Parents of ELL students are members of our School Leadership Team, are active members of our Parent Association, are invited to school performances such as our yearly Talent Show, the chorus show and all school assemblies. Parents are also invited to participate in school class trips.

Two Family Literacy and two Family Math nights are held during the year.

2. The school partners with the following organizations when providing parent workshops: Help Plus, Cornell University, HeadSmart NYC, FDNY-EMS, Sylvan Learning, Cool Culture.

3. The Parent Coordinator sends out a survey to all parents asking for their suggestions and needs in the way of parent workshops.

4. After compiling the results of the parent surveys, our Parent Coordinator arranged all the various workshops in accordance with the needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	2	8	7	5	8								36
Intermediate(I)	10	4	9	6	3	4								36

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	7	11	7	12	6	9								52
Total	23	17	24	25	14	21	0	0	0	0	0	0	0	124

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	2	0	1	2							
	I	3	1	5	7	5	6							
	A	15	12	5	7	1	5							
	P	11	17	14	19	18	11							
READING/ WRITING	B	6	2	8	7	5	7							
	I	10	4	9	6	3	4							
	A	6	8	6	12	6	7							
	P	8	17	3	8	11	6							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	9	3	0	15
4	3	8	0	0	11
5	4	10	3	0	17
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7		8		8		0		23
4	3		6		5		0		14
5	3		6	2	7	1	1		20
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1	2	14		7		24
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Joseph P Addabbo</u>		School DBN: <u>27Q064</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nina Auster	Principal		
Erik Walter	Assistant Principal		
Ines Gronda	Parent Coordinator		
Rosalie Falco	ESL Teacher		
Sandra Mohan	Parent		
Denise Keutmann	Teacher/Subject Area		
Marla Goldstein	Teacher/Subject Area		
Marsha Marx	Coach		
Linda Pellechi	Coach		
Elena Chin	Guidance Counselor		
Jean McKeon	Network Leader		
Carol Del Guardio	Other <u>Speech Teacher</u>		
Karen Camhi	Other <u>SETSS Teacher</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q064 **School Name:** PS 64

Cluster: 211 **Network:** 2

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

Part A: Needs Assessment Findings

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

We looked at the data in ATS which records the languages spoken in the homes of our students. According to the RHLA 30% of the home languages are Bengali, 45% are English and 19% are Spanish. This information was taken from home language surveys given to all new admits.

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

It was determined that the three major languages spoken by parents of students at PS 64 are English, Spanish and Bengali.

Part B: Strategies and Activities

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

All important notices to go home are translated into Spanish and Bengali. We use the Translation and Interpretation services to ensure that these documents are translated in a timely fashion. If we need to translate something with time constraints we use parent volunteers.

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

We hire oral translators in Spanish and Bengali for all parent/teacher conferences. In addition, parents serve as translators at PA meetings. In-house staff helped with Arabic translations at parent/teacher conferences.

We also provide our students with translators in Bengali for the NYS math and science tests.

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

We have the signs indicating that interpretation is available posted by the security desk in the main lobby, in the parent coordinators office and in the main office. When we send notices home to parents about parent/ teacher conferences we ask if they require a translator to be present.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 64	DBN: 27Q064
Cluster Leader: 211	Network Leader: Jean McKeon
This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✳After school ●Saturday academy ✳Other: during the school day
Total # of ELLs to be served: 99
Grades to be served by this program (check all that apply): ●K ✳1 ●2 ✳3 ✳4 ✳5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 13 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 10

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: A per diem certified ESL instructor has been hired one day a week to work with ELL students in grade one. She spends 90 minutes in each of three class working with the students, reinforcing concepts taught by both the classroom teacher and the ESL teacher. Work is done in building vocabulary, strengthening comprehension, decoding and improving math skills. This program will be in effect from October through June. All instruction takes place in English. This service is above the mandated ESL hours.

An afterschool program servicing students in grades 3, 4 and 5 will run from November 30-April 4, for a total of 17 sessions. This will be a 75 minute program once a week from 2:35 pm to 4:00 pm preparing students to take both the ELA and the NYS Math exam. Each teacher has a group of 15 students. NY Ready ELA, NY Ready Math and Empire State ELA Coach will be used in this program. Two certified ESL teachers and 10 common branch teachers deliver the instruction.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All certified ESL teachers attend professional development opportunities offered by the CFN and the city. Workshops attended this year include: the LAP workshop, Multicultural Workshop-Respect for All, Bridging the NY CCLS in the Mathematics Classroom for ELL's and Identifying ELL's with Speech Needs. In addition, they attend all professional development opportunities offered to the entire staff. This year one of our major focuses is the continued introduction of the new Common Core Standards in English Language Arts. Schoolwide opportunities include: New Blooms Taxonomy-Depth of Knowledge; Introduction to the Danielson Framework; Curriculum maps in writing; Proper Inquiry Team Protocol; Enhancing Professional Practice with Higher Order Thinking Skills; Planning student tasks using informational text; and Child Abuse. ESL teachers attend common planning meetings for the grades they service. Professional development in writing curriculum maps is also a focus and occurs monthly. The ESL providers train our classroom teachers in ESL methodologies during lunch and learn, grade meetings and conference days.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Our parent coordinator conducts many workshops for parents during the school year. She teaches English as a Second Language to a group of 30 parents twice weekly from October through June. Specific workshops targeting parents of our ELL students are presented by our ESL teachers in conjunction with the parent coordinator. Examples of these workshops are Helping your child with homework, The Importance of reading to your child and taking a trip to the library to get library cards. In addition all parents are invited to attend workshops arranged by the parent coordinator which include: Breast Cancer Awareness, Avoiding the Report Card Surprise, Common Core Standards, Title 1 Meeting, Asthma Workshops, At Home Strategies, Stress Management, From Stress to Success, Holiday Arts and Crafts, Energy Workshop, How to Raise Financially Responsible Children, the Transition from Elementary to Middle School, Nutrition Workshop series and CPR.

Family Literacy and Math nights are also held during the school year.

Parents are notified about these activities through notices sent home, the monthly school calendar and the PS 64 website.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$20596

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$20596

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		