



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ROBERT SIMON SCHOOL
DBN (i.e. 01M001): 01M064
Principal: MARLON L. HOSANG
Principal Email: MHOSANG@SCHOOLS.NYC.GOV
Superintendent: DANIELLA PHILLIPS
Network Leader: KAREN AMES

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
Marlon L. Hosang	*Principal or Designee	
Charlene Johnson	*UFT Chapter Leader or Designee	
Felicia Castro	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Giancarlo Intrabartolo	Member/ teacher	
Pamela Rosen	Member/ teacher	
Lisa Collazo-Torres	Member/ Teacher	
Jennifer Goldenberg	Member/ teacher	
Lauren Maurer	Member/ teacher	
Janice Cruz	Member/ parent	
Manny Soto	Member/ parent	
Donald Leroy	Member/ parent	
Isabel Ramirez	Member/ parent	
Tanasha Gabriel	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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.

To increase student performance in ELA in grades 3-5 from 10.1 to 33.1 at or above grade level.

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.

- 10.1% of students in grades 3-5 perform at or above grade level, as measured by the 2013 NYS ELA exam. Desired average this year is 33.1, which would place school on par with the district average. The 5-year goal is for all students to be reading at or above grade level by the end of third grade and remaining so through fifth grade, as per the Success for All philosophy.

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. Continue school-wide 90-minute literacy block using the "Success for All" model: Year 2: Summarizing, Questioning.
2. Initiate a second literacy period using the NYCDOE recommended CCLS aligned programs Ready Gen (Grades K-2) and Expeditionary Learning (Grades 3-5).

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

1. All teachers-SFA Leadership Team with Committee Chairs
2. Literacy Coach
3. Early Childhood Literacy Specialist
4. Assistant Principal

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

1. Quarterly review of data recorded on SFA member center; reading tracker; STARS with minimum 33% students at or above grade level.
2. Supervisory observations using Danielson rubric to measure teacher effectiveness and provide additional support.

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

1. September 2013 to June 2014 with quarterly meetings with entire staff to analyze data and trends based on data entered in member center

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

1. 90-minute Literacy period where students receive small-group instruction using the "Success for All" cycle of effective instruction which includes active instruction, teamwork, assessment and celebration.
2. 60-minute literacy period using Ready Gen and Expeditionary learning using complex text on grade level with the focus of citing evidence to support answers.

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).

- SFA Family Engagement Committee meets monthly to increase parental involvement.
- Regularly scheduled parent and school meetings (e.g., SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA)
- Annual curriculum night; parent-teacher conferences in the fall and spring semesters.
- Access to ARIS Parent link and internal school website updated daily with announcements and homework assignments
- Weekly letter from the principal sent home via backpack.

Budget and Resource Alignment

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

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

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.

To increase student performance in math in grades 3-5 from 10.0 to 38.4 at or above grade level.

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.

- 10% of students in grades 3-5 perform at or above grade level, as measured by the 2013 NYS math exam. Desired average this year is 38.4, which would place school on par with the district average.

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. Implement NYCDOE suggested CCLS aligned program "Go Math."
2. Attend ongoing professional development to support program implementation

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

1. All teachers-classroom and out-of-classroom with a lead teacher for grades K-2 and 3-5 to attend network Go Math professional development and provide PD to staff.

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

1. Periodic Assessments (e.g., performance series) three times a year to monitor progress with minimum of 38% of students at or above grade level.
2. Go Math end-of-unit formative assessments
3. Supervisory observations using Danielson rubric to measure teacher effectiveness and provide additional support

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

1. September 2013 through June 2014

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

1. 60 minute math period with skill based instruction with multiple approaches to problem solving.
2. Math centers with resources provided by Go Math program

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).

- SFA Family Engagement Committee meets monthly to increase parental involvement.
- Regularly scheduled parent and school meetings (e.g., SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA)
- Annual curriculum night; parent-teacher conferences in the fall and spring semesters.
- Access to ARIS Parent link and internal school website updated daily with announcements and homework assignments
- Weekly letter from the principal sent home via backpack.

Budget and Resource Alignment

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

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

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.

To improve student attendance from 90.5 to 92.5.

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.

Student attendance for 2012-2013 is 90.5% according to the NYDDOE progress report. Desired percentage is 92.5 which is the average rate of attendance for the peer group.

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. Attendance team meets monthly to review student attendance and plan outreach.
2. Home visits conducted
3. Daily phone calls for all absent students (AM)
4. Automated messages for all absent and late students (PM)

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

1. Attendance team: guidance counselor, parent coordinator; family assistant.

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

1. Monthly meetings with target of 93% attendance schoolwide.

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

1. Monthly from September 2013 to June 2014

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

1. Attendance team meets monthly to review data and trends
2. Outreach to families of chronically absent students-any student below 95% attendance
3. School Messenger system used to send daily automated messages to homes of absent or late students.

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).

- SFA Family Engagement Committee meets monthly to increase parental involvement.
- Regularly scheduled parent and school meetings (e.g., SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA)
- Annual curriculum night; parent-teacher conferences in the fall and spring semesters.
- Access to ARIS Parent link and internal school website updated daily with announcements and homework assignments
- Weekly letter from the principal sent home via backpack.

Budget and Resource Alignment

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

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

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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Small group instruction; extended day; Wilson Reading System	Small group; one-to-one; tutoring	During school day; extended day
Mathematics	Small group instruction; extended day	Small group; one-to-one; tutoring	During school day; extended day
Science	Special subject program	Whole class	Weekly during school day
Social Studies	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	counseling	Small group; one to one	During school day; extended day

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
All of our teachers are certified. They receive weekly professional development through grade level conferences to foster their understanding and use of best practices.
Professional development provided by network support staff, coaches and instructional specialists to ensure that all are HQT.
We have a professional development team comprised of the principal, assistant principal, literacy coach, and instructional specialist. The team plans and evaluates all professional development to address the school's needs. They use data to differentiate instruction and revise curriculum. The team provides PD and in classroom support for teachers by modeling lessons and assisting in planning. Additional professional development is provided via inter-class visitations and grade level weekly meetings.

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).
Ongoing professional development to foster a supportive learning community for all staff members is provided by coaches; administration and lead teachers. Our staff participates in vertical and horizontal grade level planning meetings allowing teachers to be well informed in grade and school issues. The supportive learning community and positive learning environment allow us to attract and retain high quality teachers. Also, we have student teachers from several colleges and universities who gain valuable experience by virtue of the effective learning environment.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding sources are aligned to meet needs of our student population in the hiring of highly qualified teachers; providing ongoing professional development; programming in the arts and technology to enhance the curriculum; and acquiring supplies, books and uniforms for our STH.

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.).
Early childhood literacy coach provides joint professional development; parent coordinator and pre-k social worker provide monthly workshops

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.
Instructional cabinet meets weekly to plan professional development; all teachers are part of an SFA solutions committee to facilitate distributive leadership.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 01	Borough Manhattan	School Number 064
School Name PS 64, The Robert Simon Complex		

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 Marlon Hosang	Assistant Principal Daniela D'Arcangelo
Coach Thea Krumme	Coach Judy Golubchick
ESL Teacher Letitia Denvir	Guidance Counselor Kimberly Daniels
Teacher/Subject Area Lauren Rafko	Parent Mildred Bueno
Teacher/Subject Area Jennifer Goldenberg, 5th grade	Parent Coordinator Gladys Concepcion
Related Service Provider Colleen Lukenich, SETSS	Other Charlene Johnson, UFT Rep
Network Leader(Only if working with the LAP team) type here	Other Amanda Bustos, Math Facilitato

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	266	Total number of ELLs	20	ELLs as share of total student population (%)	7.52%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	8
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	2

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	16	2	5	4		3				20
Total	16	2	5	4	0	3	0	0	0	20

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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	2	1	2	4								14
Chinese			1	2										3
Russian														0
Bengali						1								1
Urdu														0
Arabic			1		1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	2	4	3	3	5	0	0	0	0	0	0	0	20

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)	2				1									3

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	2		2	1								7
Advanced (A)	1		2	3		4								10
Total	3	2	4	3	3	5	0	0	0	0	0	0	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	4				4
5	5				5
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	3								3
4	1		3						4
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			1		3				4
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
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)								
Chinese Reading Test								

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.

1. At the beginning of the year, the ESL teacher collects the ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, RLER, RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which the students scored the highest and lowest. As students generally score the lowest on the reading and writing portions of the NYSESLAT, this fact is considered when designing instruction. All students are given running records three times a year using Fountas and Pinnell. Lower house students were given the ECLAS assessment in the Spring of 2013 to determine placement for the 2013-2014 school year. SFA (Success for All) is the schoolwide reading program that is implemented year round. The assessments for the program are Roots and KinderCorner. Additionally, the school assesses early literacy skills using SOLO (Structured Oral Language Observation), Fast Track Phonics for 1st and 2nd grade, and EPAL for 2nd grade. The upper house students are assessed at the end of the school year using Fountas and Pinnell running records for their placement at the beginning of the school year, as the schoolwide reading program begins a week into the school year. Newcomers and new admits will be assessed the first week of school to ensure proper placement into their correct reading level group. All the data is analyzed and is used to properly group students for the SFA Reading block. Students are assessed every 8 weeks and new groupings are formed to ensure that each student is being instructed according to their individual reading level. Spanish speaking students entering the program for the first time are administered the Spanish LAB to determine literacy in the native language.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. For the current school year, 2013-2014, there were nine students that were tested with the LAB-R and three students qualified for services. Two Kindergarten students were tested and one scored at the Beginning proficiency level, and the other scored at the Advanced level. One fifth grade student qualified and scored at the advanced level. The native language of the three students is Spanish. For the NYSESLAT, students typically score higher on the Speaking and Listening subtests. The data indicates that our ELLs need support in reading and writing, therefore the ESL instruction for our students will focus on the literacy/reading blocks and the writing blocks
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 [AMAO tool](#))

3. There were 27 students that took the Spring 2013 NYSESLAT. Five students scored a Proficient (one first grader, 3 second graders, and one 3rd grader). Out of the five students achieving proficiency, four have a home language of Chinese and one has a home language of Spanish. Three Kindergarten students were tested and two received a score of intermediate and the other a score of Beginner. All have a home language of Spanish. Of the four entitled first graders, 2 are Intermediate and 2 are Advanced. The home languages are Spanish, Arabic, and Chinese. All second grade entitled students received a score of Advanced. The home languages are Chinese and Spanish. The two entitled 3rd graders scored a beginner and Intermediate. The home languages are Spanish and Arabic. The student scoring at the Beginner level had just completed her first year in the country. Five fourth graders were tested, four with IEP's. Two scored at the Intermediate level and three scored at the Advanced level. The home languages are Spanish, and Bengali. There were five fifth graders tested, four with IEP's. Four scored at the Advanced level and one at the Intermediate level. The home languages are Spanish and Chinese.

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

4. 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?

4. According to the data, the proficiency levels on the NYSESLAT of the listening/speaking subtests are similar, while on the reading/writing subtests, the students generally performed higher on the reading. In reference to this data, ESL instruction has focused on improving ELLs reading and writing skills. This has been done with a greater focus and inclusion of reading and writing workshops in the ESL classroom. Assessments such as the ELA and Math Predictive are given to all students, including ELLs and the data is used to drive instruction in the mainstream classroom as well as the ESL room. The teacher assesses and prints out score reports for all students after each assessment is administered. Classroom teachers collaborate with the ESL teacher to differentiate instruction based on student needs. For example, if a student shows a weakness in their ability to inference, that student may be partnered with a student in their classroom who can help during class activities. During the 2012-2013 state tests, the data revealed that our ELL subgroup make tremendous progress on the ELA (88.9%) and progress on Math (40%). This indicates that our students are testing well in English. The ELL Periodic Assessments will not be used during the 2013-2014 school year as they are not aligned to the Common Core Standards and are not an accurate snapshot as to how the ELL student will perform on the new rigorous state tests.

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](#).)

PS 64 follows the Response to Intervention Framework. If a child is struggling in the classroom, he or she is brought up during a PPT meeting in which the administration, SETSS coordinator, guidance counselor, ESL/AIS teacher, and any related services providers meet with the child's teacher to discuss and develop a plan of action. The first step is to provide interventions within the classroom such as small group instruction, tutoring and differentiated assignments and methods of presentation and response. The team reconvenes and discusses further intervention if needed. These interventions include SFA tutoring, Wilson Foundations, Sunday reading intervention, or tutoring for Math. The final step would be to determine if the child would benefit from an IEP.

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
PS 64 has a free-standing ESL program. There are no classes held in any other language. However, if a newcomer needs support, there are teachers and Paras that they are matched with to assist with curriculum and lesson delivery.

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 mentioned, the ELL subgroup on the state tests for the 2012-2013 school year moved tremendously. The schoolwide SFA reading program attributed to the growth, as well as pull-out and push-in ESL instruction in small groupings. Students are assessed throughout the year and score comparable to their English only classmate

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](#).)
ELL Identification Process
 1. The program at PS 64 is a free-standing ESL program. Currently, bilingual and dual language options are not available at PS 64 as there is only a small number of ELL students on each grade level, thereby the school does not meet the criteria to offer other options. Regardless, parents are made aware of all three program choices in the following ways:
 - Parents come to school with their children prior to the beginning of the school year. At this time, parents are interviewed by the licensed ESL pedagogue as well as the parent coordinator. Interviews are conducted in the native language when appropriate.
 - Parents are given a Home Language Information Survey. Based on parents' response to the questions on this survey, the licensed ESL teacher determines student eligibility for the LAB-R (Language Assessment Battery-Revised) exam to determine whether or not the student will receive ESL services.
 - The ESL teacher holds an informal interview with the students deemed eligible for testing as per the Home Language Survey. In some cases, it is determined by the ESL teacher that the student is fluent in English and is not a second language learner. Students eligible for testing are given the LAB-R within the first 10 days of school. Spanish speaking students are also given the Spanish LAB exam to determine native language proficiency. Parents of the students who are eligible to receive ESL services based on their LAB-R scores are informed in English and in their native language to let them know that their child qualifies for ESL, Bilingual or Dual Language services during the upcoming school year. Letters are sent home to the parents of all students tested indicating the test results.
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.
 2. A parent orientation is held at the beginning of the school year with the parent coordinator, the ESL teacher, and translators if needed. Parents are informed of all three program choices; ESL, transitional bilingual, and dual language. During the orientation, the parents will view the Orientation video by the New York City Department of Education. PS 64 objectively presents all program models to allow parents to make the choice they most prefer. Parents are then asked to complete a Parent Survey as well as a Program Selection Survey. If the parents select a program other than ESL, every attempt is made to find a placement in a school that offers the program. Within 10 days of registration, they will make an informed decision about what program they would like their child to participate in.
3. 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 [\[see tool kit\]](#).)
 3. Parents who did not opt to attend the orientation are given the Parent Survey and the Program Selection Survey by hand either by the classroom teacher or the ESL teacher. Parents are given a date by which to return these forms. If the forms are not returned, the Parent Coordinator makes follow-up calls. These parents are also informed of the program choices and are given the option to transfer to another school, or remain at PS 64 in a free-standing ESL program. The ESL teacher keeps the signed letters in an ESL Student Binder.
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.

4. ESL students are identified by the Home Language Survey and the LAB-R within the first 10 days of school and begin services according to their proficiency level immediately thereafter. Students who are at the proficiency level of Beginning and Intermediate receive 360 minutes of ESL services per week, and students at the Advanced level receive 180 minutes per week. Placement letters are sent home to the parents in their native language and in English. Copies of all forms and letters are kept on file at the school. Parents are made aware of their child's placement through Parent Orientations and a follow-up letter written in the parents' home language.

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.

The ESL teacher and the literacy coaches (lower and upper house) administer the Speaking subtest of the NYSESLAT during the testing window. This ensures that there are two teachers testing simultaneously as per state testing directives. During the week of the Listening, Reading, and Writing subtests, the ESL teacher, along with the literacy coaches and SETSS teacher, each test a grade/band of the test for three consecutive days (Listening, Reading, Writing). The ESL teacher will test any make-ups.

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. 

6. In reviewing the parent survey forms for the past few years, data indicates that parents tend to opt for the free-standing ESL program option. All parents of newly identified ELL students have chosen the free-standing ESL program at PS 64 for the past 5 years. For the current 2013-2014 school year, all three families of the three newly identified students preferred the ESL program at PS 64.

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

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

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])?

Program and Scheduling Information

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

The sizes of the ESL pull-out classes range from 6-12 students, allowing the ESL teacher to address the students' different learning styles and to differentiate instruction. The ESL teacher also provides four days of extended day instruction for the mandated Extension of Services targeted group of long term ELLs. These students return to the ESL classroom to continue to develop their language skills and to review skills and strategies needed as indicated on the Extension of Services report. For the current 2013-2014 school year, the focus will be on reading and writing in the content areas during second literacy block. This decision was made by examining the data obtained from the Spring 2013 NYSESLAT scores.

The ESL teacher also provides ESL instruction to high Intermediate and advanced students using a Push-In model. This enables the ESL students to remain in their mainstream classroom during content subjects while the ESL teacher supports their learning. The area that the ESL students need the most help in is writing, so the ESL teacher provides them with additional scaffolding to allow them to be successful.

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

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)?

Answered above, in question 1.
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.

PS 64 has adopted the recommended city-wide Common Core Curriculums Ready Gen, Expeditionary Learning, and Go Math. Content instruction is embedded into the two reading curriculums.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
PS 64 has a free-standing ESL program. If a student needs to be evaluated in their native language due to an RTI evaluation, a bilingual counselor will conduct the assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The schoolwide reading program, Success for All, incorporates all language modalities on a daily basis. Students are reading, writing, speaking and listening in cooperative learning groups for 90 minutes daily. The students are assessed by the teachers and their peers using rubrics for all the modalities. The program allows every student to have ample opportunities to participate and practice language acquisition.
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).

. There are currently 7 ESL students with special needs in an IRR class setting and two SIFE students at PS 64 (siblings).

The ESL teacher works in concert with the classroom teachers to target the specific goals of students with special needs. IEP goals are used to help drive instruction as the ESL teacher has access to and copies of all IEP's for students who are also ELLs. The ESL teacher uses the background information and IEP in order to determine the appropriate forms of differentiated instruction and the specific social needs of a student that will contribute to an optimal learning environment. Intervention for struggling ELLs takes place four times per week during extended day (2:50 - 3:28).

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

Academic Intervention Services (AIS) are available for Students with Interrupted Formal Education (SIFEs) and ELLs who experience delayed literacy development and whose difficulties are temporary or intermittent. This year at PS 64, there are 2 SIFE students requiring these additional services. AIS also helps to meet the needs of ELLs that require additional assistance to meet the city and state standards in English Language Arts. The AIS program addresses these students' needs through a reading program that provides for the development and strengthening of literacy skills. Emphasis is placed on auditory, visual, and tactile experiences. The ESL teacher will work with the IEP, newcomers, and SIFE students during second literacy block in a small group so the material can be differentiated according to the needs of each student. There will be a tremendous amount of scaffolding and supports to ensure student success.

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

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

Students engage in collaborative group work and cooperative learning experiences that promote problem-solving and accountable talk. ELLs are immersed in lessons that provide explicit instruction in the structure of English, background building, knowledge, vocabulary, and oral language. In order to address the needs of students who need further practice in listening, we will engage in a variety

of activities. Students will listen to academic texts for specific information, take notes, and report back. Students will work in differentiated groups with peers and will listen to academic texts for specific information, take notes, and report back. This also allows students to gain exposure to the vocabulary, intonation, and details evident in the speech of others in that group. Students will be exposed to many different listening experiences. They will not only listen for information from the teacher and their peers, but also take notes on web-based videos and information on tape while and complete comprehension exercises. Methodologies such as TPR (Total Physical Response) will be used in the classrooms by giving students specific instructions for completing physical activities. Repetition of words and ideas and visual cues to go along with spoken language will also help students who are developing their listening skills and as always instruction will be differentiated according to the needs of each individual student.

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

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

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

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

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

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

7. 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?

We are using the Common Core curriculums suggested by the NYC DOE; Expeditionary Learning and Ready Gen. We use tools to help ESL learners, especially our students at the Beginning and Intermediate proficiency levels such as picture vocabulary cards, tiered graphic organizers, journal writing, clarifying and summarizing strategic cards and anchor charts, and technology such as smart boards and ipads.

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?

The ESL teacher plans with the grade during grade level meetings and pushes into the classroom to support the ELL-SWD population. PS 64 is an IEP school and our SWD are in a ICT setting for the entire day. Additionally, the ESL teacher pulls the ESL students into small grouping for the Second Literacy Block.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:	0		
Math:	0		
Science:	0		

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

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

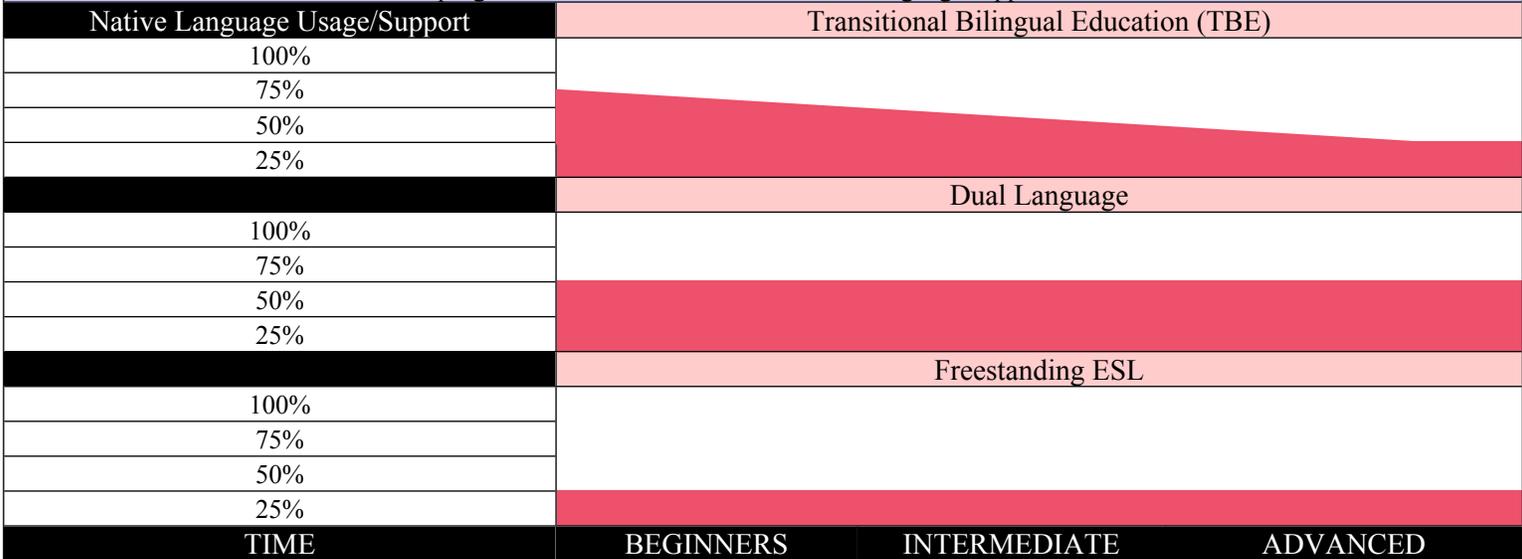
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

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.

The schoolwide reading intervention program, Success for All (SFA), has a tutoring component that will be in place for the 2013-2014 school year. The students are assessed every eight weeks. The students who score at the bottom 20% will qualify for 30 minutes of tutoring five days a week. In addition, extended day is held schoolwide for 37 minutes, Monday -Thursday. The ESL teacher will meet with ELL students in grades 3-5 who are at the beginning and intermediate proficiency level. This will ensure that this subgroup gets the additional support needed to be successful in the classroom. The school will alternate between two weeks of ELA intervention support and two weeks of Math support. A Spanish speaking paraprofessional is assigned to work with the ESL teacher to assist beginner proficiency Spanish Speaking students with the language of Math. Additionally, students needing additional support in Math will receive tutorial math in the technology lab.

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

PS 64 had tremendous growth of the ELL subgroup on the NYS exams, 88.9 % growth. We attribute this to small groupings during the Second Literacy Block and our schoolwide Primary Reading Program; Success For All. The students are placed in small groups from 5 to 12 students only for 90 minutes and they are grouped according to reading level. The students are assessed every 8 weeks and placed into a new reading group according to their level.

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

During the 2013-2014 school year, PS 64 will be implementing programs recommended by the NYC DOE to address the Common Core Standards. While Success For All (SFA) will be continued for the 2nd year as a school-wide reading intervention program, the second literacy block will consist of Ready-Gen for grades K-2, and Expeditionary Learning for grades 3-5.. PS 64 will also be implementing the Common Core aligned math program GO MATH.

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

Since we are adopting the Common Core aligned programs recommended by the NYC DOE, we will discontinue schoolwide Singapore Math (K-3) and Math Investigations (4-5).

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

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

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

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

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

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

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

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

Instructional support and materials correspond to the students' grade and ages. Proficiency level is also considered, in addition to students with disabilities. All ELL students will be taught using the new Common Core curriculum options suggested by the NYC Department of Education. The ESL teacher will work with the ESL students during literacy to assure that the material is scaffolded and the content is assessable to the students.

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.

There are no activities taking place in the building before the beginning of the school year. During the school year, ELLs have the option of attending the afterschool program. There are tutors that work specifically with the ELL population during afterschool, assisting with homework and school projects.

18. What language electives are offered to ELLs?

There are no bilingual language classes offered at PS 64

19. For schools with dual language programs:

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

1

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.

Based on our student data and teacher surveys, we have identified the need to increase our teachers' ability to analyze data and to use it to develop differentiated lessons and student goals with time frames. Teachers have requested workshops on differentiating instruction as well as the workshops on, conferencing, and running records. The literacy coach meets weekly with each grade level during planning.

Recognizing a need to help our students to improve in their critical analysis, inference skills, and vocabulary development, teachers have also requested professional development to help them formulate higher order thinking questions, plan thematically across all curricular areas, and develop more inquiry based and school wide projects, like our annual Social Studies Content fair.

Teachers will be provided with professional development to support the understanding of the Language Allocation Policy (LAP). The LAP team works with the school to ensure that the foundations of the LAP policy are upheld and incorporated into daily classroom instruction.

The ESL teacher attends monthly Network ESL Meetings with the ELL Specialist.

All teachers meet with the literacy coach and the instructional specialists weekly for grade level meetings during their prep.

We have a working lunch for PD once a month and we have SFA committee meetings for 2 hours monthly.

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?

Parental Involvement

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

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

3/4. The school evaluates the needs of parents through learning environment surveys, the school leadership teams, and parent workshops conducted by the parent coordinator. An assessment is taken at the end of the workshops to determine if further workshops need to be held on the same topic, or which topic the parents need the most assistance in.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 64

School DBN: 01M064

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marlon Hosang	Principal		10/01/13
Daniela D'Arcangelo	Assistant Principal		10/1/13
Gladys Concepcion	Parent Coordinator		10/1/13
Letitia Denvir	ESL Teacher		10/1/13
Mildred Bueno	Parent		10/1/13
Colleen Lukenich, SETSS	Teacher/Subject Area		10/1/13
	Teacher/Subject Area		10/1/13
Thea Krumme	Coach		10/1/13
Judy Golubchick	Coach		10/1/13
Kimberly Daniels	Guidance Counselor		10/1/13
Karen Ames	Network Leader		10/1/13
Charlene Johnson	Other <u>UFT Rep</u>		10/1/13
	Other		10/1/13
	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: 01M064 School Name: PS 64

Cluster: _____ Network: 406

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

Part A: Needs Assessment Findings

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

ATS reports are used to determine oral and interpretation needs. These reports include RLAT, RNMR, ELPC, and the RPOB. The HLS is also looked at to determine which students' homes speak another language. Although PS 64 has a small number of eligible ESL students, many of our parents have a home language of Spanish. There are a few Asian speaking families that have language translation needs and one Arabic and Bengali family in which one or both parents are well versed, if not fluent, in English.

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.

In summary, PS 64 has many resources to provide the necessary translation needs for our students and parents who are Spanish speaking. These include certified teachers who are also bilingual, the school's parent coordinator, and staff. We need assistance in the Asian languages, which we get through the phone translation service by the NYC DOE or fellow staff members in our school building.

Part B: Strategies and Activities

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

All letters to parents of current ELL students or students who were eligible for testing, are sent home the the home language. The Principal's Weekly message is sent home in English and in Spanish since the majoprity of opur families are English or Spanish speaking . Phone blasts to parents are sent out in both languages. Spanish speaking staff members, including the parent coordinator, are avaiable for all open houses and parent- teacher conferences.

Parents are provided with parent letters in their home language from the DOE webdsite resources. They are also provided with information about the new Common Core curriculum in their native language that is also provided by the NYC DOE website.

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.

There are many staff at PS 64 whose first language is Spanish including our Parent Coordinator. These staff members are avaiable at all times to assist parents with any communciation needs they may have in the Spanish language. As mentioned, our Arabic family and our Bengali family are well versed in English. When we need to communicate with our Asian families, or they need to communicate with us, we are usually able to get a Chinses speaking staff member who works at the middle school in the same building to assist us. When needed, we use the phone translator service provided by the NYC DOE.

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

Parents of ELL students are informed by the ESL teacher. Parents of newly eligible ELL students are given the information during the ELL Parent Orientation at the beginning of the school year. The Parent Coordinator conducts the orientation with the ESL teacher to translate and answer questions.