



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 64 ROBERT SIMON SCHOOL

01M064 (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

PRINCIPAL: MARLON L. HOSANG **EMAIL:** MHOSANG@SCHOOLS.NYC.GOV

SUPERINTENDENT: **DANIELLA PHILLIPS**

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
Marlon L. Hosang	*Principal or Designee	
Charlene Johnson	*UFT Chapter Leader or Designee	
Flor Alvarez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lauren Raffo	Member/Teacher	
Lisa Collazo-Torres	Member/Teacher	
Giancarlo Intrabartolo	Member/Teacher	
Felicia Castro	Member/Parent	
Janice Cruz	Member/Parent	
Noemi Hernandez	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

Students will construct unified and coherent essays in support of an argument and cite evidence while using academic language in accordance to the expectations of the Common Core Learning Standards (CCLS).

Comprehensive needs assessment

- NYS ELA assessments show that our students require additional support in citing evidence when responding to literature.

Instructional strategies/activities

1. Teacher teams meet to unpack bundles and administer baseline assessments.
2. Teacher teams meet weekly to develop units of study and review student work.
3. Data specialist/Literacy Coach attends monthly network meetings in support of the citywide expectation.
4. Classroom instruction reflects planning strategies of teacher team meetings.

Evidence:

- a) Attendance and review of agendas at weekly teacher team meetings.
- b) Student year-end portfolios contain evidence of goal being met.
- c) Teacher created units in alignment with CCLS.
- d) Supervisory observation provides evidence of Teacher Team strategy in implementation.

Strategies to increase parental involvement

- The school will hold monthly workshop to inform parents of the expectations of the CCLS.
- Teachers will send home monthly newsletters via backpacks to describe specific learning standards for parents in order for them to support their children.
- Parent Coordinator will hold beginning of the year workshop to introduce importance of using academic language.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Fiscal and human resources will be coordinated with the instructional strategies/activities to achieve this goal through tax levy, Title I. Personnel hired to support are Assistant principal, literacy coach, early childhood specialist, AIS service provider. Textbook and supplies purchased to support.

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

To increase student performance in ELA in grades 3-5 by 10%.

Comprehensive needs assessment

- 2012 NYS ELA exam show that 29% of our students perform at or above grade level.

Instructional strategies/activities to be measured every 8-week cycle.

1. Implement school-wide reading reform, Success for All.
2. Identify Success for All Leadership team, SFA Facilitator and SFA Solutions Coordinator.
3. Identify committee chairs and members for 13 teams with the primary objective of reviewing student data and form action plan.
4. Provide opportunities for teams to meet bi-weekly.
5. Quarterly reports to SFA Leadership Team.
6. Provide ongoing support throughout the year by a SFA staff developer.
7. SFA Leadership Team attends all SFA conferences and meetings.
8. Selected staff members will provide additional small group tutoring instruction for targeted at-risk students for 45 minutes daily.
9. Saturday Academy in ELA and math in the spring semester of 2013.

Strategies to increase parental involvement

- Form SFA Family Engagement Committee to increase parental involvement.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Fiscal and human resources will be coordinated with the instructional strategies/activities to achieve this goal through tax levy, Title I. Personnel hired to support are Assistant principal, literacy coach, early childhood specialist, AIS service provider. Textbook and supplies purchased to support.

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

To increase student performance in math in grades 3-5 by 10%.

Comprehensive needs assessment

- 2012 NYS Math exam show that 46% of our students perform at or above grade level.

Instructional strategies/activities to be measured quarterly

1. Implement *Math in Focus, the Singapore Approach*, in grade 3. (Rolled out to grades K-2 in 2011-2012)
2. Continue to support phase-out of *Investigations* for grades 4 and 5. (School wide implementation of *Math in Focus* by September 2014)
3. Provide ongoing professional development to all teachers from math specialists provided by *Math in Focus*.
4. Align all math units in grades K-5 to CCLS.
5. Weekly grade level planning periods for all teachers in math.
6. Saturday academy in the spring of 2013.

Strategies to increase parental involvement

- The school will hold monthly workshop to inform parents of the expectations of the CCLS.
- The assistant principal will hold a workshop on Math in Focus: the Singapore approach for grade 3 parents.
- Parent Coordinator will hold informational sessions during parent-teacher conference night to support student performance in math in all grades.

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.

 X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Fiscal and human resources will be coordinated with the instructional strategies/activities to achieve this goal through tax levy, Title I. Personnel hired to support are Assistant principal, literacy coach, early childhood specialist, AIS service provider. Textbook and supplies purchased to support.

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	Success for All, extended day, Wilson, Foundations	Small group	Daily
Mathematics	Extended day, small group guided math instruction	Small group, on-to-one	Daily
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling	Small group	Daily

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

All of our teachers are certified. They receive weekly professional development through grade level conferences to foster their understanding and use of best practices.

Professional development provided by network support staff, coaches and instructional specialists to ensure that all are HQT.

We have a professional development team comprised of the principal, assistant principal, literacy coach, AIS provider, and instructional specialist who are well versed in the most current and effective practices. The team plans and evaluates all professional development to address the school's needs. They use data to differentiate instruction and revise curriculum. The team provides workshops and in classroom support for teachers by modeling lessons and assisting in planning. Selected staff members attend training for Wilson, Foundations, Recipe for Reading, science and social studies workshops. Information and professional development is turn keyed within the school via inter-class visitations and grade level weekly meetings.

We offer a great deal of professional development and foster a supportive learning community for all staff members. Our staff participates in vertical and horizontal grade level planning meetings allowing teachers to be well informed in grade and school issues. We find that our supportive learning community has been extremely effective in attracting high quality teachers. Also, we have relationships with NYU and Metropolitan College, which provide us with well-qualified candidates, some of whom have done student teaching in our school and have since been hired as full-time teachers at PS 64.

**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;

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.

PS 64 PARENT INVOLVEMENT POLICY

Parents and families of students in the PS 64 School Community participate in school-based planning committees, and in the School Leadership Team. Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources are also available. To increase parent involvement, PS 64 will:

- Offer parent training workshops/meetings related to:
 1. Child discipline – Effective discipline for children
 2. Understanding ADHD
 3. How to help children become better readers
 4. Test preparation and how to help their children with reading and math skills
 5. Child health insurance
 6. Asthma: Prevention and treatment
 7. Personal Safety and Violence Prevention
 8. Stress Management
 9. Child Abuse Prevention/Rules and Regulations
 10. Domestic Violence
 11. Bereavement
 12. Summer Camp and Educational Opportunities
 13. Homework: How Parent Can Help
 14. Single Parents: Issues and Challenges
 15. Grandparents raising grandchildren
- Encourage parents to network with each other and to communicate with region/school staff.
- Send representatives to district level committees and/or regional level committees, which will include parent leaders who are on school-based committees, and the School Leadership Team.
- Encourage parental involvement in our school by:
 1. Establishing a school level Parent Advisory Committee
 2. Conducting outreach activities and training parents, especially new parents and non-English speaking parents
 3. Training administrators and teachers in strategies that enhance meaningful parent involvement
 4. Holding orientation meeting to present the overall goals of our school, as well as specific grade/class goals
 5. Encouraging and training parents to volunteer and assist in classrooms, in libraries and on trips
 6. Distributing notices in the languages spoken by the parents
- Provide a Parent Room (B72) in which parents will feel welcome and can coordinate activities for parent involvement
- Provide resources for family outreach to assist and inform parents, and involve them in the school community

- Monthly Parent Workshops provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor’s Promotional Policy and Student Code of Behavior
- Parents will be notified through a monthly calendar, letter and flyers as to the date and time of meetings and workshops to address the implementation of instructional programs
- Parents and staff will share responsibility for student performance through Parent/Teacher conferences, School Leadership Meetings, Pupil Personnel Committee, Family Support and Intervention Conferences
- Parental involvement will occur through attendance at annual Fall Back-to-School Night to present and discuss curriculum expectations, assembly programs, and use of parent volunteers for the classroom and lunch programs. Pilot program for parents as reading partners will be established. PA fundraising events to support student achievement
- Meetings are scheduled at various times during and after the school day to accommodate parents
- Responses to parent written comments will be done through phone contact or written communication to contact appropriate supervisor
- Parent contact will be made through monthly calendars, letters, parent newsletters and phone calls to inform of school’s instructional programs and performance standards, student assessments and summer programs
- Policy is reviewed annually in June

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL / PARENT COMPACT

Dear Parents,

As part of the goals and objectives of our School Leadership Team, we have developed a School / Parent Compact, which provides for increased parent involvement of PS 64 in making decisions which affect the education of your child. Please read and review the PS 64 School / Parent Compact and return the tear-off to your child’s teacher. If you have any concerns, suggestions for improvement or other information about our School / Parent Compact, please feel free to make an appointment to see me. As always, your involvement and participation in our School Leadership Team meetings is welcome.

Thank you very much for your continued support and cooperation.

Sincerely,

Marlon L. Hosang
Principal

“PARENTS ARE PARTNERS”

“When parents actively participate in their children’s education, studies have shown that their children do better. Neither schools nor parents alone can ensure the educational success of the child. It takes working together toward this common goal. In a society comprised of diverse family structures, and with so many demands placed on them, schools needs become even more sensitive to family needs. Steps should be taken to ensure that parents, in cooperation with their children’s school, have an opportunity to share in their children’s educational experience. Toward that end: the new Federal Improving America’s Schools Act, provides that each Title 1 school shall jointly develop with parents a School/Parent Compact that outlines how parents, the entire school staff and students will share that responsibility for improved school achievement.”

The entire PS 64 school community of school staff, parents and students working cooperatively in providing a successful educational experience for all students agree that;

PS 64 AGREES:

- to provide annual meetings for Title I parents to inform them of the Title I program at PS 64 and their right
- to actively involve parents in planning, reviewing and improving the Title I programs and parental involvement policies at PS 64
- to provide parents with timely information about all programs
- to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information
- to provide high quality curriculum and instruction
- to provide students with the educational materials necessary to achieve success
 - parent teacher conferences
 - frequent reports to parents on their children’s progress
 - reasonable access to staff
 - opportunities to participate in and observe their child’s class
- to provide opportunities for parents to participate in school-wide activities
- to assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., workshops on reading/math strategies, behavior modification programs, etc.
- to work together with the entire school community through the School Leadership Team and other school activities to provide an optional educational experience for children.

PS 64 PARENTS AGREE:

- to become involved in developing, implementing, evaluating and revising the school / parent involvement policy
- to use or request assistance that the school or region may offer on child rearing practices and teaching / learning strategies
- to work daily with our children towards improving their schoolwork
- to monitor our children’s
 - attendance at school to achieve the Chancellor’s promotional standards of 90% attendance
 - class work and homework
 - correspondence from the teacher or school
 - television watching
- to share the responsibility for improving student achievement
- to communicate with our children’s teachers about their educational needs
- to actively participate in the PS 64 PA and other related school activities
- to reach out to the parent community on what type of training or assistance we would like in order to further enhance the educational program

I have read and reviewed the PS 64 School / Parent Compact. I will make every effort to insure that the agreements noted are adhered to by me, my child / children and the school.
Please sign and return to your child's teacher.

Parent's Signature _____ Date _____

Child's Name _____

Class

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Sandra Litrico	District 1	Borough Manhattan	School Number 64
School Name Robert Simon, PS 64			

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

Principal Marlon Hosang	Assistant Principal Daniela D'Arcangelo
Coach Thea Krumme, Literacy Coach	Coach Judy Golubchuck, Instr. Spec.
Teacher/Subject Area Letitia Denvir, ESL	Guidance Counselor Kimberly Daniels
Teacher/Subject Area Serina Fornabaio, Science	Parent Mildred Bueno
Teacher/Subject Area Anna Finkelstein, Speech	Parent Coordinator Gladys Concepcion
Related Service Provider Colleen Lukenich, SETTS	Other Alyssa Leone, UFT Chapt Leader
Network Leader Sandra Litrico	Other Donna Manganello, Instr. Spec.

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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	339	Total Number of ELLs	28	ELLs as Share of Total Student Population (%)	8.26%
------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

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. 

ELL Identification Process

1. The program at PS 64 is a free-standing ESL program. Currently, bilingual and dual language options are not available at PS 64 as there has not been a demand for these models in recent years. Regardless, parents are made aware of all three program choices in the following ways:

-Parents come to school with their children prior to the beginning of the school year. At this time, parents are interviewed by the licensed ESL pedagogue as well as the parent coordinator. Interviews are conducted in the native language when appropriate. The ESL teacher is a licensed NYS TESOL/ESL teacher (grades K-12), with a Master's Degree in TESOL/Education from Fordham University at Lincoln Center. She is not Bilingual, but can communicate in French. The parent coordinator is bilingual, English and Spanish.

-Parents are given a Home Language Information Survey. This survey is given in the parents' home language. (These translations are available on the DOE website under parent information). When necessary, the HLIS survey is given in both the native language and English. Bilingual office support staff is available to assist the parents in completing the survey in addition to answering any questions they may have in regards to the survey. Based on parents' response to the questions on this survey, the licensed ESL teacher determines student eligibility for the LAB-R (Language Assessment Battery-Revised) exam to determine whether or not the student will receive ESL services. The ESL teacher examines the responses to the survey. If there is a language other than English indicated on the survey regarding the language spoken at the home, the language spoken by the child and the child's caregiver, etc., the ESL teacher puts the Home Language code on the survey and will test that child within the first 10 days of the school year. If the survey is unclear, or if the classroom teacher has concerns about the child's English ability, an informal interview is conducted by the ESL teacher and a determination is made whether or not the child is eligible to be given the LAB-R.

-Students eligible for testing are given the LAB-R within the first 10 days of school. Spanish speaking students are also given the Spanish LAB exam to determine native language proficiency. Parents of the students who are eligible to receive ESL services based on their LAB-R scores are informed in English and in their native language to let them know that their child qualifies for ESL, Bilingual or Dual Language services during the upcoming school year. Letters are sent home to the parents of all students tested indicating the test results.

The ESL teacher also identifies the students eligible to receive ESL services that have taken the NYSESLAT in the Spring of that year. ATS reports are pulled up and the data is examined. ATS reports used are the RLER, RLAT, RBEX, and the RLAB. In addition, the teacher double checks that no student is missing by pulling up the exam histories of all new admits that are not a code 58. This ensures that no student who was previously given the RLAB and/or the RLAT are not properly identified. The ESL teacher examines the RLAT to determine how the student performed on each subtest of the NYSESLAT. This will determine the the year's focus and differentiation for the child. For example, our fourth grade students were advanced or proficient on the Speaking and Listening subtests, and performed lower on the writing subtest. Therefore, the ESL instruction for this school year is focusing on writing. When it is time to administer the NYSESLAT in the Spring, the ESL teacher carefully makes a list by grade of all the students that are eligible

for testing (all the students that the ESL teacher services). The list is copied four times and each list is labeled with one of the different subtests (Reading, Writing, Listening, Speaking). The ESL teacher tests the students in her ESL classroom, where the students feel secure. She tests the students in smaller groupings. Once the student is administered a subtest, she checks their name off on the list. This ensures that she keeps track of every test that each student takes, so if students are absent on a given day, it is easy to keep track of make-up sessions.

2. A parent orientation is held at the beginning of the school year with the parent coordinator, the ESL teacher, and translators if needed. Parents are informed of all three program choices; ESL, transitional bilingual, and dual language. During the orientation, the parents will view the Orientation video by the New York City Department of Education. PS 64 objectively presents all program models to allow parents to make the choice they most prefer. Parents are then asked to complete a Parent Survey as well as a Program Selection Survey. If the parents select a program other than ESL, every attempt is made to find a placement in a school that offers the program. Within 10 days of registration, they will make an informed decision about what program they would like their child to participate in.

3. Parents who attended the Parent Orientations, completed the paperwork for the Parent Survey form and the Program choice at the end of the orientation. Parents who did not opt to attend the orientation are given the Parent Survey and the Program Selection Survey by hand either by the classroom teacher or the ESL teacher. Parents are given a date by which to return these forms. If the forms are not returned, the Parent Coordinator makes follow-up calls. These parents are also informed of the program choices and are given the option to transfer to another school, or remain at PS 64 in a free-standing ESL program. Entitlement letters are sent home to all parents informing them that their child will be receiving ESL services throughout the school year. These letters are filled out and sent by the ESL teacher. (The letters with the different language translations are downloaded from the NYC DOE website). Copies of all correspondence to parents are made and kept in a binder. All efforts are made to receive back from the parents the forms in which they need to provide information (such as the parent survey and the program selection form). The letters are given to the classroom teachers to put into the child's folder where parents find information, letters, and newsletters from the school.

4. ESL students are identified by the Home Language Survey and the LAB-R within the first 10 days of school and begin services according to their proficiency level immediately thereafter. Students who are at the proficiency level of Beginning and Intermediate receive 360 minutes of ESL services per week, and students at the Advanced level receive 180 minutes per week. Students who are eligible for ESL services based on the data of their NYSESLAT scores, are placed in an ESL program for the school year. Placement letters and continued entitlement letters are filled out by the ESL teacher and are sent home to the parents in their native language and in English. Copies of all forms and letters are kept on file at the school in a binder.

5/6. In reviewing the parent survey forms for the past few years, data indicates that parents tend to opt for the free-standing ESL program option. All parents of newly identified ELL students have chosen the free-standing ESL program at PS 64 for the past 5 years. For the current 2010-2011 school year, eight parents of the nine newly identified students preferred the ESL program at PS 64. One parent wanted a dual language program, but upon learning there is no program offered in the district, chose to remain at PS 64.

Since parents have not requested additional programs such as bilingual and dual language programs (with the exception of the one parent), PS 64 does not offer such programs at this time. However, the LAP team periodically reviews parent program choices to track any changes in the requests for programs. If the parents begin to choose the other options and there is enough students in the grade level and language, PS 64 will offer the program.

Data indicates that the parents at PS 64 that have children who qualify for ESL services, have consistently requested the ESL program. The data also further indicates that these parents have opted for their child to remain in a mainstream classroom with additional support in balanced literary and content area instruction. Since parents have not requested additional programs such as bilingual and dual language, the school has not needed to build an alignment.

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
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														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	8
SIFE	1	ELLs receiving service 4-6 years	5	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	23	1	3	5	0	4				28
Total	23	1	3	5	0	4	0	0	0	28

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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

**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
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: ____

Hispanic/Latino:

Native American: ____

White (Non-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	4	1		3	4	3								15
Chinese	2	4	1		1									8
Russian		1												1
Bengali			1											1
Urdu														0
Arabic	1		1			1								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	7	6	3	3	5	4	0	0	0	0	0	0	0	28

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Program and Scheduling Information

1/2. Beginning, Intermediate, and Advanced ELL students receive ESL instruction daily in either a free-standing ESL pull-out model, a push-in model, or a combination. Students at the Beginning and Intermediate proficiency level receive 360 minutes per week, and students at the Advanced proficiency level receive 180 minutes per week as per the mandate by the Department of Education. The proficiency levels are determined by the students' test scores on the LAB-R or the NYSESLAT. All ESL classes are taught by a certified ESL teacher. Additionally, these students receive ELA instruction in the mainstream classroom.

The sizes of the ESL pull-out classes range from 4-8 students, allowing the ESL teacher to address the students' different learning styles and to differentiate instruction. The ESL teacher also provides two days of extended day instruction for the mandated Extension of Services targeted group of long term ELLs. These students return to the ESL classroom to continue to develop their language skills and to review skills and strategies needed as indicated on the Extension of Services report. For the current 2011-2012 school year, the focus will be on writing. This decision was made by examining the data obtained from the Spring 2011 NYSESLAT scores.

Students engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, vocabulary, and oral language. Students will have the opportunity to use all four language modalities in all lessons. Many factors are looked at with extreme consideration when grouping the students, including language proficiency, age, academic needs, and class curriculum. For ELLs with special needs, including students with IEP's, SIFE students, and ELLs that have been in US schools less than 3 years, there is even greater consideration when grouping the students. Supplemental techniques, strategies, and scaffolding are used during instruction. These students are often given more individualized support and instruction to help meet their educational needs.

3. Instruction is designed to target the needs of of ELLs, especially in the areas of reading and writing. Units are planned in alignment with state standards and classroom content so that students can hone skills they need for success in the classroom as well as success on state tests. For example, if the students are working on reading and writing personal narratives in the classroom, there will be additional instruction in the ESL classroom environment which will focus on helping students to access the language of personal narrative stories, and provide vocabulary support and reading strategies to improve students' understanding of the topic.

The ESL teacher employs the SIOP lesson plan format in order to design individual lessons as well as units of study. In this manner,

A. Programming and Scheduling Information

students' growing reading skills are always supported by both a language and content objective in each lesson, and students always have an opportunity to learn, practice, and synthesize the new skills learned. The New York State English as a Second Language learning standards are applied to all lessons. In the ESL and mainstream classrooms, leveled classroom libraries are used for independent and guided reading activities. Students are exposed to rich language, strong story patterns, and vocabulary levels that extends student schema. The ESL teacher plans lessons for listening and speaking from the Side by Side series of textbooks. In order to support reading and writing, the ESL teacher implements Columbia University Teacher's College Guided Reading and Writing Method.

The ELL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, social studies, in beginning English Language development. The students are taught with proven ESL methodologies such as Total Physical Response (TPR) and CALLA (Cognitive Academic Learning Approach), in addition to sound teaching practices such as scaffolding. The types of scaffolding that are used at PS 64 include modeling, bridging (ex: Think-Pair -Share), and contextualization (ex: self-assessment, reciprocal teaching). Additionally, the ELL students are scaffolded through schema building. This is done by focusing on school-wide weekly strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting details, and character analysis. This will provide the students with opportunities to identify in practice using the strategies outside their mainstream classroom. Authentic literature, thematic units, and author studies are a large focus in the ELL classroom. In addition, there are a wide range of books that target each grade in language level, including an extensive author study library. Students are taught in a language-rich ELL classroom where there are ample instructional materials, books, and English Language Learning Games that address and strengthen the needs of each student at each grade level.

ESL students receive content area support from the ESL teacher in the form of Guided Reading Thematic units. For example, this year the fifth graders are studying the Mayan civilization. The ESL teacher works with the students on this unit through guided reading instruction. The lessons are expanded during the students' content area instruction with the mainstream teacher. Materials used in guided reading are leveled readers (in different genres). The A to Z readers are used. Students who require native language support are given the book in their native language ahead of time, so that when they meet in the guided reading group, they are familiar with the text.

ELLs who are designated code R (Reading), code W (Writing), code AR (At Risk), code HO (Hold Over), and code SE (Special Education) on the Extension of Services Report will receive extra support in building and strengthening literacy skills through small group instruction. During reading and writing, tier II students (students designated at risk) will be instructed using reciprocal teaching, a method in which teaching strategies such as predicting, questioning, clarifying, and summarizing are emphasized and practiced on a daily basis. Emphasis is placed on auditory, visual, and tactile experiences. ELL students in grades K thru 2 will participate in Wilson Foundations, which will be implemented through small group instruction, designed to develop and build the phonemic background needed to become successful readers and writers.

4. N/A. This does not apply. PS 64 has a free-standing ESL program.

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:

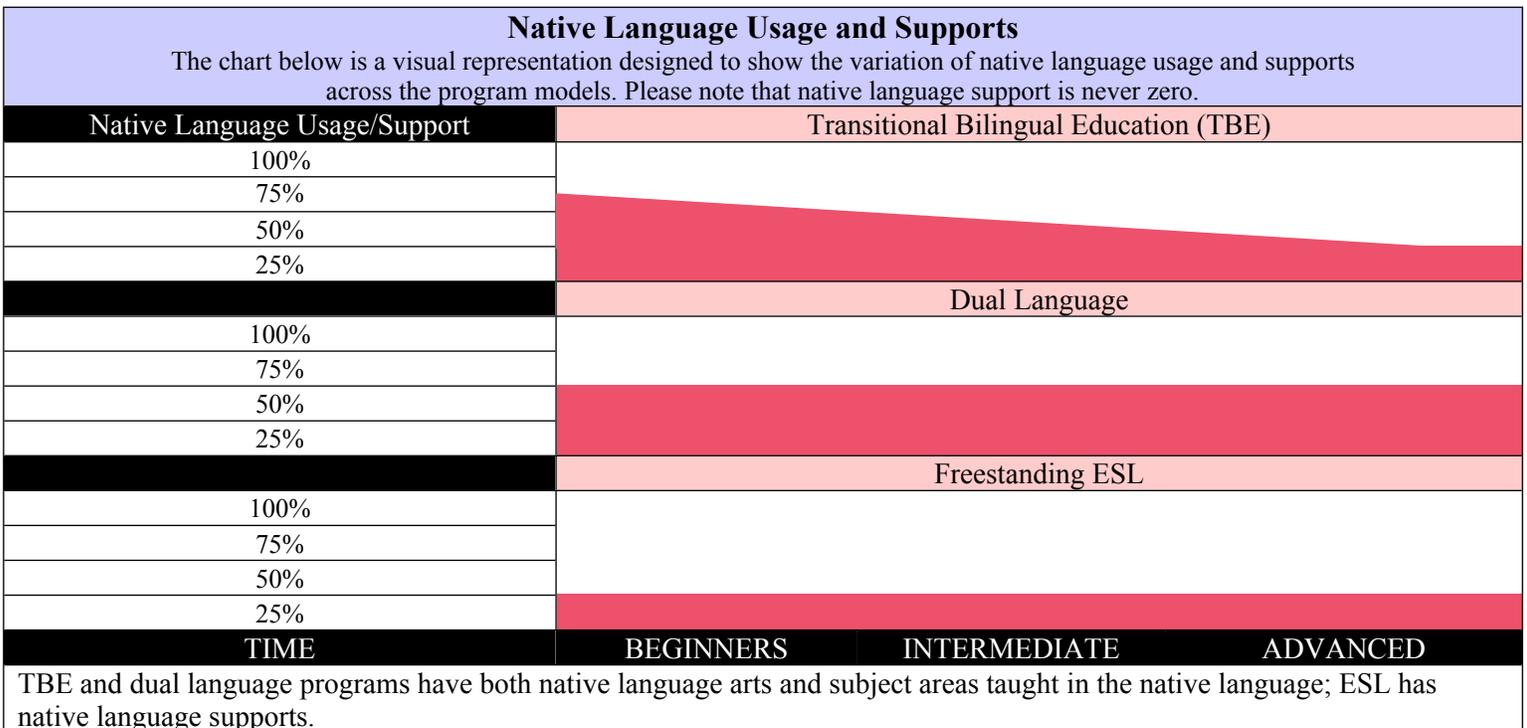
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	ELLs who are designated code C			
Social Studies:	0			

Math:	0
Science:	0

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?

using these programs. The schedules of these students are flexible to ensure that they are in the least restrictive environment. The ESL and SETSS teacher push in whenever possible. A student who is in a self-contained setting is mainstreamed into a general education classroom for math to support her strength in the math content area.

Intervention programs used at PS 64 are Voyager, Wilson Foundations, Primary Phonics, and Words Their Way. The ESL and SETSS teacher push in during content area instruction to support the students within the mainstream classroom.

Students who are 4-6 year ELLs as well as Long term ELLs, are seen by the ESL teacher during writing as the data indicates that the area in which they struggle on the NYSESLAT (which holds them back from becoming proficient). The SETSS teacher sees them during guided reading instruction where she can differentiate the lessons, graphic organizers, and reading passages. The majority of these students are also SETSS students. So they are supported in the areas of reading and writing by the two out of classroom teachers (ESL, SETSS) where they receive instruction in a small group setting.

The ESL teacher works in concert with the classroom teachers to target the specific goals of students with special needs. IEP goals are used to help drive instruction as the ESL teacher has access to and copies of all IEP's for students who are also ELLs. The ESL teacher uses the background information and IEP in order to determine the appropriate forms of differentiated instruction and the specific social needs of a student that will contribute to an optimal learning environment. Intervention for struggling ELLs using ELA and Math Kaplan Keys takes place twice weekly during extended day (2:20-3:10).

The certified ESL teacher works with Special Education teachers of ELL students to adhere to recommendations on the students' IEP's and to establish a successful plan of instruction for these students. The ESL teacher works with the classroom teachers and the school's academic intervention team regularly throughout the year to continue to serve students according to their specific individual needs.

Academic Intervention Services (AIS) are available for Students with Interrupted Formal Education (SIFEs) and ELLs who experience delayed literacy development and whose difficulties are temporary or intermittent. This year at PS 64, there is one SIFE student requiring these additional services. AIS also helps to meet the needs of ELLs that require additional assistance to meet the city and state standards in English Language Arts. The AIS program addresses these students' needs through a reading program that provides for the development and strengthening of literacy skills. Emphasis is placed on auditory, visual, and tactile experiences.

Classroom teachers are sensitive to the learning styles of ELL students and implement strategies and interventions in their classroom. Wilson Foundations is used in the lower grades to build up the students' phonemic awareness. All students participate in small guided reading groups, allowing for differentiation in reading lessons. Some other strategies to help the students include the use of pictures to support language, allowing students to write and speak in their first language while learning English, as to build their confidence and allow them to learn English in a more natural way at their own pace. Teachers often use graphic organizers with ELL students, as well as incorporate peer tutoring and conferencing throughout the school day. PS 64 also allows teachers have access to many resources which helps support ELL students' learning, such as books on tape, leveled libraries, vocabulary and spelling resources, and technology. Having these structures in place allows all students to thrive academically.

LEP students who have not met the performance standard in listening:

Students engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary, and oral language. In order to address the needs of students who need further practice in listening, we will engage in a variety of activities. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and will listen to academic texts for specific information, take notes, and report back. This also allows students to gain exposure to the vocabulary, intonation, and details evident in the speech of others in that group. Students will be exposed to many different listening experiences. They will not only listen for information from the teacher and their peers, but also take notes on web-based videos and information on tape while and complete comprehension exercises. Methodologies such as TPR (Total Physical Response) will be used in the classrooms by giving students specific instructions for completing physical activities. Repetition of words and ideas and visual cues to go along with spoken language will also help students who are developing their listening skills and as always instruction will be differentiated according to the needs of each individual student.

LEP students who have not met the performance standard in speaking:

LEP students who require further development of speaking skills will engage in lessons that provide practice with a variety of interactions. Students will use the interview method in their pull-out classroom to communicate with other students and to report back to the group. Art will be used in the classroom both as a high interest conversation starter as well as a form of self-expression in order to facilitate speaking in descriptive language. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and gain exposure to the vocabulary, intonation, and detail evident in the speech of others in that group. Students will consistently be assessed using the Student Oral Language Observation Matrix (SOLOM), with careful attention paid to development of comprehension, fluency, vocabulary, grammar, and pronunciation. Class activities will center around oral performance activities that include discussing, describing, persuading, evaluating, and debating.

LEP students who have not met the performance standards in reading and writing:

In order to best serve students who requires additional support in reading and writing under CR 154 Extension of Services, the teacher uses a variety of instructional methods. The ESL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonics, social studies, and beginning English language development. The students are taught with proven ESL methodologies such as TPR (Total Physical Response) and CALLA (Cognitive Academic Language Learning Approach) in addition to scaffolding. Writing will be scaffolded by activating prior knowledge and creating class webs, through the use of graphic organizers, teacher and peer conferencing, and performing all steps of the writing process. Students will become familiar with English sentence structure, word choice, grammar, and vocabulary through high interest writing activities related to content areas as well as fictional literature. There will be a variety of ways for students to interact with their teacher and their peers, such as group work, partner sharing, peer editing, and self-correction. Students will also become familiar with cohesive paragraph and narrative writing, and practice using transitions, sequencing, and details in their writing. Students will write in a variety of forms, such as journaling, creative writing, essay writing, newspaper articles, letters, and research projects. They will be encouraged to share their work in the small group setting in order to further their confidence in their own writing.

Building background knowledge is an essential part of the ESL classroom prior to reading and writing activities. Student knowledge will be tapped into and built upon before reading of the text begins. This includes both vocabulary and content. Inferencing, analysis, and attention to text structure will be explicitly taught, furthering students' ability to read for meaning. Students will connect to characters and authors through book clubs. They will be asked to respond to teacher generated questions and prompts, as well as to develop their own questions about the text in small groups. Students will also participate in Reader's Theater and create timelines, collages, posters, and scripts in response to text.

Students will practice reading strategies such as identifying cause and effect, author's purpose, sequencing, inferring, main idea and supporting detail, and character analysis during independent reading and guided reading groups. This will provide the students with opportunities to identify and practice using the strategies outside their mainstream classroom. Students are taught in a language-rich ELL classroom where there are ample instructional materials, books, and English language learning games that address and strengthen the needs of each student at each grade level. Authentic literature, thematic units and Author Studies are a large focus in the ELL classroom.

7. All ELL students are invited to participate in all extracurricular activities and clubs before, during, and after school. These activities enhance the development of social skills and social language for further success. Extracurricular activities include art projects, dance,

Educational Alliance, Boys and Girls club afterschool program, early bird reading, Saturday test prep, Earth day poster competitions, field day, acting and dancing with Rosie's Kids, ballroom and Flamingo dancing, holiday celebrations, junior league, and student government.

8. All Academic Intervention Services at PS 64 are instructed in English. All students receive reading instruction in Small guided reading groups to ensure that instruction is differentiated. Wilson Foundations, a phonemic awareness program is offered in small groups to the lower house. Upper house students receive intervention support during extended day. Groups are small to ensure that the students receive the extra support in the area in which they are struggling. In content areas such as Science and Social Studies, the content area subjects are made more assessible to the beginner ELLs through visual support such as picture cards and realia, differentiated questions, and differentiated writing; using pictures and labels (provided by a content word bank) to get their thoughts across. Additionally, the afterschool program offers homework help every day. Saturday test prep classes are held during the spring semester to assist the students in literacy and math, and to guide students towards test vocabulary and effective test taking strategies.

9. Students who pass the NYSESLAT continue to receive special accommodations during testing for two years. In addition, the ESL teacher is in communication with the former ELLs and their classroom teachers in order to determine throughout the year whether the student continues to need support in certain aspects of language development. The ESL teacher provides resources for lesson planning, scaffolding, and vocabulary support to the classroom teacher so that former ELLs are still provided with tools to access information as their language continues to grow.

10/11. Singapore Math is a new program being implemented this year to the lower house, therefore Turk Math has been discontinued. There are no other programs being discontinued. Improvements to the literacy block include providing each classroom with two teachers during guided and independent reading to ensure smaller groups tailored to meet the needs of all the students. These push-in teachers will also assist the classroom teachers in administering running records and math and ELA periodic assessments.

12. See answer to question #7. Parents are informed of all school activities in their native language. A Spanish-speaking parent coordinator is available to answer any questions about the programs. If another language is needed to translate for the parents, the Tompkins Square Middle school, which resides in the same building, has assisted PS 64 in translating in Chinese and Arabic.

12b. PS 64 has an Early Bird reading program for struggling readers once a week, before school. It is coordinated by the early childhood instructional specialist and people from the community volunteer their time to read with the students. The afterschool program meets every day from 2:30 to 5:30, with one goal being to assist students with homework help. Often ELL students have difficulty completing their homework at home as their parents do not speak or read English. Assistants in the afterschool program are bilingual and can help the students with their work. Another goal of the afterschool program is to enrich students' lives through sports and the arts. Saturday academy meets from December through to the ELA/Math state exams. The goal is for the students to acquire "test sophistication"; test taking strategies, building up their reading comprehension skills, and math computation and word problem skills. These programs are funded by Title 1 and Tax Levy.

13. All PS 64 students have equitable access to technology resources in the classroom, technology lab, and library. The technology lab provides access for all students to the internet, which in turn will open doors to a global community. Students can explore and research materials and facts and events in support of personal and curriculum goals. In addition, the technology teacher plans lessons around the grade curriculum, aligning computer projects that meet the standards in each grade. This allows for meaningful instruction across content and special areas.

Technology employed in the ESL classroom includes computers with internet access for online research, audio CD's for listening activities and phonics development and Smartboards are installed in all classrooms. Students are given opportunities to access websites in teacher guided lessons that require research, especially on non-fiction topics. Furthermore, students listen to audio recordings of books and work on projects in which they record and listen to their own voice. The goal is to increase fluency and work on listening skills, especially for information and understanding.

Beginner students use Achieve 3000, where they can read and listen to the daily reading passages in English and their native language. The ESL classroom has a library where books are available in many languages. The A to Z readers that are used for the school's guided reading program comes in different languages, allowing the student to read the book first in their native language, then meet with the group and read the book in English. A fifth grade beginner student is provided with a bilingual para during extended day to assist him with

translating the math problems as well as work with him with the Side By Side ESL learning series to learn basic, social English.

14. PS 64 has a free-standing ESL program, so instruction is delivered in English. However, native language books are available to the students, especially for students who are new to the country. These students are encouraged to partner up with a more advanced student speaking the same language for cooperative learning groups.

15. Yes, instructional support and materials correspond to the students' grade and ages. Proficiency level is also considered, in addition to students with disabilities.

16. Project Jump Start: Prior to the beginning of the school year, the parent coordinator and the ESL teacher communicate with parents of newly registered ELLs. Parents are given the opportunity before the beginning of the school year or during the first week of school to tour the classrooms, meet the teachers, and familiarize themselves with the school environment. Information is provided in the native language. Parents are also provided with an overview of the ESL program as well as with resources on the internet, in books, and libraries that can help them to support student learning at home.

17. N/A

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional Development

1. During the last seven years, PS 64 has developed a TC literacy model and a math investigation workshop. We will continue to keep these foundational structures. Based on our student data and teacher surveys, we have identified the need to increase our teachers' ability to analyze data and to use it to develop differentiated lessons and student goals with time frames. Teachers have requested workshops on differentiating instruction as well as the workshops on guided reading, conferencing, and running records. The literacy coach, Thea Krumme, meets with all teachers in the school by grade level, weekly during planning.

Recognizing a need to help our students to improve in their critical analysis, inference skills, and vocabulary development, teachers have also requested professional development to help them formulate higher order thinking questions, plan thematically across all curricular areas, and develop more inquiry based and school wide projects, like our annual Social Studies Content fair. All teachers within the school meet weekly during our Monday Professional development sections. Usually the lower house meets with Judy Golubchuck, Instructional Specialist for the lower house, and the upper house meets with Thea Krumme, Literacy coach. This includes the out-of classroom teachers, special area teachers, and special service teachers, such as Speech and occupational therapists. The paraprofessionals attend the meetings according to which classroom/grade they are assigned to.

Teachers will be provided with professional development to support the understanding of the Language Allocation Policy (LAP). The LAP team works with the school to ensure that the foundations of the LAP policy are upheld and incorporated into daily classroom instruction. During one of the professional development sessions, all school faculty and staff meet to familiarize themselves with the LAP Policy. The Lap Team are the presenters of the workshop.

The ESL teacher attends monthly Network ESL Meetings with the ELL Specialist. The Guidance counselor attends Professional development specifically for guidance counselors twice a year.

The Literacy coach, instructional specialist and a fourth grade teacher attended workshops on the new common core standard writing and math instructional bundles for the performance task.

All teachers meet with the administration, the literacy coach, and the instructional specialists weekly for professional development on Monday, Tuesday, and Wednesday from 2:20-3:10, and from 3:15-4:00 on the first Monday of every month.

Faculty Conferences/Professional Development Dates

First Monday of each month from 3:15-4:00

October 3

November 7

December 5

January 9

February 6

March 5

April 2

May 7

Topics include Balanced literacy, standards, assessment, best practices, technology, cooperative learning, the Jose P. Mandate, and requested specialized workshops that have been requested by staff (see above).

The certified ESL teacher works closely with classroom teachers in small groups on such topics as teaching strategies of ELLs, Can Do descriptors based on Proficiency levels, and teaching ideas for newcomer and struggling ELLs. Classroom teachers are also provided with professional development opportunities for workshops on teaching ELLs that are provided by the NYC DOE.

2. ELLs that are transitioning from elementary school to middle school are provided with the opportunity to meet with staff to assist them with writing their middle school applications, ask questions, and research potential middle school choices. The parent coordinator will hold a Parent Outreach workshop to inform parents of necessary paperwork and documents that need to be completed and submitted. At the beginning of the year, the Guidance counselor meets with the parents to inform them of what middle schools look for when selecting students and those requirements for students in the fourth and fifth grade students. She holds several meetings for both the parents and the students who are transitioning regarding when the middle school tours are set up in addition to when the middle school fairs will be held and where. After, she meets with each parent individually to assist them in completing the middle school application process. Applications in the parents' native language, as well as translators, are available as needed.

3. The ESL teacher turns information from out-of-school PD's in addition to providing in-school ESL/ELL workshops to teachers that require professional development for the mandated 7.5 hours (or 10 hours for special education teachers) as per the Jose P. Mandate. Topics include differentiating for ELL students, looking at student work, Can-Do descriptors (what the student should be able to do across the curriculum based on their proficiency level in each subtest), and ESL classroom visitation.

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?

Parent Involvement

1. Parents are encouraged to become active members of the school community through PTA activities, participating in classroom activities and trips, attending class or schoolwide functions (such as Rosie's Kids, ballroom dancing, holiday parties and shows, field day, etc.). The parent coordinator works to build a rapport all parents, especially with parents who speak other languages, to ensure that they feel safe and comfortable in the school environment. The parent coordinator also conducts workshops on how the parents can assist their children at home to enable them to become successful learners.

The parent coordinator works with the ESL teacher to conduct ESL parent orientations, in which the parents are informed of their program choices and assists them in completing the necessary paperwork. Book Clubs for the parents, specifically held to assist them in reading and understanding the books that their children are reading is held on Saturdays during Saturday Academy. In addition, the parent coordinator conducts The Learning Leaders Program, where parents are trained to work in the classroom, assisting students.

2. PS 64 has partnerships with a number of agencies that provides parents with assistance and support in addition to providing the students with opportunities for life experiences outside or after school. These organizations include the GO Project, Boys Club, Graffiti, Educational Alliance and parent workshops at the local clinics.

3/4. The parent coordinator is a bilingual Spanish speaker. Her role in the school is to educate parents and to assist parents in all aspects of their child's education. She educates them on how to be a more pro-active parent. The school evaluates the needs of parents through learning environment surveys, the school leadership teams, and parent workshops conducted by the parent coordinator. At the beginning of the year, parents are given a parent survey, asking what their needs are, what their interests are, and what workshops would they like to be offered at the school during the upcoming year. There is a follow-up survey in January. An assessment is taken at the end of the workshops to determine if further workshops need to be held on the same topic, or which topic the parents need the most assistance in.

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		1			1								5
Intermediate(I)														0
Advanced (A)	4													4
Total	7	0	1	0	0	1	0	0	0	0	0	0	0	9

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	3			5
4	2	2			4
5		3			3
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	1	2	3						6
4	1		2		1				4
5			1		2		1		4
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	1		1						2
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

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

Assessment Analysis

1. At the beginning of the year, the ESL teacher collects the ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, RLER, RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which the students scored the highest and lowest. As students generally score the lowest on the reading and writing portions of the NYSESLAT, this fact is considered when designing instruction. Students are given running records using Fountas and Pinell, ECLAS exams, formal and informal assessments that help to determine their early literacy skills at young ages and reading level and ability for all ages. Spanish speaking students entering the program for the first time are administered the Spanish LAB to determine literacy in the native language.

Running records are examined, and students are placed by reading level into groups of 5 or 6. Every teacher in the school has 12 students; 2 guided reading groups. This allows for differentiating of instruction and allows smaller groupings to help fill in the gaps of our struggling readers.

2/3. For the current 2010-2011 school year, there are nine students that were tested with the LAB-R and that qualified for services. Out of the seven Kindergarten students, 3 scored at the Beginning proficiency level, and four scored at the advanced level. The native languages are Chinese, Arabic, and Spanish. The one 2nd grader that was tested scored at the Beginning proficiency level, with the home language being Arabic. One 5th grader tested at the Beginning level, with a home language of Spanish.

There are 17 students that took the Spring 2011 NYSESLAT. Of the six tested 1st graders, five scored at the Intermediate proficiency level and one scored at the Beginning proficiency level. The home languages are Spanish, Chinese, and Russian. Three students have IEP's. The one 2nd grader (IEP) who took the test scored at the Advanced level, with the home language being Spanish. Another 2nd grader was withdrawn just prior to the administration of the test, and has since returned to the country (Bengali). Of the four 3rd graders tested (Spanish home language), two received a proficiency level of Advanced and they both have IEP's (one in an IRR setting, the other in SETSS). The remaining 3rd graders scored an Intermediate and a Beginner level. Four 4th graders were tested, two with a home language of Chinese. One scored at the Intermediate level (IEP), and the other scored a Proficient. The remaining students have a home language of Spanish and are in a self-contained classroom. One scored an Advanced and the other one scored an Intermediate. Five 5th graders were tested, with the

home languages being Spanish, Chinese, and Bengali. One student scored a Proficient, one scored an Intermediate, and three scored an Advanced. One student has an IEP.

Almost across the board, the students scored higher on the Listening and Speaking subtests of the test. This is due to the fact that the majority have been in the program from 1-3 years. During the first few years of learning a language, students develop their communication and interpersonal language skills (BICS) first, while the academic language of English takes longer to develop. The data indicates that for our long term ELLs that qualify for the Extension of Services, the area in most need of improvement was writing.

This data will help to drive instruction. The primary focus for our returning ELLs will be on acquiring a higher level of reading and writing. This can be achieved through ESL support in their reading and writing workshops. This allows for additional scaffolding and smaller group instruction. Additionally, instruction in the mainstream classroom is differentiated based on the needs of the students. Classroom teachers are provided with support from the literacy coach and the instructional specialist to ensure that all students' needs are addressed.

4. According to the data, the proficiency levels on the NYSESLAT of the listening/speaking subtests are similar, while on the reading/writing subtests, the students generally performed higher on the reading. In reference to this data, ESL instruction has focused on improving ELLs reading and writing skills. This has been done with a greater focus and inclusion of reading and writing workshops in the ESL classroom. Periodic interim assessments are also used to drive instruction. The teacher assesses and prints out score reports for all students after each assessment is administered. Pearson's online score reporting system allows the teacher to see what skill each question on the test is addressing, and which areas students are struggling in. Classroom teachers collaborate with the ESL teacher to differentiate instruction based on student needs. For example, if a student shows a weakness in their ability to inference, that student may be partnered with a student in their classrom who can help during class activities. For further details, see the above answer.

4b/c. The ELL Periodic Assessments are used to get an indicator as to how well the student will perform on the NYSESLAT. After reviewing the data, the teachers can modify instruction to better address the weaker areas of the students. Across the board, students perform the best on listening and speaking, and struggle the most on reading and writing, especially writing.

5. N/A

6. PS 64 considers both test scores (NYSESLAT/ NY ELA Predictive, and the NYS ELA city wide test) as well as development over the years through the examination of student portfolios to determine success within the program. When consistant gains are not being made over the years, the students' particular needs are addressed and an IEP may be developed for that child. Children who do not make gains are discussed thoroughly at the Pupil Personnel Team meetings (in which the ESL teacher is a participant) and are observed by social workers, psychologists, and other support team members as deemed appropriate.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		9/28/11
	Assistant Principal		9/28/11
	Parent Coordinator		9/28/11
	ESL Teacher		9/28/11
	Parent		9/28/11
	Teacher/Subject Area		9/28/11
	Teacher/Subject Area		9/28/11
	Coach		9/28/11
	Coach		9/28/11
	Guidance Counselor		9/28/11
	Network Leader		9/28/11
	Other		9/28/11
	Other		9/28/11
	Other		9/28/11

School Name: _____ **School DBN:** _____

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		9/28/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M064 **School Name:** Robert Simon, PS 64

Cluster: Groll **Network:** CFN406

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.

The data and methodologies used to assess the school's written translation and oral interpretation needs are the home language surveys, ATS reports (RPOB), surveys conducted at PTA meetings, informal teacher/faculty observations, and the ESL teacher is present to assist during registration, assessing the language needs of all incoming students.

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.

Our data, collected from the Home language Surveys and ATS reports (RPOB) indicates that Spanish is the home language for many of our families. Other languages spoken at home in our school community are Chinese, Tibetan, Bengali, and Arabic. This was reported to the school community throughout the school year at PTA meetings. We use the translation and interpretation services provided by the DOE. Parents that are Spanish speakers receive all school notices and information in their native language. All ESL information is presented to the parents in their native language, as the letters are translated on the NYC DOE website. If a parent requires translation services for any questions or needs they may have, a conference call is placed, enabling the parent to speak to the teacher through a bilingual translator.

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.

PS 64 has a full-time family worker, fluent in Spanish, to work with the Parent Coordinator to address the written translation needs of Spanish speaking parents. Our Arabic and Bengali parents speak English, so no translation is needed. Our Chinese parents have family members that speak English as well. When translation needs arise, we use the translation and interpretation services provided by the DOE, including documents available online in native languages

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.

PS 64 has a full-time bilingual parent coordinator to assist in the oral translation services provided by the school during all PTA meetings, "Meet the Teacher" evenings, Parent-Teacher conferences, and all meetings with the school administration and parents, which require a translator in Spanish. School staff members fluent in Spanish (social workers, school aides, and teachers) will assist in oral translations during Parent-Teacher conferences, Educational Planning conferences, and other conferences requiring a translator as determined by the Principal. For other languages, we use the translation and interpretation services provided by the DOE.

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>.

PS 64 will fulfill Section VII of Chancellor's Regulations A-663 using both written (letters home via backpack) and oral means (notification at PTA meetings).