



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** PS 65  
**DBN (i.e. 01M001):** 19K065  
**Principal:** DAYSI GARCIA  
**Principal Email:** [DGARCIA8@SCHOOLS.NYC.GOV](mailto:DGARCIA8@SCHOOLS.NYC.GOV)  
**Superintendent:** JOYCE STALLINGS-HARTE  
**Network Leader:** JOANNE BRUCELLA

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Daisy Garcia	*Principal or Designee	
Loenardo Tabbita	*UFT Chapter Leader or Designee	
Jeannette Mejia	*PA/PTA President or Designated Co-President	
Estella Arroyo	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Mary Maraldo	Member/ Teacher	
Elizabeth Volpe	Member/ Teacher	
Luz Paternostro	Member/ Teacher	
Marina Ruiz	Member/ Parentt	
Ruth Hernandez	Member/ Parent	
Amanda Rodriguez-Mieses	Member/ Parent	
Mercedes Duran	Member/ Parent	
Lucrecia Cepeda	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, all students in Kindergarten through 5<sup>th</sup> grade at PS 65 will demonstrate progress in achieving an increase of 2 reading levels as measured by the differentiated entry points of the DRA Assessment in Kindergarten through 5<sup>th</sup> grade

### **Comprehensive Needs Assessment**

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

.The need for this goal was generated due to our high population of ELL's and to close the academic gap, based on the results from the Diagnostic Reading Assessment and NYSLAT assessments.

### **Instructional Strategies/Activities**

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

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

##### **Activity 1:**

Professional Development: PD will be given on the following topics: Common Core Learning Standards, curriculum mapping including planning units based on citywide expectations

Target Population: All classroom teachers in grades Kindergarten through 5<sup>th</sup> grade

##### **Activity 2:**

Vertical Teacher Team: Teachers from each grade will work closely with Administration to align the Common Core Learning Standards with our current

ELA curriculum Ready Gen; grade leaders will work closely with the Administration to create Reading pacing calendars and create tasks aligned with each unit

Target Population: Kindergarten through 5th grade teachers and students

##### **Activity 3:**

Morning Tutorial: All classroom teachers work with a small group of targeted at-risk students Monday-Thursday for 37.5 minutes to work on deficit skills

Target Population: All students identified as at-risk in Kindergarten through 5th grade

##### **Activity 4:**

Saturday Academy: Targeted students in third through 5<sup>th</sup> grade will be invited to attend to work on skills necessary for preparation for the New York State ELA & Math assessments

Target Population: All targeted students in 3<sup>rd</sup>-5th grade

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

**Activity 1:** Responsible staff members: All classroom teachers in Kindergarten through 5<sup>th</sup> grade and Administration using data for goal setting and reflection; differentiated instruction with a focus on at risk students and ELL's

**Activity 2:** Responsible staff members-All classroom teachers and Administration; ELA curriculum Ready Gen; grade leaders will work closely with the Administration to create Reading pacing calendars and create tasks aligned with each unit

**Activity 3:** Responsible staff members: All teachers at PS 65; utilized; NY Ready, Focus, STARS, CARRS, Get Set For Reading

**Activity 4:** Responsible staff members: Select teachers at PS 65 in grades 3-5; utilized; NY Ready, Focus, STARS, CARRS, Get Set For Reading.

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

**Activity 1:** Up to date curriculum maps with aligned Common Core Learning Standards, complete units of study for each grade. Lessons plans that are differentiated with tasks to meet all learners, and small guided group instruction

**Activity 2:** Completed reading pacing calendars and created tasks aligned with each unit each grade member turnkeys the information to their grade to implement strategies discussed and implemented.

**Activity 3:** Each classroom teacher uses activities and materials to meet the academic needs of their students; the following areas are assessed- DRA Reading Levels-to note growth, End of Chapter assessments and progress in the classroom as reported by the classroom teacher .If additional services are required, the targeted students are then identified and RTI is implemented.

**Activity 4:** The teachers use the following assessment of skills to measure progress, effectiveness of the program; practice tests at the end of the unit, the DRA Reading Levels-to note growth, End of Chapter assessments and progress in the classroom as reported by the classroom teacher .If additional services are required, the targeted students are then identified and RTI is implemented.

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

**Activity 1:** Implementation Timeline: September 2013 through June 2014

**Activity 2:** Implementation Timeline: January 2014 through April 2014:

**Activity 3:** Implementation Timeline: September 2013 through June 2014 8:02 am-8:40 am Monday through Thursday

**Activity 4:** Implementation Timeline: January 2014 through April 2014

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

**Activity 1:** Educational Consultants work with each grade to incorporate reading strategies and give support within the Ready Jen Program. Assistant Principals meet with their assigned grades weekly to facilitate common planning and to support any concerns in meeting the CCLS.

**Activity 2:** Grade wide teacher teams meet to discuss and plan strategies to implement with their students. Vertical Teams meet monthly to analyze school-wide data and to plan next steps to turnkey to their grades

**Activity 3:** During A.M Tutorial-all teachers will work with a small group of targeted students

**Activity 4:** Saturday Academy-Identified targeted students are invited to Saturday Academy from 8:30-12:30- in grades 3-5 to work on targeted skills in both ELA & Math

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Activity 1:** The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that are aligned to the CCLS in Math and at home activities parents can use to support their children.

**Activity 2:** Parents are Invited to attend parent workshops. The parent sessions will address our ELA & Math programs and ways parents can help their child at home with their Math assignments. (I.e. using technology with Go Math website to promote home – school connection)

**Activity 3:** Workshops will be given in the native language on topics such as rights and responsibilities of parent and students, school grading policy and procedures for parent teacher conferences.

**Activity 4:** Workshops will be provided on how to use ARIS Parent Link to view the performance of their children on various math assessments. The parent coordinator and other staff will attend monthly PTA meetings to share information and respond to parent questions and inquiries

**Budget and Resource Alignment**

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

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

Extended Day-Per session  
Assistant Principals, and Educational Consultants

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, 10% of the English Language Learners (ELL's) tested will make gains of one proficiency level in reading and writing as evident by the NYSESLAT scores.

**Comprehensive Needs Assessment**

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

After conducting a needs assessment of student performance on the NYSESLAT, we noticed the percentage of students performing at the proficiency level in reading and writing on grades 2-5 was consistently lower than students performing at the proficiency level in listening and speaking on the same grade levels.

**Instructional Strategies/Activities**

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

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

**Activity 1:**

Professional Development: PD will be given on the following topics: Analyzing NYSESLAT data; using data for goal setting and reflection; differentiated instruction with a focus

on ELL's

Target Population: Teachers servicing ELL's and students in the ELL subgroup

**Activity 2:**

Language Arts Programs: Programs focusing on phonics, decoding, vocabulary development, and reading comprehension; small group instruction using various language arts programs depending on the levels of the students

Target Population: Teachers servicing ELL's and students in the ELL subgroup

**Activity 3:**

Extended Day Program: Students receive additional instruction in ELA after school hours

Target Population: Teachers servicing ELL's and students in the ELL subgroup

1.

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

**Activity 1:** Responsible staff members: Bilingual/ESL Strategist, Data Specialist, and Administration

**Activity 2:** Responsible staff members: Bilingual/ESL Strategist, Certified ESL/BL teachers

**Activity 3:** Responsible staff members: Teachers servicing ELL's and Administration

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

**Activity 1:** Teachers will meet in Horizontal and Vertical teacher teams to discuss NYSESLAT data and the progression of the ELL's

**Activity 2:** Teachers will discuss what differentiation strategies are successful with the ELL's to improve their reading and writing skills

Various teacher teams are involved in the gathering of information and analyzing data for improvement purposes – Teacher Teams, School Leadership Team, Horizontal and Vertical Team and grade conferences

**Activity 3:** Teachers implement literacy circles, Readers theatre, Book Fair, Book of the Month, and Scholastic book orders to increase reading and fluency with their students in the classroom.

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

**Activity 1:** Implementation Timeline: September 2013 through June 2014

**Activity 2:** Implementation Timeline: September 2013 through April 2014

**Activity 3:** Implementation Timeline: October 2013 through April 2014

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

**Activity 1:** Grade wide teacher teams meet to discuss and plan strategies to implement with their students.

Assistant Principals meet with their assigned grades weekly to facilitate common planning and to support any concerns in meeting the CCLS.

Educational Consultants work with each grade to incorporate reading strategies and give support within the Ready Gen Program.

**Activity 2:** Vertical Teams meet monthly to analyze school-wide data and to plan next steps to turnkey to their grades

Assistant Principals meet with their assigned grades weekly to facilitate common planning and to support any concerns in meeting the CCLS.

Educational Consultants work with each grade to incorporate reading strategies and give support within the Ready Gen Program.

**Activity 3:** During A.M Tutorial-all teachers will work with a small group of targeted students.

F-Status teachers will push-in, pull-out small groups of children.

The resources that will be used for the following programs are, Starfall, STARS, CARRS, NY Ready, Focus

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Activity One:** Parents will be invited to attend parent workshops. The parent sessions will address our Go Math program and ways parents can help their child at home with their Math assignments. (I.e. using technology with Go Math website to promote home – school connection)

The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that are aligned to the CCLS in Math and at home activities parents can use to support their children. Workshops will be given in the native language on

topics such as rights and responsibilities of parent and students, school grading policy and procedures for parent teacher conferences.

Workshops will be provided on how to use ARIS Parent Link to view the performance of their children on various ELA & Math assessments.

The parent coordinator and other staff will attend monthly PTA meetings to share information and respond to parent questions and inquiries

**Activity Two:** Workshops will be provided on how to use ARIS Parent Link to view the performance of their children on various math assessments.

The parent sessions will address various topics of interest to ELL parents including strategies in reading and writing for the ELL's.

Parents will be invited to participate in ESL language acquisition sessions designed for adult learners.

The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that interest and support parent engagement in the school.

**Activity Three:** Workshops will be provided on how to use ARIS Parent Link to view the performance of their children on various ELA & Math assessments.

Parent newsletter with information on instructional outcomes.

Providing assistance to parents in understanding city, state, and federal standards and assessments.

Translate all critical school documents and provide interpretation during meetings and school events

Parents will be invited to attend monthly parent workshops.

### **Goal and Action Plan #3**

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

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

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

By June 2014, 35 % of our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will demonstrate progress to achieving NY State Standards as measured by a 3% increase in students scoring at level 3 and 4 on the N. Y. S. Math Assessment.

#### **Comprehensive Needs Assessment**

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

The need for this goal was generated due to our schools scores on the N. Y. S. Math Exam. The state standards were significantly raised, however, our school P.S 65 scored a 32.1 % on the N.Y.S. 2013 exam, which was about the same when compared to other New York City schools.

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

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

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

###### **Activity 1:**

Professional Development: PD will be given on the following topics: Common Core Learning Standards, curriculum mapping including planning units based on citywide expectations

Target Population: All classroom teachers in grades Kindergarten through 5<sup>th</sup> grade

###### **Activity 2:**

Vertical Teacher Team: Teachers from each grade will work closely with Administration to align the Common Core Learning Standards with our current

Math curriculum Go Math; grade leaders will work closely with the Administration to create Math pacing calendars and create tasks aligned with each unit

Target Population: Third, Fourth and Fifth grade teachers and students

###### **Activity 3:**

Morning Tutorial: All classroom teachers work with a small group of targeted at-risk students Monday-Thursday for 37.5 minutes to work on deficit skills

Target Population: All students identified as at-risk in Kindergarten through 5<sup>th</sup> grade

1.

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

**Activity 1:** All classroom teachers in Kindergarten through 5<sup>th</sup> grade

**Activity 2:** All third, fourth and fifth grade classroom teachers

**Activity 3:** All classroom teachers in Kindergarten through 5<sup>th</sup> grade

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

**Activity 1:** The targets used to evaluate the progress and effectiveness are follow-up grade level meeting to further discuss implementation of Common Core Learning Standards, curriculum mapping including planning units based on citywide expectations.

**Activity 2:** The targets used to evaluate the progress and effectiveness are the created math pacing calendars and created tasks are aligned with each mathematical unit.

**Activity 3:** The targets used to evaluate the progress and effectiveness are the small groups of targeted at-risk students work on deficit skills and show signs of improvement in the deficit skill as noted on end of unit assessments.

1.

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

**Activity 1:** Implementation Timeline: September 2013 through June 2014

**Activity 2:** Implementation Timeline: September 2013 through June 2014

**Activity 3:** Implementation Timeline: September 2013 through June 2014 8:02 am-8:40 am Monday through Thursday

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

**Activity 1:** Grade wide teacher teams meet to discuss and plan strategies to implement with their students.

Assistant Principals meet with their assigned grades weekly to facilitate common planning and to support any concerns in meeting the CCLS.

**Activity 2:** Vertical Teams meet monthly to analyze school-wide data and to plan next steps to turnkey to their grades

Assistant Principals meet with their assigned grades weekly to facilitate common planning and to support any concerns in meeting the CCLS.

**Activity 3:** During A.M Tutorial-all teachers will work with a small group of targeted students.

F-Status teachers will push-in, pull-out small groups of children.

The resources that will be used for the following programs are, Starfall, STARS, CARRS, NY Ready, Focus

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Activity One:** Parents will be invited to attend parent workshops. The parent sessions will address our Go Math program and ways parents can help their child at home with their Math assignments. (I.e. using technology with Go Math website to promote home – school connection)

The parent coordinator will work with teachers and parent representatives to develop a menu of workshops that are aligned to the CCLS in Math and at home activities parents can use to support their children. Workshops will be given in the native

language on topics such as rights and responsibilities of parent and students, school grading policy and procedures for parent teacher conferences.

Workshops will be provided on how to use ARIS Parent Link to view the performance of their children on various math assessments. The parent

coordinator and other staff will attend monthly PTA meetings to share information and respond to parent questions and inquiries

**Activity Two:** Workshops will be provided on how to use ARIS Parent Link to view the performance of their children on various math assessments.

Workshops will be provided on how to use ARIS Parent Link to view the performance of their children on various math assessments.

**Activity Three:** Workshops will be provided on how to use ARIS Parent Link to view the performance of their children on various math assessments.

**Budget and Resource Alignment**

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

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

- Extended Day – Per session
- Assistant Principals, and Educational Consultants

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Ready Jen, RTI, Wilson Foundations, MYON, Starfall, Data Based groups based on Baseline Assessments and End of Chapter Exams.	Push-in/Pull-out Small Group	A.M. Tutorial Extended Day Saturday Academy
<b>Mathematics</b>	Go Math, Data based groups based on Baseline Assessments and End of Unit Exams.	Push-in/Pull-out Small Group	A.M. Tutorial Extended Day Saturday Academy
<b>Science</b>	Differentiated Instruction/Groups	Push-in/Pull-out Small Group	A.M. Tutorial Extended Day Saturday Academy
<b>Social Studies</b>	Differentiated Instruction/Groups	Push-in/Pull-out Small Group	A.M. Tutorial Extended Day Saturday Academy
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Differentiated Small Groups	Push-in/Pull-out Small Group	Breakfast Lunch

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In order to develop the talents of these teachers we are giving them the opportunity to mentor other teachers and serve as grade leaders. Provide weekly professional development as follows: <ul style="list-style-type: none"> <li>• Differentiation of instruction</li> <li>• Differentiated tasks</li> <li>• Depth of knowledge &amp; rigor</li> <li>• CCLS integration with curriculum maps</li> <li>• Use of rubrics for student, peer, and teacher assessment</li> <li>• Citywide expectations</li> <li>• Danielson's Frameworks</li> <li>• Quality of instruction and effective questioning</li> <li>• Accountable talk</li> <li>• Conferencing/charting student progress</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
In addition provide the following added supports: <ul style="list-style-type: none"> <li>• New teacher monthly professional development sessions</li> <li>• Provide Educational Consultants to model lesson and assist in the fluid grouping of students</li> <li>• Hire additional ELL teacher to assist in classrooms with large number of ELL's</li> <li>• Smart Board 10 week training</li> <li>• Provide per session dollars for after school training</li> </ul>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• Contract for Excellence</li> <li>• Extended Day</li> <li>• ARRA Citywide</li> </ul>

**SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We currently do not have a Preschool Program at this time.

**Measures to Include Teachers in Decisions Regarding Assessments**

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

- Teachers will meet during common planning periods to discuss CCLS and implementation of units.
- Teachers will discuss what differentiation strategies are successful to achieve the Math standards
- Various teacher teams are involved in the gathering of information and analyzing data for improvement purposes – Teacher Teams, School Leadership Team, Vertical Teacher Teams, and Administration

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

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## **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school at PS 65 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;
- provide special programs that invite grandparents to visit grandchildren's class, bring your dad to school day and special parent award ceremony;

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 at PS 65 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

Our school at PS 65 will further encourage school-level parental involvement by:

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>065</b>
School Name <b>Cesiah Toro Mullane</b>		

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

Principal <b>Daysi Garcia</b>	Assistant Principal <b>Wendy Glash; Hilma Whaley</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Rosa Ruiz</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Mary Maraldo, SETTS</b>	Parent <b>Jeannette Mejia</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Edna Vega</b>
Related Service Provider <b>Kima Johnson, Speech</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>634</b>	Total number of ELLs	<b>109</b>	ELLs as share of total student population (%)	<b>17.19%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

### 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	143	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	98			11						109
Total	98	0	0	11	0	0	0	0	0	109

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	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	36	31	24	24	17	11								143
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	36	31	24	24	17	11	0	0	0	0	0	0	0	143

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		6	9	2	3	2								22

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		2	10	7	10	5								34
Advanced (A)		0	3	11	3	1								18
Total	0	8	22	20	16	8	0	0	0	0	0	0	0	74

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	1			16
4	7	1			8
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	12		5					18
4	1	7		6		1			15
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	7	0	3	0	0	0	13
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	N/A
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics	0			
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

At PS 65 we use DRA2 running records to assess the early skills of our ELL's. This data is used to determine each student's independent and instructional level for reading instruction. Small groups are formed to facilitate targeted instruction for the student's needs. Through analyzing the errors on the running record we can focus instruction for the students to overcome any deficits while working at their own pace. Students are expected to raise their reading levels two levels per year. We have grade level inquiry teams that focus on the ELL's within their grade and determine the strategies necessary to move these students to reach their goal. These strategies include but are not limited to AIS services, Extended day, morning tutorial and Saturday Academy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
By analyzing the data from both the Lab-R and the NYSESLAT we were able to determine that vocabulary still is the biggest obstacle for our ELL students. As the students progress in the grades the data indicates that they are improving but many are remaining within the intermediate range rather than the advanced range. With targeted instruction and materials such as Voyager, Sadlier Phonics, and Moving into English we are providing the intermediate students with extra support to move them forward to the advanced level. Therefore we have also purchased a vocabulary workbook, picture dictionaries and Spanish-English dictionaries for the students to use in school and at home.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMA tool](#))

The four modalities will be analyzed for patterns of growth to determine which areas in each grade need to be improved. Once the student needs are determined the ESL teacher, Ms. Ruiz will collaborate with the classroom teacher to differentiate the work for the students according to the RTI plan. Upon analysis of the data from last year, we discovered that there is a large gap in cognitive vocabulary as well as the usage. We have purchased several different dictionaries, picture and literary, to assist our students with this. We also use a vocabulary workbook and ChalkPop phonics to help students pick up through matching sounds and pictures.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

PS 65 has only a free standing ESL program. Ms. Ruiz is the teacher for grade 3-5 and Ms. Lorusso is the teacher working with the lower grades. All of the patterns indicate that our ELL students need to close the gap in vocabulary usage. These students have been given picture dictionaries, literary dictionaries and thesauruses to assist them with their vocabulary when writing, which is the lowest scoring modality. Teachers meet once a week with their supervisor to focus on their ELL students as part of their inquiry study this year. These meetings are used to collaborate and strategize to close the gap between ELLs and the general population of the school.

School leadership has a role in the grade level inquiry for the ELL students as well as a vertical Inquiry team that meets once a month to analyze and disaggregate periodic assessment data and classroom data. They look for trends and patterns. Then they set an action plan in place for those students. This work is documented on ARIS so that we can use it again to follow growth patterns.

The periodic assessments enable us to set short term goals for the students and help make them attainable for the students. If a strategy is not working, we can then change and correct it without much time passing.

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

In an effort to move our students forward, in terms of meeting state academic achievement standards, we engage our students academically through programs that focus on strengthening their application and use of the necessary skills and strategies needed in both literacy and math. All of our ELLs and Students with disabilities students in grades 3-5 will participate in Morning Tutorial, Extended Day and Saturday Academy Program with a focus on preparing for the NYS tests, specifically, ELA, NYSESLAT, and Math. Each program will be taught by teachers who are Common Branch certified, these teachers will team teach with ESL or Bilingual Extension Certified teachers. The teachers will collaborate and plan instruction together. The two teachers help to lower the student to teacher ratio and are able to provide differentiated instruction in a small group setting. Dependent on the delivery of the

material and the material itself, the teachers will either co-teach, or one teacher will teach a larger group and the ESL teacher can pull a smaller, more beginner ESL group of students in the back to provide differentiation of instruction as well as materials, if necessary. The ESL teacher can help to elaborate specific points and/or retell parts of the lesson. The learning environment will be a cooperative setting that helps to establish and foster socialization among the students. All of the ESL students in the 3rd, 4th, and 5th grade will be invited to participate in the Saturday Academy program. The instruction language will be English with additional native language support from ESL and Bilingual Extension certified teachers, as needed. There will be 6 teachers 3 Common Branch co-teaching with 3 ESL or Bilingual certified teachers. Supplementary materials to be used for this program include Finish Line for the Common Core covering both ELA and Math.

The students with disabilities will have interventions that are provided are: Targeted small groups with differentiated instruction, AIS Pull-out/Push-in with programs such as Starfall, Dolch sight words, MYON and ABC Mouse.

The school assesses the implementation and effectiveness of the RTI services by looking at the targeted students academic growth and then decides if more action is needed for a particular student. The school documents the RTI services by looking at the attendance for the Tier 1 students who go to morning tutorial, small group differentiated instruction that is noted on teachers weekly lesson plans and the Tier 3 students that are pulled for AIS services is documented by the providers.

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

A child's second language development is considered in all instructional decisions. Each classroom teacher is aware of the students that are classified as ELL's through the ARIS interface. We have monthly professional development sessions with teachers to analyze the data they have collected from informal assessments as well as summative assessments, such as unit tests, baseline standardized tests and performance based assessments in all subject areas and cross reference it with data from the ESL teacher at common preparation period times. We look at growth within curriculum areas in relation to the growth in the second language by cross referencing scores from the monolingual classroom and the ESL classroom. Decisions are made from this data by both the classroom teacher and the ESL teacher as they continue to correspond about each students progress.

7. For dual language programs, answer the following:

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

N/A:

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

As the data is collected from the end of year assessments such as final exams, NYS exams and NYC performance tasks. We look closely for correlations between the proficiency levels in the curriculum areas and the second language proficiency. We expect the students to grow at least one performance level in their second language which will translate to growth across the curriculum. We evaluate our materials and methods of instruction for effectiveness based on the progress the students make at the end of the year. We develop more intensive programs for the students that do not meet the indicators. These students are then included in the AIS morning tutorials, extended day sessions and given small group instruction with texts specifically designed for ELL students.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
All parents or guardians of newly enrolled students, students who are new to the city or state, not students who are transfers from another NYC or NYS Public School, are required to complete the Home Language Identification Survey (HLIS) provided in their home language. This survey allows us to identify what languages other than English are used in the home. Ms. Espada, the Pupil

Accounting Secretary, provides translation services for our parents while a trained pedagogue, either the ESL teacher, Ms. Rosa Ruiz, another teacher, or an administrator, Ms. Garcia, gives the HLIS to the parent and conducts the informal interview in either English or Spanish as necessary. If the parent speaks a LOTE that is not Spanish, we refer to the list of bilingual teachers in the building who speak a language other than English or Spanish. If there is no one in the building, we call the translation service for assistance in conducting the interview. If the HLIS indicates that the child uses a language other than English, within 10 days of admission, he or she is administered an English proficiency test, Language Assessment Battery-Revised (LAB-R) by the ESL Coordinator/Teacher, Ms. Rosa Ruiz, who is trained to administer the test. The ELL identification process is completed within 10 days of initial enrollment. Performance on this test determines whether the child is eligible to receive state-mandated ESL services. Students who have taken the LAB-R, and whose home language is Spanish are given the Spanish LAB, also administered by the ESL Teacher/Coordinator. This test determines underlying transferable skills in Spanish and language dominance in that it is similar to the English LAB-R test. Students who score below proficiency on the LAB-R become eligible for ESL services are then provided with the 3 following documents: Entitlement Letter, survey and selection form (at the parent orientation) and a placement letter. The students who scored at or above proficient on the LAB-R test are sent home letters of Non-Entitlement.

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.

Students who have been identified as eligible based on the LAB-R, will have Entitlement letters sent to their parents to ensure that entitlement letters are distributed copies are kept. The Entitlement letters are sent to the parents in their home language, along with a notice informing them of a Parent Group Orientation meeting. This is the key structure that is used to ensure that parents understand all three programs available within the New York City Educational system. The ESL teacher, Ms. Rosa Ruiz, is trained and working together with the Parent Coordinator, Ms. Vega, arranges for the Parent Orientation meetings, which take place shortly after administering the LAB-R and the Spanish LAB. Informational question and answer sessions are provided through the Parent Group Orientation meetings and are addressed by the ESL Teacher, Ms. Rosa Ruiz.

Two days are selected to hold the meetings, one in the morning and one after school hours to provide more leeway for those working and unable to make the morning session. We send out a notice in the language of the parent and additionally, the Parent Coordinator calls each of the parents to encourage attendance informing them of the importance of the meeting. A sign-in sheet is used to record of parents who attend. During the Parent Orientation Meeting, translated materials in the home language are distributed i.e., Parent Brochure, Parent Survey, and Selection Form. The brochure explains the three programs available in New York City (T.B.E, Dual, and Freestanding ESL). Along with the brochure, the orientation video and an oral presentation which explains the three options and is supported by evidence is given by the ESL Teacher. The parents are then equipped with the information to make an informed decision about the three programs when completing the Parent Survey and Selection Form. The forms are collected by the ESL Teacher at the end of the meeting. If and when 15 or more parents from two consecutive grades choose a different model other than what is offered in our building, the class will be formed. The ESL and Parent Coordinator are available after the meeting with any additional questions/concerns or can be reached at any time by phone. For parents who are unable to attend the first orientation meeting, the Parent Coordinator and ESL Coordinator set up a second meeting with the same format, again providing a morning and an after school hours session as the first meeting. Those who have still not completed the survey will be followed up by way of a phone call from the Parent Coordinator or the ESL Teacher/Coordinator to arrange for a time that is convenient for them in which they can meet for a one to one session in order to complete the Parent Survey and Selection Form.

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

The ESL teacher, Ms. Rosa Ruiz, The pupil Accounting secretary, Ms. Betsy Espada and the ELL coordinator, Ms. Wendy Glash coordinate the distribution of the letters. The letters are copied, student names that are eligible are entered onto the letter, the letter is placed in an envelope and sealed to be sent home to the parents notifying them of their students eligibility. The letters are distributed to the students by the ESL teacher, MS. Rosa Ruiz and collected by her each day. All documents are stored in the following manner: Copies of all documents are kept in the office of the ESL Teacher, Ms. Rosa Ruiz, where a file cabinet with a key is located, and each student has a folder in which a copy of the HLIS, Parent Survey and Selection Form, entitlement/nonentitlement letters, continued entitlement, and placement letters are placed. The original HLIS & Parent Survey Selection Form are placed in the cumulative folder of the students.

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.

The procedure followed to place identified ELL students in either bilingual or ESL instruction program is based on the Parent

Survey and the Selection form the parents received and completed. If we do not have the desired program, we inform the parents of the schools that do offer the program. Throughout the year, as newly admitted students become eligible for services, the Parent Coordinator, Ms. Edna Vega, working together with the ESL Coordinator, Ms. Wendy Glash, and the ESL teacher, Ms. Rosa Ruiz, arrange to meet with the parents either one on one or in small groups to provide them with the opportunity to receive information, ask questions about the services, and complete the survey. Every effort is made by PS 065 to ensure that all parents fo ELL students are informed of what is available to them in terms or program selection and to honor the parents choice. In order to honor parent choice we try to give the parent the first choice for their child. If that is not possible, we invite the parents for a meeting to discuss honoring the parent's second choice. If the parent does not agree and wants the first choice, we give the parent other options such as other schools in the NYC Public School system that offer the first choice for the parent and the child. If more than 15 parents from 2 consecutive grades choose Dual we will form a class. Copies of all documents are kept in the office of the ESL Teacher, Ms. Rosa Ruiz, where a file cabinet with a key is located, and each student has a folder in which a copy of the HLIS, Parent Survey and Selection Form, entitlement/nonentitlement letters, continued entitlement, and placement letters are placed. The original HLIS & Parent Survey Selection Form are placed in the cumulative folder of the students.

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

During the Spring, all students who are identified as ELLs are administered the New York States as a Second Language Assessment Test (NYSESLAT) during which time the following proficiency levels are identified: Beginner, Intermediate, Advanced, and Proficient across the four modalities of listening, speaking, reading, and writing. A RELL report is generated which gives a list of all the ELLs in the building and at which levels. Additionally, all incoming Kindergarteners and new admits that may not be included on the RELL report are also NYSESLAT tested. The ESL Teacher, Ms. Rosa Ruiz, and the ESL Coordinator, Ms. Wendy Glash, administer all four parts of the NYSESLAT test. The school allocates extra time for the students to take the NYSESLAT test and makes every effort to ensure that all four parts of the exam are given to the child, because the exam takes longer than the scheduled forty minute periods in the school day. Additionally, students with disabilities are allotted extended time in their IEP. Students whose overall level is at or above Proficient are sent home letters of Non-Entitlement/Transition in the Fall of the following school year when the results are obtained. Those who continue to eligible for services based on their NYSESLAT results, will be sent home letters of Continued Entitlement.

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

All documents are stored in the following manner: Copies of all documents are kept in the office of the ESL Teacher, where a file cabinet with a key is located, and each student has a folder in which the HLIS, Parent Survey and Selection Form, entitlement/nonentitlement letters, continued entitlement, and placement letters are placed. The original HLIS & Parent Survey Selection Form are placed in the cumulative folder of the students.

5-6 The trend in program choice over time has been approximately 70 percent ESL model and 30% Dual. PS 065 has programs that are in alignment with the request of the parents. The parent trend has been the ESL model this year and in the past it has been half ESL model and half Dual because we previously offered a Dual Language program in the building. We monitor trends in parent choice by keeping a record of the Parent Choice surveys, one in the Cum Folder and one in a binder created by the ESL teacher. We keep a record of the parents choice by creating a document that tells us how many parents chose each program. We plan to continue monitoring trends of parents and for future programming we are considering re-opening a Dual Language program per grade level because of the large ELL population in our school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The organizational model that is currently in use is the Pull-out/Push-in model. Beginners and intermediates students receive the mandated 360 minutes per week and those at the advanced level receiving the mandated 180 minutes per week. ESL methodology and instructional strategies and materials used to make content comprehensible. Textbooks and many other books are available in Spanish. The school library has books in Spanish as well. Native language support is used to aid in content comprehension. For example, we introduce our students to cognates and similar endings such as the Spanish 'cion' and the English 'tion.' F-Status pedagogues provide help provide support for ESL teacher and ELLs, working with ESL materials to ensure that students are receiving additional help in the classroom. We are also using Moving into English alongside our Journey's materials and the content is delivered in English. Journey's materials provide suggestions for ELL support as well as provide the stories for each unit in Spanish on the website. We are using Finish Line for ELLS and the Empire ESL NYSESLAT.

A schedule of the ESL teacher is posted outside her office and the teachers are given a schedule of when the ESL teacher will push-in to their classroom along with a list of the students who are ELLs. Teachers are also informed of when some of their students will be pulled out.

The classes are heterogeneous (mixed proficiency levels) in makeup and travel in groups. We engage in ongoing collaboration with the classroom teachers to discuss grouping, curriculum and assessments in order to more effectively meet the academic needs of the ESL students.

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

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)?

The ESL teacher, Ms. Rosa Ruiz, works with the classroom teachers to ensure that all students receive the mandated minutes of ELA instruction, and to further prepare our ESL students for the ELA, particular attention is given to literacy across all the grades, proficiency levels and sub groups of ELLs, as this will also serve as a foundation to learning across all the content areas. Specific skills and strategies that will lead the students towards higher critical thinking across the content areas are modeled such as, asking clarifying questions, and finding text evidence to support responses within grade level text. Also included in ELA is close reading where the students are exposed to grade level text with support. The classroom teachers read the literature aloud and the students follow along as they dig deep into the text and analyze the author's work.

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

In the ESL program, the students remain with the teacher for the core subjects and are given parallel instruction by the ESL teacher. Currently the school utilizes Pearson's ReadyGEN program for Literacy instruction and Go Math! for mathematics instruction. Both programs were written using the common Core Standards as their framework. Small group instruction is in

place for all ELL students during each instructional block utilizing the RTI plan for ELL's. Again the instructional model within PS 65 is the ESL model with instruction supported through AIS and ESL pull-out programs. The ESL teacher provides content area instruction parallel to the classroom teacher. They plan collaboratively to create seamless instruction and support for the ELL students. All lessons are planned using curriculum maps and Backward design templates that are aligned with grade level CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
All curriculum area testing, other than English Language Arts, is available in the native language for ELL students. The students are given both exams and respond in the language in which they are most fluent.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are periodically tested during the year with the ESL teacher. This year we are utilizing the Pearson benchmark test for the four modalities.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

Newcomers, those in school less than three years, receive the mandated number of minutes for ESL services as per the LAB-R. To facilitate a smoother transition to academic life, the ESL teacher will work with them in a small group and/or individual setting during Morning Tutorial Program, instructing them in the strategies and skills necessary to begin moving them toward the acquisition of English through content based instruction. Students who have demonstrated literacy in their native language are provided with native language textbooks as a means of making content comprehensible. We are also implementing the use of Rosetta Stone Program, which is a computer based program students can independently use and which can be monitored by the ESL teacher. Since NCLB requires ELA testing for ELLs after one year, specific instruction will focus on using the skills and strategies of reading, writing and test taking strategies in preparation for the ELA. Newcomers will participate in the Extended Day Program and Morning Tutorial to continue strengthening their use of these newly acquired skills and strategies, as a way to further their preparation for the ELA. Students are also invited to attend Saturday Academic Academy, which focuses on ELA and Math testing strategies.

ELLs who are 4-6 years will continue to receive mandated ESL services according to their designated proficiency levels, as per their NYSESLAT designated proficiency levels across the four modalities. They will continue to be assessed both informally and formally across the four modalities, with a view toward helping them to close the gap in areas that are keeping them from advancing to the Proficient level. Although many of them pass the listening and speaking portion they still struggle in either reading or writing and so continue to remain in the ESL program. With this in mind, revisiting and reinforcing the skills and strategies of both reading and writing is the target of instruction. They will continue to participate in small group Morning Tutorial and mandated academic Afterschool program. Students will also be using the newly acquired computer language program, Rosetta Stone as a supplement to the ESL services they receive.

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

Our former ELL students are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to State memo and we make arrangements to ensure that they are provided these accommodations. They will continue to have their progress monitored and given transitional help as previously mentioned.

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

Students who are ELLs in need of targeted intervention in ELA, math and other content areas, will continue to participate in the Morning Tutorial Program and a mandated Extended Day Program is offered for grades 3-5 three times a week in one-hour sessions. Differentiated support is provided in each of these programs. These programs are mandated for ELLs. Both of these academic programs provide targeted instruction in the skills and strategies associated with reading, writing for the ELA as well as math. The intervention program for math is Kaplan. Targeted intervention for ELA includes, but is not limited to, the use of STARS (Strategies to Achieve Reading Success) which has a variety of activities including multiple choice to simulate ELA testing. Other targeted intervention includes the use of introducing at least 7-8 vocabulary words per week complete with pictures and opportunities to use the words contextually in reading and writing in the classroom. Other targeted interventions are Wilson Foundations, Wilson Reading System, and Voyager. We also use Leap Track, Leap Frog and Ticket -to- Read. Students needing help with test preparation are invited to attend the Saturday Academy Program, in which our ELL students are strongly encouraged to participate. In addition to these programs, students can be seen by the AIS teacher, who will either push-in or take a small group to another classroom for more focused study. Programs such as Wilson Foundations, and RTI specific strategies are also used to close some of the academic gaps of our students. Since the majority of our ELL population has Spanish as their first language, we use bilingual materials such as textbooks and dictionaries and glossaries. We also provide them with knowledge regarding the language structures that share a relationship to Spanish, such as cognates, to help them more readily grasp the English language.

Students with disabilities will continue to receive the mandated number of minutes per week as determined by their proficiency levels on the NYSESLAT. Their IEPs will serve as source for determining considerations in instruction and what modifications will be necessary when taking the NYSESLAT. The SETTS teacher will work with those who need a smaller setting pushing into the classroom or, as necessary, pulling-out. Targeted intervention strategies will include the use of Wilson Foundations and RTI strategies. Decisions regarding the academic needs of our students with disabilities will be discussed with the special education teacher and any other related service provider whose input will enhance and streamline instructional efforts to achieve greater understanding of academic language and content in English. Our students with disabilities are evaluated by a School Based Support team that provides the following bilingual staff: a psychologist, and social worker. In addition, we have a bilingual speech therapist and a school counselor who is also fluent in Spanish. We consult with the occupational therapist, as needed, for example if a student needs an adaptive aid to enable them to write with more control. Paste response to question here:

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

At PS 65 our students that are ELL-SWD are in ICT classes with two teachers. These students receive additional service from attending morning tutorial, Saturday Academy and extended day classes. We use the Pearson ReadyGEN program, Pearson Word Study program, myON online library and Ticket to Read to help reinforce the skills learned during the schoolday. Those students receiving speech services also work one on one with our speech pathologist, Ms. Kima Johnson, who is bilingual as well.

**Courses Taught in Languages Other than English **

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	N/A	N/A	N/A
Social Studies:	N/A	N/A	N/A
Math:	N/A	N/A	N/A
Science:	N/A	N/A	N/A

### 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


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

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

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

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

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

### TARGETED INTERVENTIONS

Students who are ELLs in need of targeted intervention in ELA, math and other content areas, will continue to participate in the Morning Tutorial Program and a mandated Extended Day Program is offered for grades 3-5 three times a week in one-hour sessions. Differentiated support is provided in each of these programs. These programs are mandated for ELLs. Both of these academic programs provide targeted instruction in the skills and strategies associated with reading, writing for the ELA as well as math. The intervention program for math is NY ReadyMath for the Common Core. Targeted intervention for ELA includes, but is not limited to, the use of NY Ready ELA for the Common Core which has a variety of activities including close reading to simulate ELA testing. Other targeted intervention includes the use of introducing at least 7-8 vocabulary words per week complete with pictures and opportunities to use the words contextually in reading and writing in the classroom. Other targeted interventions are Wilson Foundations, Wilson Reading System, and Vocabulary Works. We also use Rax-Kids, MyOn and Ticket-to-Read. Students needing help with test preparation are invited to attend the Saturday Academy Program, in which our ELL students are strongly encouraged to participate. In addition to these programs, students can be seen by the AIS teacher, who will either push-in or take a small group to another classroom for more focused study. Programs such as Wilson Foundations, and RTI specific strategies are also used to close some of the academic gaps of our students. Since the majority of our ELL population has Spanish as their first language, we use bilingual materials such as textbooks and dictionaries and glossaries. We also provide them with knowledge regarding the language structures that share a relationship to Spanish, such as cognates, to help them more readily grasp the English language.

Our former ELL students are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to State memo and we make arrangements to ensure that they are provided these accommodations. They will continue to have their progress monitored and given transitional help as previously mentioned.

We are always seeking to enrich and enhance our programs to meet the needs of our ELL population. This year we have added the use of a computer based language program for students by Rosetta Stone. The rationale for implementing this program is that it will further facilitate the acquisition of English (both social and academic), while fostering independence and use of technology by our ELL population.

### A DESCRIPTION OF HOW ELLs ARE AFFORDED EQUAL ACCESS TO ALL SCHOOL PROGRAMS /A DESCRIPTION OF AFTER SCHOOL AND SUPPLEMENTAL SERVICES OFFERED TO ELLs IN OUR BUILDING.

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

### INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLs.

We use a wide range of instructional materials throughout the day. Many of our classrooms are equipped with Smartboards and desktop computers as well as laptops. Students are encouraged to engage in proactive learning by using such web-site programs as Ticket-to-Read and STARFALL. A variety of centers in the early grades are established including the use of Raz-Kids and Reading A-Z to foster learning. Students also have access to materials at our library, which is continuing to build a strong collection. Language materials include dictionaries, glossaries, books and websites in both Spanish and English. We are using the computer program Rosetta Stone for grades 3-5 to move our ELLs forward in an independent manner in their acquisition of

English. This program allows the teachers to follow the progress of the students as well. The required services support our ELLs needs according to their grade and proficiency levels and our resources correspond to their age, grade level and language proficiency levels also. We use the NYSELAT and LAB-R to ensure we are targeting their specific language needs. We work along side the classroom teacher to further assess the needs of our ELL students and ongoing data is collected in forms of DRA2 for K-3, and running records for the upper grades as well as other interim assessments. The data gathered drives the instruction of our students.

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

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

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

Currently, we are in our first year of implementation of Pearson's ReadyGEN literacy program. There are specific scaffolding strategies within the program that are in place for ELL students. These strategies are incorporated on a daily basis to assist ELL students when reading grade level text. Teachers meet with small groups of students using the scaffolding strategies to aid in comprehension of complex text.

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

We have purchased picture dictionaries, Spanish -English dictionaries and workbooks to increase the ELL students vocabulary. We also have purchased site licenses for Ticket to Read, Learning A-Z and myON digital library.

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

We do not plan on discontinuing any programs, only adding additional support for our ELL students.

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

All programs at PS 65 are available to all students. Letters are sent home in English and Spanish to be sure all parents are aware of the programs that are available. Our parent coordinator uses the school messenger program to call parents about available programs and important meetings for them to attend.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We implement the NYC Core Curriculum at PS 65. We have site licenses to several academic programs that were listed before. All classrooms have SmartBoards, laptop carts and desktop computers for the students to use.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Ms. Ruiz, the ESL teacher, is bilingual and able to support the students she services in their native language. Several classroom teachers, the school aides, and the parent coordinator are also bilingual to provide additional support when needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We differentiate all activities at PS 65. We use the students ability, not just their grade level, as our guide for the resources which span the grade levels from Pre-K materials up through the 5<sup>th</sup> grade. Each classroom has a full library with books that are chosen by the individual level of the students in that class. There is a SMARTBoard in every classroom to provide sensory experiences with learning. Each classroom has a cart of laptops for the students to be able to use the various programs of which we have site licenses.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

When an ELL student is enrolled prior to the school year, their parents are given a backpack full of resources to assist their student in preparing for the school year. Each student is interviewed at the time of registration to assess the grade level and given the appropriate materials to practice prior to the first day of school.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

(simultaneous)?

N/A

## C. Professional Development and Support for School Staff

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

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

Common branch teachers, subject area teachers , special eductaion teachers, paraprofessionals are provided with professional development by either a turn-key session with our ESL Coordinator or they are provided PDs through other personnel such as the reading coach, who provides in-house professional development training for Reading First, Balanced Literacy and Journeys. Staff memebers may also elect to attend professional development sessions provided by the DOE either online or at other physical locations outside our school.

The occupational therapist, speech teachers, psychologists and guidance counselors all receive professional development from their respective organizatons.

Secretaries receive PDs such as how to access information on the ATS. If there is a new ATS document for ELLs this is how they will be introduced to it.

Our Parent Coordinator attends informational meetings provided by the DOE specifically for all Parent Coordinators.

Our staff PD's are mostly in-house and, as such, is still a work in progress. This year we have had PDs in math, Guided Reading, How to use the Smartboard, and the use of Four Square in writing. Our data inquiry teams have had PDs on how to read data.

The parent coordinator and ESL Teacher are all available to assist paents and ELLs in questions they may have about moving onto Middle school. They are given advice as to whether the schools of their choice offer DL, TBE or an ESL program and assisted in securing answers to any questions or concerns they may have as they prepare to make the transition to Middle school. Materials are provided in the home language of the families to enable them to make an informed decision as they choose a middle school for their child.

## D. Parental Involvement

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

### A DESCRIPTION OF PARENTAL INVOLVEMENT ACTIVITIES AND HOW WE EVALUATE AND ADDRESS THE NEEDS OF PARENTS

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

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

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

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

Our Parent Coordinator, who is also bilingual, provides support to the parents of our ELL students by way of personal contact and access to information. Working closely with the ESL Coordinator, arrangements are made for ELL Parent Orientation meetings, and follow- ups with phone calls of those unable to attend. Parents are given forms such as the Parent Survey and Selection form , a form used by parents to make a program choice for their children who are eligible to receive ESL services.

The Parent Coordinator provides the parents with a variety of opportunities to attend workshops and is available to speak help address any concerns or issues a parent may have. She creates workshops in accordance with their concerns. Workshops addressing the following have been conducted: Guiding parents in the use of ARIS (this is an online system available through the DOE, available in several languages), How to Understand the ELA and Math NY State tests and Transitioning from Elementary to Middle school. The school had a Science Fair, which also included workshops for parents. Parents of ELL students are notified of special citywide Department of Education (DOE) Events in which specific issues and concerns relating to ESL are addressed. Arrangements are made by the Parent Coordinator to accompany a group of parents who are interested in attending.

For parents interested in learning English, the Parent Coordinator arranges for basic ESL classes which are held here at the school. We also partner with The Cypress Hills Local Development Corporation, which provides not only a strongly attended afterschool program, but services such as counseling in obtaining housing, and assistance in achieving career and education

goals. Parents are also given resources by the Parent Coordinator on where to get outside counseling. A monthly calendar of events is sent home to the parents and posted in prominent location, where parents enter the building.

Parents are invited to participate in field trips with their child's class and they are provided translation of all materials pertaining to their children's ongoing education. Parents are notified of the Parent Teacher Conferences held 2 times a year and are provided with translation services in order to express their own concerns and questions during the conference.

We have parents on our school leadership team and parents trained to serve as volunteers in the classroom.

Teachers who need to make appointments with parents, whose first language is Spanish, can make arrangements with the Parent Coordinator, who will serve as a translator.

We also have a Parent Association that meets monthly and actively works to support the school. All parents are invited to participate.

There is an open and ongoing dialogue between the parents and the school that has been established by our administration, the Parent Coordinator, the Parent Association, and the entire educational school staff.

## **E. Additional Information**

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

## Part VI: LAP Assurances

**School Name: PS 65**

**School DBN: 19K065**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daysi Garcia	Principal		
Wendy Glash	Assistant Principal		1/1/01
Edna Vega	Parent Coordinator		1/1/01
Rosa Ruiz	ESL Teacher		1/1/01
Jeannette Mejia	Parent		1/1/01
Mary Maraldo	Teacher/Subject Area		1/1/01
N/A	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
N/A	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Kima Johnson	Other <u>Speech Pathologist</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

DBN: 19K065 School Name: PS 65

Cluster: 02 Network: 210

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

### **Part A: Needs Assessment Findings**

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

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

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

A careful analysis of family language data at P.S. 065 in 2013-2014 school year indicates thus far that out of a population of 636 students, 78.46% are Hispanic, 13.36% are Black, 2% are Asian or Pacific Islander (Which includes Bengaili), .63% students are White (Non-Hispanic Origin), 5.19% students are American Indian or ALaskan Native, and .16% students are Native Hawaiian or other Pacific Islander. This shows the need for translation and interpretation services because of the any students who are new to the country and do not speak English. The school has multiple staff members that are fully bilingual in Spanish and English. They provide the translations for the parent letters, notifications and weekly newsletters. Our Parent Coordinator is Spanish speaking and is available to make phone calls home to parents or to translate letters home if needed. These staff members provide assistance needed with translation and interpretation services. Request for assistance is often forwarded to the NYCDOE Translation Unit to receive the desired translations and phone translation services. Supplemental translation and interpretation service funds will help support parent outreach and strengthen the communication needs of the P.S. 065

population. This will contribute to the schools' goal of high student achievement and an increase in family involvement.

## **Part B: Strategies and Activities**

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: Cesiah Toro Mullane

DBN: 19K065

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school

After school

Saturday academy

Other: Spring Academy

Total # of ELLs to be served: 58

Grades to be served by this program (check all that apply):

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 6

# of certified ESL/Bilingual teachers: 3

# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

### Part C: Professional Development

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

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

Begin description here:

#### Professional Development:

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

-Differentiated Instruction

-Incorporating technology to meet individual student needs

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

-NYSESLAT Assessment

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

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

#### Parent Engagement activities:

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

**Part D: Parental Engagement Activities**

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

The Title III parent activities are:

- English language classes
- ESL Parent/child trips

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**Part E: Budget**

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

Allocation Amount: \$19668

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		

**Part E: Budget**

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

Allocation Amount: \$19668

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