



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 65

DBN : 19K065

PRINCIPAL: DAYSI GARCIA EMAIL: DGARCIA8@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. JOYCE STALLINGS-HARTE

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
Daysi Garcia	*Principal or Designee	
Lakisha Conyers	*UFT Chapter Leader or Designee	
Karina Ceballos	*PA/PTA President or Designated Co-President	
Estella Arroyo	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	
Mary Maraldo	Member/Teacher	
Vanda Gilbert	Member/Teacher	
James Caulfield	Member/Teacher	
Angela Riveria	Member/Parent	
Mercedes Duran	Member/Parent	
Donna Torres	Member/Parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, 58% of our 3rd, 4th and 5th grade students will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring at Level 3 & 4 on the N.Y.S ELA Assessment.

Comprehensive needs assessment

- *The need for this goal was generated due to our schools continued decrease in our scores on the N.Y.S. ELA Exam. The State Standards were significantly raised; however, our school P.S. 65K scored a 52 % on the 2012 exam in which was a decrease of 8 % from the 2011 exam.*

Instructional strategies/activities

- The research-based instructional strategies and activities that will be used to achieve this goal are:
 - a) Morning tutoring for at-risk students.
 - b) Saturday school for students in grades 3-5.
 - c) Raz-Kids program was purchased to increase student's independent reading levels.
 - d) Utilize the Houghton Mifflin Harcourt New York Journeys Program that aligns to the CCLS.
 - e) Comprehension Toolkits by Stephanie Harvey were purchased to supplement Journeys curriculum and increase student comprehension to meet the CCLS.
 - f) Common planning scheduled weekly to facilitate planning and implement all units of study to meet the CCLS.
 - g) Professional development given by the school's literacy coach.

Strategies to increase parental involvement

- Parent workshops focusing on ELA instruction.
- Parent newsletter with information on instructional outcomes.
- Providing assistance to parents in understanding city, state, and federal standards and assessments.
- Translate all critical school documents and provide interpretation during meetings and school events as needed.
- Developing and distributing a school newsletter designed to keep parents informed about school activities and student progress.
- School Leadership Team, composed of staff and PTA invites parents to help determine the structure for school-based planning and shared decision –making.
- School/community performances featuring students from the school.

Budget and resources alignment

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

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

99,654								Other			
129,966	Tax Levy	.64	Title I	_____	Title IIA	19,667	Title III	_____	Grants	1,225	599.60

If other is selected describe here:
 TL Literacy Asset, NSTL, Raz-Kids

Service and program coordination:

The fiscal and human resources that are used are as follows:

- Textbooks, F-Status, Literacy coach, Saturday Academy

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

- By June 2013, 70% of our 3rd, 4th and 5th grade students will demonstrate progress toward achieving state standards as measured by a 6% increase in students scoring at Level 3 & 4 on the N.Y.S. Math Assessment.

Comprehensive needs assessment

- *The need for this goal was generated due to our schools continued decrease in our scores on the N.Y.S. Mathematics Exam. The State Standards were significantly raised; however, our school P.S. 65K scored 64 % on the 2012 exam which was a decrease of 6 % from the 2011 exam.*

Instructional strategies/activities

- The research-based instructional strategies and activities that will be used to achieve this goal are:
 - a) Administrative team will provide professional development throughout the year to implement the City-wide Math Expectations and Common Core Math shifts.
 - b) Professional Development will be held on High Order Questioning, Depth of Knowledge (DOK), Mathematical Practice Standards, and Problem Solving.
 - c) Administrative team and classroom teachers will provide demonstration lessons, inter-visitations and study groups to improve teacher effectiveness.
 - d) Teachers will use item-analysis to identify student needs, use formative assessments to provide instruction that is differentiated, ask high-level questions that simulate thinking and reasoning, incorporate Math talk to ensure that students are able to communicate effectively using math vocabulary appropriately, and provide real-world connections and applications of math in order to make math more relevant to the personal lives of students.
 - e) Students will be given Math Benchmark assessments to monitor the progress of student achievement.
 - f) Every class will continue to engage students' in Problem of the Day and Math Dilemma on a daily basis to improve problem-solving skills.
 - g) Common Core aligned tasks and units will be developed and provided to students to ensure that students gain a deep understanding of major/high leverage concepts for the respective grade band.

Strategies to increase parental involvement

- Parent workshops focusing on Math instruction.
- Parent newsletter with information on instructional outcomes.
- Providing assistance to parents in understanding city, state, and federal standards and assessments.
- Translate all critical school documents and provide interpretation during meetings and school events as needed.
- Developing and distributing a school newsletter designed to keep parents informed about school activities and student progress.
- School Leadership Team, composed of staff and PTA invites parents to help determine the structure for school-based planning and shared decision –making.
- School/community performances featuring students from the school.

Budget and resources alignment

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

115,990 Tax Levy 13,599 Title I _____ Title IIA _____ Title III _____ Grants 91,162 Other
5,744

If other is selected describe here:

Contract for Excellence, Ms. Mehu- Math coach, math materials

Service and program coordination:

The fiscal and human resources that are used are as follows:

- Textbooks, Professional Development, Math Coach, Math Specialists, Math Materials

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

- By June 2013, 67 % of or 3rd, 4th and 5th grade ELL students will demonstrate progress toward achieving state standards as measured by a 6 % increase in students scoring at level 3 & 4 on the N.Y.S. ELA Assessment.

Comprehensive needs assessment

- The need for this goal was generated due to our schools continued need to address our ELL'S academic challenges, especially with the decrease of our scores on the ELA assessment for 2011/2012. The State Standards were significantly raised, therefore our school's ELA score decreased by a 6 % on the 2011/2012 exam. Our ELL's represent 23% of the population at P.S. 65; therefore in order to reach our ELA goal, we need to focus on our students who are in great need of academic intervention.

Instructional strategies/activities

- The research-based instructional strategies and activities that will be used to achieve this goal are:
 - a) Students receive A.M. tutorial, Extended Day, and small group instruction as a push-in and pullout services provided by our ESL teachers.
 - b) Certified bilingual teachers.
 - c) Students are assessed bi-weekly and periodic assessments along with teacher observation and homework.
Our students are given differentiated class work/homework to meet their academic needs. Technology including Rosetta Stone, Ticket to Read and Starfall are additional supports for ELL's
 - d) Inquiry and Data meetings are held to identify students who need assistance in the skills being taught and required to meet the CCLS to further evaluate the effectiveness of the strategies and activities.
 - e) The program will be implemented throughout the 2012/2013 school year.

Strategies to increase parental involvement

- Parent workshops focusing on ELA and Math instruction.
- Parent newsletter with information on instructional outcomes.
- Providing assistance to parents in understanding city, state, and federal standards and assessments.
- Translate all critical school documents and provide interpretation during meetings and school events as needed.
- Developing and distributing a school newsletter designed to keep parents informed about school activities and student progress.
- School Leadership Team, composed of staff and PTA invites parents to help determine the structure for school-based planning and shared decision –making.
- School/community performances featuring students from the school.

Budget and resources alignment

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

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

105,990 Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants 10,799 Other
93,928

If other is selected describe here:

Contract for Excellence, Extended Day, ARRA Citywide

Service and program coordination:

The fiscal and human resources that are used are as follows:

- Textbooks, Saturday Academy,

ANNUAL GOAL #4 AND ACTION PLAN
ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Raz-kids, Journeys, RTI, Wilson Foundations, Ticket to Read, Star Fall,	Push-in/Pull out Small group	A.M. Tutorial Extended Day Saturday Academy
Mathematics	Differentiated instruction, Data based groups based on skill area based on NYS yearly Tests, Acuity Reports and Unit assessments.	Push-in/Pull out Small group	A.M. Tutorial Extended Day Saturday Academy
Science	Differentiated instruction/groups	Push-in/Pull out Small group	A.M. Tutorial Extended Day Saturday Academy
Social Studies	Differentiated Instruction/groups	Push-in/Pull out Small group	A.M. Tutorial Extended Day Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Push-in/Pull out Small group	Breakfast Lunch

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

In order to further develop the talents of these teachers we are giving them the opportunity to mentor other teachers and serve as grade leaders.

Provide weekly professional development as follows :

- Differentiation of instruction
- Differentiated tasks
- Depth of knowledge & rigor
- CCLS integration w/ curriculum maps
- Use of rubrics for student, peer and teacher assessment
- Citywide expectations
- Danielson' s Frameworks
- Quality of instruction and effective questioning
- Accountable talk
- Conferencing/charting student progress

In addition provide the following added supports:

- New teacher monthly professional development sessions
- Provide F status reading coach to model lessons and assist with the fluid grouping of students
- Hire addition ELL teacher to assist in classrooms with large numbers of ELLs
- Provide Math consultant to provide support with differentiating math lessons and tasks
- Smart Board 10 week training
- Provide per session dollars for after school training

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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 will 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
2012-13**

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 Joanne Brucella	District 19	Borough Brooklyn	School Number 65
School Name P.S 65 Cesiah Toro Mullane			

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

Principal DAYSI GARCIA	Assistant Principal Ms. Glash/Ms. Mejia
Coach MS. BURNS	Coach MS. MEHU
ESL Teacher tMS. CARDENAS	Guidance Counselor type here
Teacher/Subject Area Mrs. Maraldo/SETSS	Parent Ms. Espada
Teacher/Subject Area type here	Parent Coordinator MS. VEGA
Related Service Provider Ms. Kima Johnson/Speech Path.	Other type here
Network Leader Joanne Brucella	Other type here

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	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
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	657	Total Number of ELLs	144	ELLs as share of total student population (%)	21.92%
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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. [🔗](#)

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). These surveys are made available to the parents in their language if needed. This survey allows us to identify what languages other than English are used in the home. Ms. DeLeon, the school secretary reviews the HLIS together with the ESL Coordinator, Ms. Alarnick, and an informal oral interview is conducted by the ESL Coordinator in either English or Spanish as necessary. If a language other than Spanish is indicated arrangements will be made to have someone assist in conducting the interview. If the HLIS indicates that the child uses a language other than English, within 10 days of entering the school as a new admit, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines whether the child is eligible to receive state-mandated ESL services. Students who become eligible for services, after taking the LAB-R, and whose home language is Spanish must also take a Spanish LAB to determine underlying transferable skills in Spanish and language dominance. Parents of students who were identified as Proficient on the LAB-R are sent letters of Non-Entitlement. Students who have been identified as eligible based on the LAB-R, will have Entitlement letters sent to their parents, in their home language along with a notice informing them of a Parent Orientation meeting. Working together with the Parent Coordinator, Ms. Vega, arrangements are made for the Parent Orientation meeting, which usually takes place the first or second week after administering the LAB-R. We select one day in which two meetings are held, one in the morning and one after school hours to provide more leeway for those working and unable to make the morning session. The Parent Coordinator calls each of the parents to encourage attendance, informing them of the importance of the meeting. During the Parent Orientation meeting translated materials in the home language are distributed explaining the three programs available in New York (TBE, Dual and Freestanding ESL) along with a video and/or oral presentation in the home language of the Parents, providing them with the necessary information to make an informed decision when completing the Parent Survey and Selection Form. The parents are then informed of the ESL and Dual language programs available here at PS 065. Information about schools offering TBE is also made available to them. Time is made for any questions or concerns that parents may have regarding the programs available. During this meeting the Parent Survey and Selection form is distributed and completed by the parents, with any questions about the survey, being clarified by the ESL Coordinator and Parent Coordinator. The ESL and Parent Coordinators inform the parents that they are available after the meeting and can be reached by phone to address any further questions and concerns. For parents who are unable to attend the first orientation meeting, the Parent Coordinator and ESL Coordinator set up a second meeting with the same format, again providing a morning and after school session as the first meeting. Those who have still not completed the survey will be followed up by way of a phone call from the Parent Coordinator and/or the ESL Coordinator to arrange for a time in which they

can meet for a one to one session. Based on the selection of the Survey, a Placement Letter in the language of the parents will be sent home. Throughout the year as new students become eligible for services, the Parent Coordinator, working together with the ESL Coordinator, will arrange to meet with parents either one on one or in small groups to provide them with the opportunity to receive information, ask questions about the services and complete the Survey. Annually all students who are identified as ELLs are administered the New York State English as a Second language Assessment Test (NYSESLAT) during which time the following proficiency levels are identified: Beginner, Intermediate, Advanced and Proficient across the four modalities of listening, speaking, reading and writing. Students whose overall level is at or above Proficient are sent home letters of Non-Entitlement/Transition. Those who continue to be eligible for services based on their NYSESLAT results, will be sent home letters of Continued Entitlement. All documents are kept in the following manner: copies of all documents are kept in the office of the ESL teacher, where a file cabinet is located, and each student has a folder in which the HILS, Parent's Survey and Selection Form, entitlement/non-entitlement letters, continued entitlement, and placement letters are placed. The original HILS and Parent Survey Selection Form are placed in the cumulative folder of the students.

5-6. The trend in program choices over time has been approximately 60 percent in the ESL program and 40 percent Dual. PS 65 has programs that are in alignment with the request of the parents.

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	144	Newcomers (ELLs)	131
Special Education	15		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	2	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. [i](#)

ELLs by Subgroups										
	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	Total
TBE										0
Dual Language										0
ESL	129	2	13	13		2				142
Total	129	2	13	13	0	2	0	0	0	142

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	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	EL L	EP																
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	39	24	26	23	21	14								147
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Polish														0
Albanian														0
Other														0
TOTAL	39	24	26	23	21	14	0	147						

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?

Here are three models that are currently in use: push-in, self-contained and dual. The majority of our students are serviced through the push-in model with beginners and intermediate students receiving the mandated 360 minutes per week and those at the advanced level receiving the mandated 180 minutes per week. Content is delivered in English. A schedule of the ESL teacher is posted outside her office and the teachers are given a schedule of when the ESL teacher will push-in to their classroom along with a list of the students who are ELLs. The classes are heterogeneous in makeup and efforts are made to engage in ongoing collaboration with the classroom teachers to discuss grouping, curriculum and assessments in order to more effectively meet the academic needs of the ESL students.

Here at P.S.65 we have a literacy program which includes at least 175 minutes of literacy instruction with a 120 minute block for all grades in the morning. The 120 minute block includes elements of Balanced Literacy/ reader's workshop which focuses on read aloud, guided reading, shared reading and independent reading. As part of the push-in schedule, the ESL teacher comes in during the literacy time to work with students either one on one, or in a small group setting. To make content comprehensible and to enrich language development, differentiated instruction and scaffolding techniques are employed while incorporating ESL strategies, such as the use of realia, graphic organizers, journals and explicit instruction in vocabulary and the structure and use of the English language across the four modalities of listening, speaking, reading and writing. Seventy five minutes of instructional time in math is provided every day, with at least 60 minutes in a single block. Time is also allocated by the ESL teacher in the push-in schedule for assistance with math.

A. Programming and Scheduling Information

Staff ensures that all students receive the mandated minutes of ELA instruction, and to further prepare our ESL students for the ELA, particular attention is given to literacy across all the grades, proficiency levels and sub groups of ELLs, as this will also serve as a foundation to learning across all the content areas. Specific skills and strategies that will lead the students towards higher critical thinking across the content areas are modeled such as, asking clarifying questions, making text to self and text to text connections.

The Dual Language program classes are blocked in a heterogeneous grouping. Students in the dual language program receive NLA mandated units of support. The goal of the program is to deliver content in Spanish and English. Books and other materials are made available to them and the students themselves work collaboratively to support each other in both languages. Instructional approaches and methods appropriate to the acquisition of languages are used, i.e. graphic organizers, rubrics as a self-assessment guides, and modeling of various strategies and skills for reading and writing.

At present, we have one self-contained ESL class at the second grade level in which differentiated instruction incorporating ESL strategies are employed by the teacher, which serve to make content comprehensible across the different proficiency levels within the class. SIFE students, in addition to receiving ESL during the day, participate in the Morning Tutorial with the ESL teacher focusing on language acquisition across the four modalities. Our SIFE students participate in the mandated Extended Day Program which is for academic purposes. Taking into account their proficiency levels in English, foundational skills and strategies are taught in reading, writing and math in way that is scaffolded; progressively moving the students closer to their grade appropriate level. Classroom content is used to embed Tier 2 and Tier 3 vocabulary to promote the use and understanding of academic language in the classroom. Support is also provided by the ESL Teacher in Spanish as needed. Ongoing assessments are used to evaluate the progress of the student's acquisition of English.

Newcomers, those in school less than three years, receive the mandated number of minutes for ESL services as per the LAB-R. To facilitate a smoother transition to academic life, the ESL teacher will work with them in a small group and/or individual setting, instructing them in the strategies and skills necessary to begin moving them toward the acquisition of English through content based instruction. Since NCLB requires ELA testing for ELLs after one year, specific instruction will focus on using the skills and strategies of reading, writing and test taking strategies in preparation for the ELA. Newcomers will participate in the Extended Day Program and Morning Tutorial to continue strengthening their use of these newly acquired skills and strategies, as a way to further their preparation for the ELA. ELLs who are 4-6 years will continue to receive mandated services according to their designated proficiency levels, as per their NYSESLAT designated proficiency levels across the four modalities. They will continue to be assessed both informally and formally across the four modalities, with a view toward helping them to close the gap in areas that are keeping them from advancing to the Proficient level. Although many of them pass the listening and speaking portion they still struggle in either reading or writing and so continue to remain in the ESL program. With this in mind, revisiting and reinforcing the skills and strategies of both reading and writing will be the target of instruction.

At present, although we do not have Long Term ELLs, in the even that we do, we would continue to provide additional support and monitor their progress in an effort to help them make gains across the four modalities of English Language Aquisition.

Those with special needs will continue to receive the mandated number of minutes per week as determined by their proficiency levels on the NYSESLAT. Their IEPs will serve as source for determining considerations in instruction and what modifications will be necessary when taking the NYSESLAT. The SETTS teacher will be consulted along with the special education teacher and any other related service provider whose input will enhance and streamline instructional efforts to achieve greater understanding of academic language and content.

Courses Taught in Languages Other than English ⓘ

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

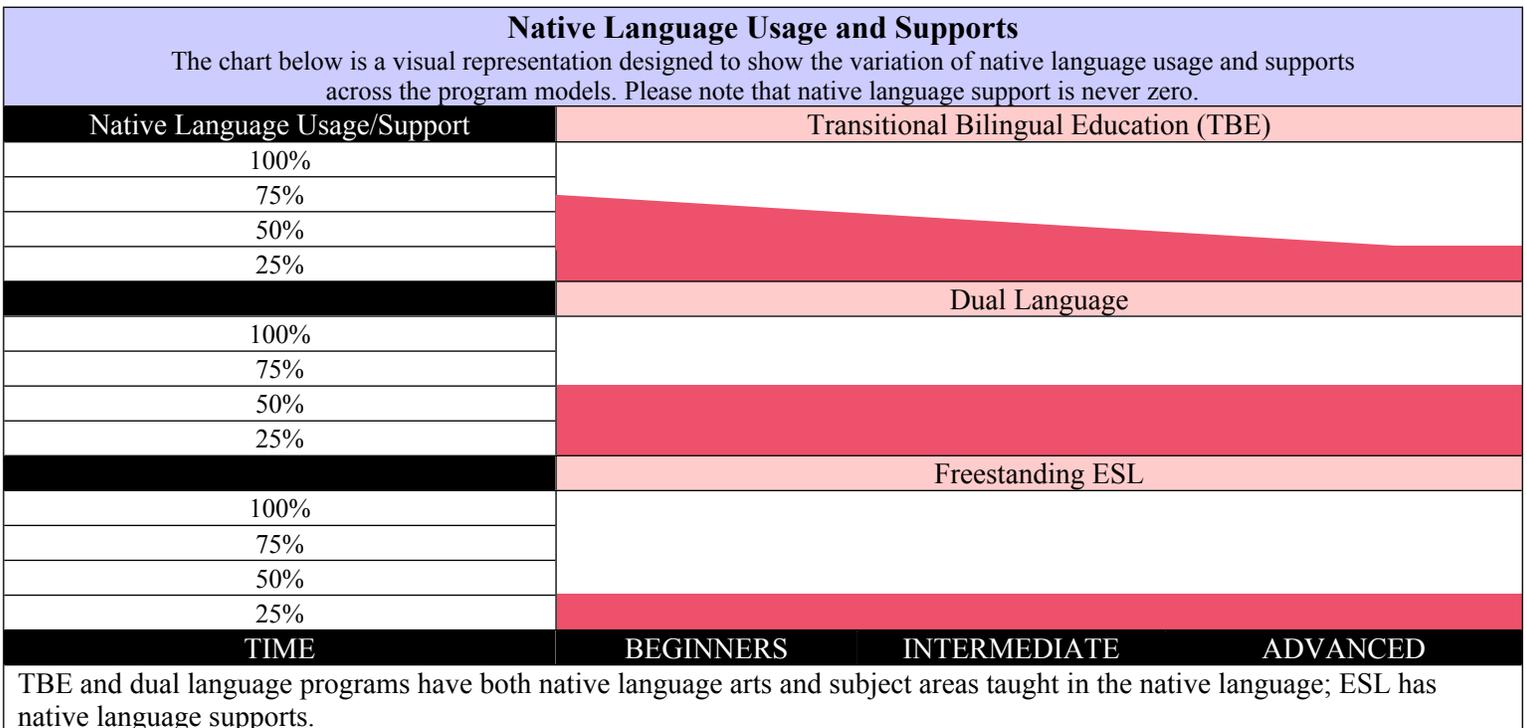
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				

Math:	
Science:	

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

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



B. Programming and Scheduling Information--Continued

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

Students who are ELLs in need of targeted intervention in ELA, math and other content areas, will continue to participate in the Morning Tutorial Program and the Extended Day Program. These programs are mandated for ELLs. Both of these academic programs focus on the skills and strategies associated with reading, writing and math. Students needing help with test preparation are invited to attend the Saturday Academy Program, in which our ELL students are strongly encouraged to participate. In addition to these programs, students can be seen by the AIS teacher, who will either push-in or take a small group to another classroom. Programs such as Wilson Foundations, are also used to close some of the academic gaps of our students.

For two years after our ELL students have reached the level of Proficient on the NYSESLAT, they will continue to have their progress monitored, and they will continue to receive the same testing accommodations as for current ELLs when taking the ELA.

We are always seeking to enrich and enhance our programs to meet the needs of our ELL population. This year we have added a Self-Contained class and we are considering the use of a computer based language program for students by Rosetta Stone. We are not discontinuing any of our current programs for our ELL students.

All students are offered equal access to all the programs we currently have here at P.S.65. Notifications about the programs are sent home to the parents in their home language and the Parent Coordinator also posts all school information in a visible location in the hallway at the entrance to the school. The Parent Coordinator and Teachers will also contact parents to encourage participation in the programs available for their children. All student's, including ELLs, are encouraged to participate in the Saturday Academy Program and the Afterschool Enrichment Program, which allows students to engage in social activities such as basketball, chess, chorus as well as art, math, science and technology. ELLs also participate in the Academic Extended Day Program which focuses on reading and writing as well as promoting test readiness. P.S. 65 also partners with the Cypress Hills Local Development Corporation, which uses our building to run an After School Program where a large number of our students, including ELLs, receive support with homework, are instructed in Art and Music and engage in various other academic and social activities.

We use a wide range of instructional materials throughout the day. Many of our classrooms are equipped with Smartboards and desktop computers as well as laptops. Students are encouraged to engage in proactive learning by using such web-site programs as Ticket-to-read. Students also have access to materials at our library, which is continuing to build a strong collection. Language materials include dictionaries, glossaries, books and websites in both Spanish and English.

Native language support is given by teachers and staff who are bilingual and a strong form of support comes in the form of peer-interactions. In addition, the ESL teacher will use Spanish as needed with the students.

All required services support and all of our resources correspond to the ELLs ages and grade levels. All of our ELL students receive support from the entire staff.

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

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.

The ESL teacher attends ESL district meetings monthly facilitated by a (Childrens First Network) CFN specialist and other ESL specialists. The ESL teacher may also attend other DOE sponsored Professional Developements offered by the Department of English Language Learners. The ESL teacher is responsible for turn keying any pertinent information to other staff members. The information presented to the staff will serve toward helping those on staff to satisfy the 7.5 hours of ELL training. Information on workshops that support teachers who have ELL students in their classes, will also be made available by the ESL teacher. Many of our teachers are long time staff members who have completed the required training.

The guidance counselor, parent coordinator and ESL Teacher are all available to assist paents and ELLs in questionas they may have about moving onto Middle school. They are given advice as to whether the schools of their choice offer DL, TBE or an ESL program and assisted in securing answers to any questions or concerns they may have as they prepare to make the transition to Middle school.

E. Parental Involvement

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

At P.S. 65 we actively seek to have strong parental involvement among all the parents of our students. To this end, our administration, teachers, School Based Support Team (SBST), Parent Coordinator and Parent Association (PA) each plays a distinct and vital role, while also working in a complimentary manner in reaching out to the parents, providing them with a variety of opportunities for participating, not only in the education of their children, but also in addressing their own needs and concerns as well. Parents of ELLs are given equal opportunity and access to all activities and information in their home languages, both in writing and through the use of interpreters.

Our Principal is able to communicate in both Spanish and English, and can therefore speak directly to the parents of our ELL students, the majority of whom have Spanish as their first language. The Principal attends our ELL Parent Orientation meetings and on a monthly basis hosts a Principal/Parent breakfast with an open discussion format for parents to present ideas, questions and concerns. At this time the Principal may also share information that would be of interest to the Parents. Parents can also meet with the Principal aside from this forum. Our office staff has several personnel, including the secretary, who directly interact with the parents on a daily basis and can therefore address concerns, as well as, explain and provide pertinent information to them.

Teachers communicate with parents keeping them current on the progress of their students, addressing any academic concerns they may mutually have regarding their children, not only during the two Parent Teacher Conferences, but during other times as well. We are in the process of creating individual classroom pages at our school website which may be accessed by the Parents of our students. Throughout the school year, parents along with their children are invited by their teachers to attend and participate in field trips, which serve as a means of providing an extended and enriching experience to the academic and social life of our students.

We have a School Based Support Team that includes a bilingual Psychologist and Social Worker who can provide support in the home language of the parents of our ELL population whose children may need to be evaluated for IEP related issues. Additionally, we have a full-time bilingual guidance counselor that is available to meet with any of our ELL Parents to address any concerns regarding their children.

Our Parent Coordinator, who is also bilingual, provides a great deal of support to the parents of our ELL students by way of personal contact and access to information. Working closely with the ESL Coordinator, arrangements are made for ELL Parent Orientation meetings, and follow-ups with phone calls of those unable to attend. The Parent Coordinator conducts a survey to assess the needs of all the parents and creates workshops in accordance with their concerns. Workshops addressing the following have been conducted: Guiding parents in the use of ARIS (this is an online system available through the DOE, available in several languages), How to Understand the ELA and Math city wide tests and Transitioning from Elementary to Middle school. The school had a Science Fair, which also included workshops for parents. Parents of ELL students are notified of special citywide Department of Education (DOE) Events in which specific issues and concerns relating to ESL are addressed. Arrangements are made by the Parent Coordinator to accompany a group of parents who are interested in attending. For parents interested in learning English, the Parent Coordinator arranges for basic ESL classes which are held here at the school. Outside agencies, such as Learning Leaders are invited to come in and conduct workshops. They conduct a 3 day workshop for Parents who want to volunteer at the school. We also partner with The Cypress Hills Local Development Corporation, which provides not only a strongly attended afterschool program, but services such as counseling in obtaining housing, and assistance in achieving career and education goals. Parents are also given resources by the Parent Coordinator on where to get outside counseling. A monthly calendar of events is posted and made available to the parents. Teachers who need to make appointments with parents, who only speak Spanish, can make arrangements with the Parent Coordinator, who will serve as a translator. We also have a Parent Association that meets monthly and actively works to support the school. All parents are invited to participate.

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)	3	10	4	3	2	0								22
Intermediate(I)	1	14	8	12	4	2								41
Advanced (A)	0	3	15	3	10	12								43
Total	4	27	27	18	16	14	0	0	0	0	0	0	0	106

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	4	4	5	0	13
5	1	9	3	0	13
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	2		1		0		0		3
4	4		7		6		0		17
5	4		8		0		2		14
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	
4	0		8		5		1		14
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)									

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
Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

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: Cesiah Toro Mullane**School DBN: 19K065****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
0101Daysi Garcia	Principal		1/18/13
Wendy Glash	Assistant Principal		1/18/13
Edna Vega	Parent Coordinator		1/18/13
Maria Cardenas	ESL Teacher		1/18/13
	Parent		1/18/13
Mary Maraldo	Teacher/Subject Area		1/18/13
	Teacher/Subject Area		1/18/13
Ms. Burns	Coach		1/18/13
Ms. Mehu	Coach		1/18/13
	Guidance Counselor		1/18/31
Joanne Brucella	Network Leader		1/18/13
Ms. Kima Johnson	Other <u>SLT</u>		1/18/13
	Other		1/18/13
	Other		1/18/13
	Other		1/18/13

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 19K065 School Name: Cesiah Toro Mullane

Cluster: 02 Network: 210

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.

PS.065 is a K-5 school that serves the community with a large number of parents who speak a language other than English at home. The majority of the population is Spanish speaking. This diversity ensures an atmosphere rich with culture for our students but can also present many challenges in terms of communicating with parents. P.S. 065 strives to eliminate communicational barriers between parents and teachers and administrators. When a student initially registers at our school, a parent or legal guardia will specify their home language on the HLIS form. This form is evaluated by a trained pedagogue and an informal interview in the home language is conducted between the pedagogue and the parent along with the child. If the parent/child speak a language that is not spoken by any staff member in our building, the translation/interpretation unit is contacted. Upon completion of the HLIS and the information interview, the data is carefully entered into the computer system.

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.

A careful analysis of family language data at P.S. 065 in 2012-2013 school year indicates thus far that out of a population of 657 students, 76% are Hispanic, 16% are Black, 2% are Asian or Pacific Islander (Which includes Bengaili), 5 students are White (Non-Hispanic Orgin), 19 students are American Indian or ALaskan Native, and 15 students are Native Hawaiian or other Pacific Islander. This shows the need for translation and interpretation services because of the any students who are new to the country and do not speak English. The school has multiple staff members that are fully bilingual in Spanish and English. They provide the translations for the parent letters, notifications and weekly newsletters. Our Parent Coordinator is Spanish speaking and is available to make phone calls home to parents or to translate letters home if needed. Additionally, we have teachers who speak Edo, Italian, Quechua, Portuguese, Creolese, and Russian. These staff members provide assistance needed with translation and interpretation services. Request for assistance is often forwarded to the NYCDOE Translation Unit to receive the desired translations and phone translation services. Supplemental translation and interpretation service funds will help

support parent outreach and strengthen the communication needs of the P.S. 065 population. This will contribute to the schools' goal of high student achievement and an increase in family involvement.

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.

To facilitate parental involvement (for both English and non-English speaking parents) with the school and support for their child's education, P.S. 065K has established procedures and created by an in-house team to provide translation and interpretation services. The team consists of staff members (Teachers, Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, Secretaries, and parent volunteers). Based on Section VII of Chancellor's Regulations A-663, students whose primary language is a covered language will have documents translated pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms. City and State test information will be distributed in the family's home language so parents will know the importance of the tests, the schedules of the exams, and how children can prepare for the examinations. Report cards are sent home in parent requested languages. School policies and procedures will be translated into the family's home language. Letters and forms about the middle school application process will be translated into the family's language to ensure parents have adequate information to make informed decisions. Letters and documents from the school will be translated into the family's home language, such as upcoming city/state exams, discipline notices, potential holdover notices, notice of important parent meetings, workshops, and permission slips. Both bilingual teachers and support staff are used to provide written translation services to the parents of our students. When translation or interpretation needs arise the school staff/teachers will notify the school office with the request. The service will then be arranged in a timely fashion.

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.

Conferences/discussions are frequently held with parents, teachers, the parent coordinator, family worker, secretaries, and the school administration. Through these conferences and meetings, the following situations were determined to be in need of oral interpreters: Parent-Teacher Conferences, Administrations/parent meetings, Parent orientation meetings, Parent Association meetings, Academic guidance issues, Registration periods, Emergency contact. For all situations oral interpretations services will be provided to the parents and students by in-house staff which includes both trained pedagogues and support staff as well as and parent volunteers and our Parent Coordinator.

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>.

P.S. 065K follows the regulations and guidelines with Section VII of Chancellor's Regulations A-663. Many of the guidelines are already in place. There is currently a sign indicating the school office location at the front entrance of the building in three major primary languages. There is also a sign in three primary languages in front of the main office informing parents that translation services are available at their request. According to A-663, parents will receive a written notification of their rights regarding translation and interpretation services and instructions on how to obtain such services. When a student initially registers or transfers into the school, a parent or legal guardian will be asked to specify his or her primary language and whether they require language assistance. Such inquiries will be presented to parents in English are available in a multitude of languages on the DOE website. The data is carefully compiled and continuously updated into the school computer system.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Cesiah Toro Mullane

DBN: 19K065

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: Spring Academy

Total # of ELLs to be served: 58

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: 6

of certified ESL/Bilingual teachers: 3

of content area teachers: 3

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:

The language instruction education program at PS 065 funded under Title III, Part A, of NCLB, \$19,668 is designed to help LEP students attain English proficiency while meeting State academic achievement standards. The program is designed in context with the school's Free Standing ESL Program.

Program teachers may use both English and the student's native language (for those teachers who are bilingual in both Spanish and English) to ensure active student participation and comprehension. In addition, students, both ELLs and English proficient students work together in all instructional activities within the framework of a push-in ESL program and Native Language support, as needed. The PS 065 Title III Instructional program for ELLs includes two important components to ensure all students benefit from supplementary services.

-Title III Programs for ELLs with an emphasis on preparing for the ELA, NYSESLAT and Math New York State examinations.

In an effort to move our students forward, in terms of meeting state academic achievement standards, we are seeking to engage our students academically through programs that focus on strengthening their application and use of the necessary skills and strategies needed in both literacy and math. All of our ELLs and English Proficient students in grades 3-5 will participate in a nine week Saturday Academy Program as well as an intensive four day Spring Academy with focus on preparing for the NYS tests, specifically, ELA, NYSESLAT, and Math. Each program will be taught by six teachers who are Common Branch certified, these teachers will team teach with ESL or Bilingual Extension Certified teachers. The teachers will collaborate and plan instruction together. The two teachers help to lower the students to teacher ratio and are able to provide differentiated instruction in a small group setting. Dependent on the delivery of the material and the material itself, the teachers will either co-teach, or one teacher will teach a larger group and the ESL teacher can pull a smaller, more beginner ESL group of students in the back to provide differentiation of instruction as well as materials, if necessary. The ESL teacher can help to elaborate specific points and/or retell parts of the lesson. The learning environment will be a cooperative setting that helps to establish and foster socialization among the students. All of the ESL students in the 3rd, 4th, and 5th grade will be invited to participate in the program. This is 52 students. The Spring Academy will meet for 5 hours on four consecutive days during the Spring Vacation beginning March 25, 2013 and concluding March 28, 2013. There will be two classes per grade. Each class will have 20 students. The instruction language will be English with additional native language support from ESL and Bilingual Extension certified teachers, as needed. There will be 6 teachers 3 Common Branch co-teaching with 3 ESL or Bilingual certified teachers. Supplementary materials to be used for this program include Finish Line for the Common Core covering both ELA and Math.

The Saturday Academy will meet for nine consecutive weeks in sessions lasting three hours from February to April. There will be six groups of 10-15 students, two in each of the three grades, requiring 6 teachers, 3 Common Branch and 3 ESL co-teaching. The enrollment is open to all students who are English Language Learners which again is 52 students. During this program we will use Ready NY CCLS in both ELA and Math.

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:

Professional Development:

The ELL population of PS 65 is a large percentage of our students. Therefore professional development is offered school wide to all teachers. Teachers have met or are working towards meeting the required 7 hours of PD towards teaching ELLs. Teachers and staff understand that ELLs need intensive and rigorous instruction to succeed. Careful attention of data analysis with a focus on ELL students, allows teachers to monitor student progress and plan for further success. Teachers are aware of student needs and create action plans to move students academically. Additionally, grade level meetings and common planning periods are conducted weekly to support collaboration where the teachers discuss how they will implement ways to support ELLs. On-going professional development is provided to all teachers in:

-Differentiated Instruction

-Incorporating technology to meet individual student needs

-Meeting the ELA, ESL, and CCLS Standards for ELLs

-NYSESLAT Assessment

-Children's First Network (CFN) District PD's for ESL Providers who then go back and inform/instruct other teachers on strategies and techniques learned or information given at the PD.

-PDs for grade level data inquiry teams: Understanding how to use data to drive instruction

The professional development sessions are conducted as part of the school day during common planning sessions, grade level or faculty conferences. Outside opportunities for professional development for ESL providers are also frequently available, such as participation in a BETAC workshop, identifying ELLs with disabilities, and CFN PDs. The information is always turn-keyed in-house. This is of no cost to the Title III program.

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:

Parent Engagement activities:

Here at P.S. 065 we make every effort to get our parents involved in their child's education as well as into the community. Because many parents are new to the country and do not speak English, we offer ESL Tutoring bi-weekly. The course is taught by our Parent Coordinator, Ms. Edna Vega. Additionally, we offer and invite all parents to attend community outings which include visits to the Museum of Natural History, the local Public Library, etc. Parent workshops and PTA Meetings are also offered frequently

Part D: Parental Engagement Activities

throughout the month. The workshops seek to educate parents about ARIS, Homework help, Common Core Learning Standards, Parenting Skills, etc. We hold Principal’s Breakfast’s in which the parents can come and discuss any concerns they have with our building principal. Our guidance department holds a meeting in which the parents can come and discuss choosing the best middle school for their 5th grade students to attend upon stepping up from PS 65 this June. We notify parents by sending home notices in both English and the home language. Additionally, we call and remind parents of upcoming meetings. Our meetings usually last one to two hours and all parents are welcome, including parents of ELLs. This past school year, we have formed an ELL committee in which we seek to continue to support integration of our ELL student’s and families into the community. We are holding field trips for students and parents on the weekends which are chaperoned by the ESL Teacher. We ensure that the field trip location has an interpreter on staff to help translate for our parents.

The Title III parent activities are:

- English language classes
- ESL Parent/child trips

??

Part E: Budget

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

Allocation Amount: \$19668

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 materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$19668

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		