



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PURA BELPRE/PSX064
DBN (i.e. 01M001): 09X064
Principal: BARBARA HEADLEY
Principal Email: BHEADLE2@SCHOOLS.NYC.GOV
Superintendent: DOLORES ESPOSITO
Network Leader: MEGHAN KELLEY

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
Barbara Headley	*Principal or Designee	
Janice Allamby	*UFT Chapter Leader or Designee	
Latya Downs	*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	
Alecia Sample-Bradshaw	Member/ SLT Chairperson	
Yesseny Ferrer	Member/ UFT	
Jennifer Rodriguez	Member/ UFT	
Basil Arjoon	Member/ UFT	
Angela Cooper	Member/ UFT	
Cynthia Colon	Member/ Parent	
Ella Johnson	Member/ Parent	
Anaiz Flores	Member/ Parent	
Gladis Salguero	Member/ Parent	
Layraliza Martinez	Member/ Parent	
Berkis Ruiz	Member/ Parent	
	Member/	
	Member/	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 09X064

School Configuration (2013-14)					
Grade Configuration	OK,01,02,03,04,05	Total Enrollment	470	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	1	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2013-14)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	93.6%	% Attendance Rate			91.6%
% Free Lunch	97.9%	% Reduced Lunch			1.2%
% Limited English Proficient	49.0%	% Students with Disabilities			17.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			15.1%
% Hispanic or Latino	83.5%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.5%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.24	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			8.6%
% Teaching with Fewer Than 3 Years of Experience	30.0%	Average Teacher Absences			8.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	2.7%	Mathematics Performance at levels 3 & 4			5.4%
Science Performance at levels 3 & 4 (4th Grade)	50.0%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
Last year the teachers were provided with ample professional development and feedback on the best practices of teaching. Professional Rounds were done on a weekly basis for six weeks. Each week there was a different focus. Some of the topics were Common Core Learning Standards, Danielson Framework of Teaching and teachers had the opportunity to plan collaboratively. There were also vertical planning meeting and inquiry team meetings, which allowed for the unpacking of the ELA and Math units.				
Describe the areas for improvement in your school's 12-13 SCEP.				
Teachers need to continue to receive professional development in order to support their practices and student growth. Teachers need to use the data to drive instruction and to improve teacher effectiveness. Based on the NYS exams the majority of the students scored a level 1 in ELA and mathematics. The school did not meet the AYP for our ELL students.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
There were 21 new teachers with a variety of professional development needs. Teachers struggled with incorporating the new standards into lesson plans. Although PD was provided on the CCLS, teachers did not implement the standards into their lesson planning. The math coach worked with teachers to develop math units of study. This was a large shift since teachers previously relied on a scripted program. The school contracted a consultant to create a curriculum map for the ELA but there was a disconnect with professional development and feedback. The consultant was not contracted to provide professional development or feedback around its implementation. Another challenge was teacher attendance, subsequently; many teachers were absent when PD was given on the CCLS and Citywide Expectations.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
Administration worked to provide a number of professional development opportunities. Although not well attended these learning opportunities provided the foundation and support that teachers required and set the framework for the 2013-2014 professional development plan.				
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/>	<input checked="" type="checkbox"/>
If all the goals were not accomplished, provide an explanation.				
Although the school made some student growth; we continued to see low student performance on the NYS ELA & Math exams. Due to the influx of new teachers, change in curriculum and teacher attendance we struggled to fully meet the goals.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Some challenges for P.S. 64 this year will be the implementation of the new Core Curriculum in ELA- ReadyGen and Mathematics – Go Math. Although Ready Gen is aligned with CCLS, it does not address the needs of our ELL and SWD population of the school. With the new curriculum it will be difficult to provide sufficient PD on the implementation. Another challenge is the influx of new students from the Dominican Republic and other Spanish speaking countries, because the need for teachers to adapt the curriculum is greater. The challenge includes ensuring that teachers get the necessary supports to modify for the ELLs accordingly. ReadyGen does not have adequate intervention options for ELLS. In addition all teachers are teaching new grades and new curriculum.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Students will show an increase in ELA and Mathematics at level 2 or above. Students in grades 3 – 5 including ELLs and SWD will demonstrate an increase in proficiency levels on the New York State ELA exam and the New York State Math exam.				
Describe how the school leader(s) will communicate with school staff and the community.				
The School leaders will communicate the SCEP to the community during School Leadership Team meetings, faculty conferences, Parent Meetings, and through informational bulletin boards. In addition the school leaders communicate frequently to parents through the monthly calendar, SchoolMessenger, monthly cup of coffee with the Principal, monthly Parent Association meeting and back pack letters home. School leaders communicate to the staff with a daily morning message, during grade meetings, faculty conference, and memos.				
Describe your theory of action at the core of your school's SCEP.				
The theory of action is to reduce student-teacher ratio through purposeful and strategic decision making in order to provide intensive targeted support leading to improved student outcomes. Throughout the day there will be more than one teacher in the				

classroom. Our belief is that by reducing the student teacher ratio, teachers can better address individual and small group needs. In addition there is a built in intervention period during the school day.

Describe the strategy for executing your theory of action in your school's SCEP.

Each classroom will be provided with an additional teacher or intervention service provider during the literacy and math block to provide small group instruction.

List the key elements and other unique characteristics of your school's SCEP.

The key element is to provide targeted small group instruction during the literacy and math blocks, which will target specific student needs. We want to strengthen students' writing, specifically in their use of the writing process. In addition we are working towards building their ability to develop, and elaborate and support their ideas in writing, and build stamina for writing for longer periods of time. Also we are working towards strengthen students' reading and math comprehension, particularly in critically analyzing and evaluating texts, understanding the sequence of events, and making inferences about the text.

The school is also a recipient of the School Improvement Grant (SIG). This grant allows us to partner with a number of different organizations to provide additional, direct supports to students. Also the grant allows for additional professional development support.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Each administrator will supervise a grade to ensure that the implementation of the plan is successful. They will provide feedback to all teachers using the Danielson Framework for Teaching. Administrators will review lesson plans and conference notes to ensure the teachers are using data to drive instruction.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
The school, with the support of the Network, should review its curriculum delivery so that it is clearly aligned with the current NYS Standards. School leaders should develop a curriculum map that outlines all the core competencies and ensure that these are planned to be taught in a systematic and progressive manner. School leaders should ensure through observation that the competencies are taught in an effective manner.			
Review Type:	JIT	Year:	2011
Page Number:	2	HEDI Rating:	NA

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	2.2 School leader's vision		2.3 Systems and structures for school development
X	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, School Leaders will provide feedback to teachers on their delivery of Common Core aligned instruction as evidence by growth as evidence within Domain 1.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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
<ol style="list-style-type: none"> 1. Provide professional development for all teachers in the understanding of the CCLS and The Framework for Teaching. 2. Provide collaborative planning time for teachers to meet and plan lessons that are aligned to CCLS. In addition time will be provided for teachers to work with Network coaches, school coaches, consultants and administrators. 3. Use the grade level lesson exemplars provided by the state as a vehicle to drive teacher planning and instruction. 4. School Leaders will conduct consistent cycles of observations and will provide feedback
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Administration, Instructional Coaches ELA & Math, Bilingual/ELLs, (Contracted Vendors: Lit life, Aussie, Tequipment) 2. Administration, Instructional Coaches, Consultants and Teachers 3. Administration, Coaches, Teachers 4. Administration, Coaches, Network
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Formal and Informal Observations to gauge teacher progress 2. Lesson and unit plans align to standards, and feedback from Coaches and Consultants 3. School Leaders will monitor the progress of teacher progress in Domain 1. 4. School Leaders will monitor teacher progress throughout the year through the Advance system.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September until June 2014 2. Teachers meet weekly throughout the school year 3. School Leaders will monitor lesson planning throughout the year. 4. September 2013 through May 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Lit Life 3x monthly, Aussie 16 sessions, and Fordham 2x monthly 2. Per Diem Coverage, money is used to fund per diem days in order for teachers to attend in-house collaborative planning sessions. 3. Per Diem coverage money is used to provide coverage for teachers to analyze lesson plans. 4. School Leaders will follow a schedule in order to provide all teachers with frequent feedback..

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
X TI ARRA Sig Coh4 Yr 1											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Promote greater consistency in planning differentiated instruction to include appropriate supports and challenges in order to meet the needs of all students consistently											
Review Type:	Quality Review	Year:	2011 - 2012	Page Number:	5	HEDI Rating:	D				

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	3.2 Enact curriculum		X	3.3 Units and lesson plans							
	3.4 Teacher collaboration			3.5 Use of data and action planning							

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.										
By June 2014, all teachers will engage students in differentiated instruction aligned to the CCLS as evidenced by observations and lesson plans.										

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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										
<ol style="list-style-type: none"> Grade level collaborative planning meetings will be used to identify individual student needs and align strategies. Push In support during ELA, Math block and intervention period to support differentiated instruction Implementation of intervention and supplemental resources Curriculum and Staff Development will focus on differentiated strategies, intervention strategies, lesson planning, and implementation of resources 										
B. Key personnel and other resources used to implement each strategy/activity										
<ol style="list-style-type: none"> Teachers and Coaches Teachers and Coaches Response To Intervention Teachers and Classroom Teachers Teachers, Coaches, and RTI Teachers 										
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity										
<ol style="list-style-type: none"> Lesson and unit plans that reflect differentiated approaches for individual and groups of students. Observations of teacher practice that demonstrate evidence of grouping and differentiated approaches Teachers will incorporate supplemental resources with GoMath and ReadyGen. Teachers will monitor progress through Fountas & Pinnell benchmarks Lesson plans, observation of teacher practices, progress monitoring of students, classroom visitation and feedback 										
D. Timeline for implementation and completion including start and end dates										
<ol style="list-style-type: none"> Weekly from September 2013 until June 2014 Daily during the ELA, Math and intervention periods September 2013 – June 2014 September 2013 – June 2014 										
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity										

1. Per Diem Coverage, money is used to fund per diem days in order for teachers to attend in-house planning
2. Funds will be used to reduce the teacher – student ratio
3. Funds will be to purchase supplies to support instruction including Fountas & Pinnell Leveled Literacy and Math Intervention Materials
4. Per Diem Coverage, money is used to fund per diem days in order for teachers to attend in house planning, funds will be used to purchase services of consultants

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
X TI ARRA Sig Coh4 Yr 1											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	X			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Expand teachers' assessment practices to include the use of on-going checks for understanding to ensure that students' learning needs are consistently met.											
Review Type:	Quality Review	Year:	2011 - 2012	Page Number:	5	HEDI Rating:	D				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	4.2 Instructional practices and strategies					4.3 Comprehensive plans for teaching					
	4.4 Classroom environment and culture				x	4.5 Use of data, instructional practices and student learning					

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2104, all teachers will expand their assessment practices, to include daily checks for understanding as evidenced in lesson plans and units of study.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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											
<ol style="list-style-type: none"> 1. Teachers will receive PD on developing and implementing an assessment within each lesson to align with the stated learning objective. 2. Coaches, Talent Coach, and Administration will provide feedback to include next steps within Danielson 3d. 3. Teachers will meet in grade level teams to review student work and adjust lessons accordingly 4. Supplies such as: Finish Line for ELA and Mathematics for the Common Core State Standards grades 3-5, Read, Reason, Write grades 3-5, CARS, STARS, CAMS, STAMS, NY Ready ELA and Math will be used to support instruction 											
B. Key personnel and other resources used to implement each strategy/activity											
<ol style="list-style-type: none"> 1. Instructional Staff, Teachers and Coaches 2. Administration, and Instructional Coaches Network Staff, and Data Specialist 3. Instructional Coaches and Teachers 4. Instructional Staff, Teachers and Coaches 											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
<ol style="list-style-type: none"> 1. We will evaluate the progress and effectiveness of the strategies through teacher observations, lesson plans and student work. 2. Monitoring teacher growth on component 3d through the Advance system 3. We will evaluate the progress and effectiveness of the strategies through teachers observations, lesson plans and student work. 											
D. Timeline for implementation and completion including start and end dates											

1. Monthly professional development September 2013 through June 2014
 2. Monthly September 2013 through June 2014
 3. Weekly September 2013 through June 2014
 4. September 2013 – June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per Diem Coverage, money is used to fund per diem days in order for teachers to attend in-house professional development.
 2. Review & Analyze – Every 6 weeks
 3. Common planning will provide teachers the opportunity to review student work on a weekly basis. – on going
 4. Per Diem Coverage, money is used to fund per diem days in order for teachers to attend in-house professional development

Budget and Resource Alignment

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

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

X TI ARRA Sig Coh4 Yr 1

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
X	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school should provide PD for the management of students. The PD should focus on building and extending a more trusting relationships between staff and students as already exists in some classrooms. School leaders should monitor the quality of interactions and relationships between students and staffs.

Review Type:	Quality Review	Year:	2011 - 2012	Page Number:	8	HEDI Rating:	E
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships	5.3 Vision for social and emotional developmental health
5.4 Safety	5.5 Use of data and student needs
	X

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will decrease levels 3, 4, and 5 infractions as well as provide guidance to students who persistently commit levels 1 & 2 infractions as evidenced by a decrease in OORS reports

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Ramapo will work collaboratively to discuss behavioral policy and next steps to create explicit rewards and protocols school-wide.
2. The Dean of Students and administration will monitor and disaggregate occurrence reports to analyze trends of student behaviors.
3. Teachers and staff will meet to give input and feedback towards systems that impact students positively and areas in need of improvement..
4. Professional Development/work shop sessions will be provided to staff and teachers to reinforce positive behavioral policies and procedures, analysis of collection of behavioral data, and strategies to decrease negative behaviors and increase positive behaviors.
5. Per Session, money is used to fund supervisor per session hours to supervise afterschool

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

1. Teachers, Administration and Ramapo staff

2. Administration, Dean and Guidance Counselor
3. Teachers, Coaches and Administration provide input and feedback during faculty conferences and collaborate with Ramapo
4. Ramapo, Teachers, Guidance Counselor, Dean and Administration
5. Administrators

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

1. Monthly analysis of OORS reports, and feedback provided from Ramapo
2. Monthly analysis of occurrence reports
3. Monthly analysis of occurrence reports and monthly outcomes from meetings
4. Monthly analysis of occurrence reports
5. Monthly assessment of student progress

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

1. January 2014 – June 2014 – twice per month
2. September 2013 until June 2014
3. Monthly faculty conferences – September 2013- June 2014
4. January 2014 – June 2014
5. November 2013 – June 2014

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

1. Ramapo for Children - 2x monthly
2. Weekly during SIT and Cabinet meetings
3. Monthly faculty conferences and on-going collaboration with Ramapo
4. Professional Development provided by Ramapo – 2x monthly
5. Weekly classroom observations and feedback

Budget and Resource Alignment

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

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

X TI ARRA Sig Coh4 Yr 1

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school leaders should make further efforts to obtain the views of parents on issues within the school by survey or other methods of feedback to ensure that all stakeholders are able to offer their views on school decisions and actions.

Review Type:	JIT	Year:	2011	Page Number:	8	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 we will have provided a variety of opportunities for parent input and participation in school wide activities as measured by an increase in parent participation.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Parents will have an opportunity to indicate their interest in participation in academic and extracurricular activities through a survey.
2. Multiple Meet and Greets will be held to build community and inform parents of instructional changes or updates within the PSX064 community.
3. Parent workshops will take place to build community and educate on the CCLS aligned curriculum.
4. School-wide Engagement Meetings will be held to inform our school community of the current status of education at PSx064 Community.
5. Updates and general parent communication will take place through newsletters, fliers, and monthly calendars.
6. Supplies and materials purchased for parents such as: Homework Tips, Test Taking Strategies Common Core Tips, Bullying and Cyber Bulling, and Building Your Child's Self Confidence in English and Spanish

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

1. Parent Coordinator and Administration
2. Parent Coordinator and Administration
3. Parent Coordinator and Instructional Coaches
4. Parent Coordinator, Parent Association and Administration
5. Parent Coordinator, Parent Association and Administration
6. Parent Coordinator, Parent Association and Administration

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

1. Increased parent participation in survey responses.
2. Increase in number of parents who attend meet and greet
3. Increase in number of parents who attend workshops
4. Increase in number of parents attending
5. Increase in number of parents attending meetings and workshops
6. Increase in number of parent awareness and increase school and home partnership

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

1. September 2013 and June 2014
2. September 2013 – June 2014 – monthly
3. Fall 2013 and Spring 2014
4. August 2013 and September 2013
5. August 2013 – June 2014 – monthly
6. August 2013 – June 2014 - monthly

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

1. Parent Coordinator will survey parents twice a year survey is back packed home.
2. Meet & Greets will be held monthly
3. Instructional Coaches volunteer to facilitate workshops
4. Parent Coordinator and Instructional Coaches volunteer to facilitate School-wide Engagement
5. Parent Coordinator regularly revises parent communication and translates related documents
6. Parent Coordinator and Instructional Coaches volunteer to facilitate School-wide Engagement

Budget and Resource Alignment

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

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

X TI ARRA Sig Coh4 Yr 1

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014 the ELT program will ensure that targeted instruction occurs so that students are grouped according to their needs as measured by on-going assessment and a decrease in level 1s on the NYS ELA and Math exam. Every 4 weeks an assessment is given to access the growth of students.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Catapult for Learning provides tutoring and small group instruction. In addition it reduces the student to teacher ratio.(daily during 37.5 minutes).
2. Afterschool Program offers an opportunity for targeted instruction and a student to teacher ratio of 15 to 1 (2 hours a per day, 4 days per week, a total of 76 days, total hours 152).
3. Saturday Academy offers an opportunity for targeted instruction and a student to teacher ratio of 15 to 1. This is provided weekly November 2013 – April 2014. Students will be grouped by performance levels which will provide a risk free environment for learning (5 hours per week for 17 weeks, total hours 85).

4.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Catapult will be our partnership that will work with the students during our ELT. Student academics will be enriched by the use of a standard base curriculum.
2. The key school based personnel that will implement and strengthen student engagement during the afterschool program will be our teachers and coaches.
3. Select teachers and Coaches will provide instruction during Saturday Academy.

C. Identify the target population to be served by the ELT program.

1. All students of the PSx064 community will be invited to attend our ELT program and we further encourage our lowest 3rd , students that were previously retained and ELLs

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA		Title I PF		C4E
X	Title III		Title I SIG		PTA Funded	X	Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

X SIG

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

The targeted population that Catapult will work with for the ELT program will be students in grades 4 and 5, Captapult will help close the achievement gap and help the 4th and 5th grade students reach our academic goal of reducing level 1 and 2 students. Catapult will reinforce reading comprehension and build required CCLS foundational literacy skills with support for differentiation.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

To further reduce the student-teacher ratio in grade 4 & 5, Catapult will work during the ELT program in small groups on the needs level of the students.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and

skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The majority of our students stay for the ELT program. We will provide support for all students who are not meeting the NYS/CCLS standards through differentiated instruction, guided reading workshops, small group instruction, individual conferences providing developmentally appropriate materials for all students. The school guidance counselor provides services prior to formal evaluations. These interventions primarily include individual and group counseling aimed at improving interpersonal relationships, strengthening coping mechanisms during crisis, developing self-esteem and self-discipline, and learning how to solve peer conflicts.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The components of the program will incorporate CCLS, and a positive reward system

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Our ELT program will address the unique learning needs and interest of our students since we will differentiate our actual resources based on student levels and needs in content areas.

D. Are the additional hours mandatory or voluntary?

X

Mandatory

Voluntary

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

All students were invited to participate in our ELT program, 37.5 minutes is mandatory for the all students who attend PSx064.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

PSx064 has two full time intervention teachers for our lowest 3rd students. Push in support is provided for our Tier II classes. Our curriculum embeds formative assessment so our teachers can respond immediately and frequently to our students' needs.

G. Are you using an ELT provider procured using the MTAC process?

X

Yes

No

H. Describe how you are evaluating the impact of the ELT program on student achievement.

Catapult Learning

The Catapult program will closely monitor progress with on – going assessments .The program will administer formative assessments based on a six to eight week cycle. (Baseline, midline, and final assessments) in order to track the progress made from the conception of the program. The benchmarks assessments (baseline, midline, and final assessments) will also track what the students have learned. The program will provide detailed data analysis reports outlining the progression of each student involved. The success of the program will also be determined by increased student achievement on summative assessments.

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	<p>Catapult Learning provides research-based, small-group intervention services and tutoring support designed to support the struggling learner using foundational reading/mathematics skills.</p> <p>Fountas and Pinnell Leveled Literacy Intervention System is a small group intervention program designed for students who find reading and writing difficult.</p>	Small group	During the school day
Mathematics	RTI small group intervention services	Small group	During the school day; afterschool; Saturday school
Science	Small group inquiry based instruction	Small group	During the school day
Social Studies	Small group inquiry based instruction	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling and/or speech services	One on One, small group, and student's IEP requirement	During the school day

**Title I Information Page (TIP)
For School 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.
Provided Professional Development will be focused to targeted areas in city-wide expectations, such as planning, questioning and discussions, checking for understanding and assessments. This professional development will be given throughout the year in several ways, including focused professional development coupled with the observational tools, Instructional Rounds and ELA and Math planning, staff meetings. All administrators attended required trainings on the new teacher evaluation and development system.
School leaders will work closely with the CFN Human Resource Director to find highly qualified candidates for vacant positions.

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).
School leaders will provide professional development with school staff through various means including: facilitated Grade level meetings, vertical planning and collaborative team meetings. Professional development will be given to support teachers with creating and writing lesson plans aligned to the CCLS maps coupled with Instructional Rounds, ELA and Math planning, staff meetings. These will consist of examining common core state standards, creating and unpacking NYCDOE performance tasks, Unpacking Units of Study, receiving feedback on design from peers, and using data to inform and revise instruction. Frequent observation cycles will be used to monitor competencies to be taught in an effective manner. Communication to parents will continue to reflect parent outreach, parent meetings

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.).
Title I 10% Title I SWP monies will be used to fund our Data Specialist (Professional Curriculum Development Staff Development Title I 10% Title I SWP)
Title I 10% Title I SWP monies will be used to fund our Instructional Coaches (Professional Curriculum Development Staff Development Title I 10% Title I SWP)
STH funds will be used to provide students with basic instructional supplies, and uniforms.

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.).
Not Applicable

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers will participate in the following in order to select multiple assessment measures: <ol style="list-style-type: none"> 1. Weekly common planning session 2. One to one feedback with the Data Specialist, Instructional Coaches and Administration 3. 6 week data review with Administration and Instructional Coaches 4. Data driven professional development will be adjusted according to data

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).

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)

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 09	Borough Bronx	School Number 064
School Name Pura Belpre Elementary School, PS 64x		

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 Barbara Headley	Assistant Principal Claudine Galbraith
Coach Latonya Pogue	Coach Coronnie Crocker-Bey
ESL Teacher Valentia Kloos	Guidance Counselor
Teacher/Subject Area Marta Rendon/Bilingual Educ.	Parent Latye Downs
Teacher/Subject Area type here	Parent Coordinator Aniya Abuawadeh
Related Service Provider type here	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	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	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	469	Total number of ELLs	211	ELLs as share of total student population (%)	44.99%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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>				1	2	3								6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In				3	2	2								7
Pull-out					1	1								2
Total	0	0	0	4	5	6	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	211	Newcomers (ELLs receiving service 0-3 years)	149	ELL Students with Disabilities	42
SIFE	13	ELLs receiving service 4-6 years	56	Long-Term (completed 6+ years)	6

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	91	11	19	33		12	2		1	126
Dual Language										0
ESL	58	2	5	23		3	4		2	85
Total	149	13	24	56	0	15	6	0	3	211

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				22	47	56								125
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	22	47	56	0	125						

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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				39	23	10								72
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						2								2
Haitian														0
French				1		1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				2	4	4								10
TOTAL	0	0	0	42	27	17	0	0	0	0	0	0	0	86

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)				18	25	22								65

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)				32	38	27								97
Advanced (A)				18	11	20								49
Total	0	0	0	68	74	69	0	0	0	0	0	0	0	211

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	58	6			64
4	58	2			60
5	1				1
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		58		8		6		1	73
4		58		5		2			65
5		1							1
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		17		31		13			61
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)	24	39	42	12				
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.

At PS 64 we use the Fountas and Pinnell Reading Diagnostic tool in order to assess student's reading development. The data obtained from the in-house assessments are aligned to our NYSESLAT and AYP data, showing that an overwhelming majority of our ELLs are reading at a level 2 years below their grade level; and our former-ELLs tend to perform at a level greater than their non-ELL peers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Analysis of NYSESLAT data revealed the overwhelming majority (71%) of our students are newcomers, with less than 3 years of services; 22% have received 4-6 years of service and 3% are considered long-term ELLs. In addition, 20% of our ELLs are also identified as students with disabilities. Forty-six percent of our students are identified as Intermediate, while only 23% are Advanced. The data obtained for the over school is consistent across grade levels as well.
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](#))

At PS 64 we use the data related to the Annual Measurable Achievement Objective to determine progress in meeting the goals of our bilingual education program. The 2013 NYSESLAT combined modality sets analysis has not been released by SED as of November 15, 2013. Over recent years we have seen a trend that indicates that number of students that demonstrate progress is as low as 10% for a grade level; and at times the gap between the percent needed to show progress and the actual number of students who have shown progress is as much as 21%. Therefore we have decided that as a school we will reinforce the skill of listening and speaking to develop students ability to read and write through fostering more active engagement through student to student discussion and vocabulary development.

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?

Although both Transitional Bilingual Education and the Freestanding ESL model are both offered at PS 64, only students in the TBE program are assessed using the ELL Periodic Assessment. The patterns of proficiencies across grades are relative to tests taken in English. Data reveals that ELLs are not making much progress, and there is a great need for improvement. Observational data of instructional practices reveal that teachers need to use the ELLs' native language more in instruction, allowing our ELLs to draw from their backgrounds and experiences for content while improving English language acquisition skills. Our TBE program must be predicated on transferring literacy skills from a child's home language to the second language.

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 uses both quantitative and qualitative data, including disaggregated NYSESLAT data, classwork, other test results, and progress reports in order to determine what is the best path of intervention. Considering the differences in student characteristics (e.g., level of ELL services, level of literacy at home, and disability) our ELLs receive RtI tailored to the needs of the individual student in order to support the student's proficiency level. The tiered system of instructional support provides Tier I, instructional support to all students to meet the expectations of the standard core curriculum. If students demonstrate a need for targeted intensive academic support, that is tailored to meet the ELL language needs students move into Tier II and Tier II, which incorporates researched based intervention strategies. For instance, our Go Math program includes manipulatives and other scaffolds specifically targeted at ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to support a student's second language development, we triangulate student data from the ELE, classwork, and teacher observations. If a child requires a significant amount of support, that child is placed in a TBE class where the level of native language instruction is differentiated to suite each child's needs,
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?

Paste response to questions here:

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

The success of our ELL program is monitored throughout the year, through our data collection progress that monitors the performance of our target subgroups. Annually the school uses data obtained from the NYS ELA and NYSESLAT to determine what the data reveals, what our goals are for the current school year and how that will be reflected in our instructional decisions.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At PS 64, we follow the procedures stated in the EPIC (ELL Parent Information Case) distributed by the Office of English Language Learners. The identification and placement of ELL students begins with the enrollment process. During registration, a certified ESL teacher, Ms. Kloos, conducts informal interview with the students and their families to assess their current language skills and determine eligibility for evaluation. After the interview, we gave parents a Home Language Survey in the language of their choice. If a parent had questions or needed additional help in their native language, we had a Spanish-language interpreter or translator prepared at all times to assist the team with the parents. Ms. Abuawadeh, the Parent Coordinator, assisted the with Spanish and Arabic language interpretation and translation in when needed. In addition, we also have access to French, Bengali and Chinese interpreters through the DOE. After parents complete the Home Language Survey, the team reviews the responses and determines student eligibility for evaluation with LAB-R (in English alone or in English and Spanish). The Home Language Surveys will later be stored in the child's cumulative records. While their children are being tested, parents are invited to meet for an information session. Here the parents watch the educational video that describes New York City's program choices: Transitional Bilingual, Dual Language and Freestanding ESL. We also give parents the ELL Parent Orientation Brochure in the language of their choice. At that time, Ms. Kloos gives an orientation on the different program choices: Transitional Bilingual, Dual Language and Freestanding ESL. If it detrimined during rgistration that the student is eligible, within 10 days of the student being registered the student is evaluated with the LAB-R (in English alone or in English and Spanish).
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.
During registration we give parents the ELL Parent Orientation Brochure in the language of their choice. At that time, Ms. Kloos gives an orientation on the different program choices: Transitional Bilingual, Dual Language and Freestanding ESL. During the first weeks of school we host a parent meeting to talk about issues such as the curriculum, homework, and we introduce parents to some of the material and technology their children are using. We encourage parents to ask any questions that may have about their children's education. We reach out to families of ELLs in various other ways throughout the school year. In the fall, we encourage parents to visit their children's classrooms so they can see a lesson in progress. We also host a Curriculum Night and send home material that offeres suggestions to parents on ways that they can help their children at home. During all of our parent outreach programs, we encourage parents to ask any questions they may have about their children's education.
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](#)].)
Once a child completes the LAB-R, we calculate the score to determine eligibility, and we notify the parents. A child who is not eligible for ELL services will be enrolled in an appropriate monolingual class. At that time, the parents are given a non-entitlement letter. Parents of children who are eligible are given an entitlement form with their child's score. Then we give these parents the Parent Choice of Program Form so that they can make their program choice. If parents choose a Dual Language Program, we

inform them that we presently do not have a Dual Language program. It is further explained that parents can opt to register their child in a different school that offers a Dual Language program.

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.
After parents make their program selection and their children are placed in the appropriate class, we send parents a letter to their home confirming the child's placement. We also notify parents that their child's eligibility for the TBE and ESL programs will terminate once their child reaches proficiency in English as measured by the NYSESLAT. We collect all Parent Survey and Program Selection forms and place them in a binder that is stored in the Instructional Support Team room.
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 NYSESLAT exam is administered annual to all ELLs. Early in the Fall, NYSESLAT exams are ordered for each grade level for all modalities based on the number of students identified on the RLER report and projected enrollment. During the Spring, in order to ensure that every student is administered all components of the NYSESLAT, we begin testing immediately once the testing window opens. During the testing period, we maintain a record of the date of administration for each part of the exam for each student.
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. 
After analyzing Program Selection forms over the past few years (using RELC and the BESIS information), we have noticed that this year parents showed greater interest in the TBE program. There has also been an increase in parents requesting adult ESL classes for themselves. This suggests that parents are making the connection between language proficiency and their ability to adapt to a new environment. None of our Kindergarten parents chose the Dual Language program. We believe that the programs offered in our school align with parent requests.

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])?

PS 64, we have Spanish TBE classes in grades 3 through 5, which include Special Education classes in grades 3, 4, and 5 and a bridge class in 3/4/5. The organizational model includes 2 self-contained bilingual classes; 3 bilingual co-teaching classes, and 1 bilingual self-contained special education class. The table below shows how we allocate Spanish and English instruction in our TBE classes depending on the grade composed of students of mixed proficiency levels.

Grade Level	% of Spanish:% of English	Average English Proficiency
Third (381)	50:50	Intermediate
Fourth (421)	60:40	Beginner
Fourth (481)	50:50	Intermediate
Fifth (521)	50:50	Intermediate
Fifth (561)	60:40	Beginner/ Intermediate
Fifth (581)	50:50	Intermediate

The remaining ELL students are placed in Freestanding ESL classes and whenever possible we try to group students based on proficiency level. We currently have 5 classes in which our ESL providers push into the monolingual classrooms to ensure that all ELL students receive the mandated number of instructional minutes (two periods of ESL services daily for Beginner and Intermediate students and one period daily for Advanced students). The ESL instructor and classroom teacher communicate in order to address the needs of the ELL students.

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)?

Beginner and Intermediate students receive 360 minutes per week and Advance students receive 180 minutes per week in ESL instruction. Students receive 100 minutes per day in ELA and 50 minutes per day in NLA.

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

In the content areas of Math, Science and Social Studies students receive small group instruction in Spanish in the TBE program. In Science, ELL students participate in hands-on activities using a constructivist approach to learning. Classrooms are equipped with libraries of non-fiction materials in Spanish on a variety of topics in Science. In Social Studies, ELLs participate in a variety of activities such as, letter writing to the community, speaking to community helpers and taking neighborhood walks. Classrooms reflect multiculturalism, and differences in customs, traditions and cultures are celebrated. ESL support is provided as the four modalities: Listening, Speaking, Reading and Writing are addressed in small group and/or whole class lessons.

We also support our ELL students through technology. Every classroom is equipped with a Smart board, which serves not only as a ready source of visuals, but also as a way to provide highly motivating, hands-on, interactive instruction. Classroom desktop computers and a laptop cart allow us to use richly visual programs like Reading A to Z for reading comprehension, phonics and word study, and the program Go Math program for Math.

All TBE classrooms have a classroom library with books written in Spanish as well as in English. In addition, the library period offers activities like interactive puppet shows and read-alouds, which provide risk-free opportunities for ELL students to practice

listening and speaking.

Our ELLs in our Free-standing ESL program are supported through the use of explicit vocabulary development. This fall, teachers have been trained on the Picture Word Induction Model (PWIM). The PWIM uses pictures containing familiar objects, actions, and scenes to draw out words from children's listening and speaking vocabularies. This model helps students add words to their sight word vocabulary and also discover phonetic and structural principles present in those words.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In order to ensure that all ELLs are appropriately evaluated in their native languages, we assess our Spanish-speaking students with Spanish running records. Our ELL students are assessed in Math in their native language as well so that their progress in the content area is not impeded by lack of language proficiency.

We are currently researching ways to informally assess our ELLs who speak languages other than Spanish.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We not only evaluate our ELLs annually with the NYSESLAT, but we also conduct quarterly assessments. Teachers also integrate formative assessments daily by obtaining data on students meeting the daily language objectives, the use of an oral language rubric for end of unit presentations and through group discussions. These interim assessments help us to track our ELLs throughout the school year so that we can make adjustments to our programs and schedules if needed.

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 services 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).

All teachers at PS 64 are required to differentiate instruction, and one way we do this is through small-group instruction. Our push-in ESL instructors generally work with small groups in reading and writing, and they break down the instruction to ensure that students master each objective before they move on to the next one. These small groups also give ELL students more opportunities to practice speaking and listening and to focus on and improve their writing skills.

The following are the ways we differentiate instruction for various ELL subgroups:

a. SIFE: We have SIFE in both TBE and ESL classes. Because these students need a foundation in literacy in their home language before they can move on to a second language, our instructional plan for SIFE students focuses on delivering most content and literacy instruction in their native language. The students in ELL classes receive extra support in small groups from push-in ESL instructors. We rely heavily on assessments throughout the year to monitor progress and determine the level of intervention necessary. Based on these assessments, we devise custom-made plans of instruction for each individual. Sometimes, these instructional plans call for one-to-one instruction especially when the student is older and several years behind his or her fellow students. We also utilize group work as a way to teach social skills and teamwork and to practice speaking and listening in English. Counseling is available and has proven valuable to help these students to adjust.

b. Newcomers: These students are provided with instruction in Spanish as well as English in our TBE classrooms. All students at PS 64, including newcomers, are continually assessed throughout the year. In reading, we conduct formal assessments three times a year and informal running records twice a year. In writing, we assess students formally three times a year. These continual assessments allow teachers to track newcomers' progress, set new goals and group newcomers in small groups where they can receive sheltered instruction.

We work closely with newcomers' parents to build a home-school connection. Homework assignments are occasionally translated on an as-needed basis so that parents can be involved in their children's work. We send home translated progress reports and we solicit feedback from parents. In addition, our school's parent coordinator organizes workshops for parents who may need services such as tutoring.

c. ELL students receiving services 4 to 6 years: Students whose services have been extended one or more times are provided with extra help in the areas they struggle with most based on their performance on the NYSESLAT subtests. When necessary, we provide

coaching in test preparation, time management and organization. Students who continue to score at Beginner or Intermediate levels after repeated extensions are referred to the SIT (School Intervention Team) for a psycho-educational evaluation. As a result of these evaluations, students may receive resource room intervention, speech therapy or placement in a special education class coupled with continued ESL services. We discuss these students routinely with the RtI team. Furthermore, we often contact our guidance counselor to help support these students with self esteem or to examine whether there are medical, social or family issues that are affecting the child's performance.

d. Long-term ELL students: We have 6 of these students, three of whom have reached an Advanced proficiency level. All of these students continue to receive services and to get differentiated instruction in a small group. Our guidance counselors meet with these students to help with any social issues that may be interfering with their academic performance. It is our goal to continue supporting our long-term ELL students until they gain Proficiency.

e. Our former ELLs continue to receive support for up to 2 years following the date proficiency was reached, including additional test accommodations such as time and a half and additional push-in support during the instructional day.

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?

ELL-SWDs: ELL students with disabilities receive services mandated through their Individual Education Plans. There is one bilingual self-contained special-ed classrooms, that is a third/fourth/fifth bridge class. Other ELL students with special needs meet with push-in ESL providers, who work collaboratively with Special Education teachers, speech providers, resource room teachers, occupational therapists, physical therapists, the school psychologist, a social worker and guidance counselors in order to create the best learning conditions for the student. Instructional strategies for ELL students with disabilities include a great deal of interaction between teacher and student and student and student. Group work allows students to move around, interact with one another and take part in whole class or small group discussions in order to build confidence and self-esteem. Students participate in active learning by partaking in hands-on activities. Teachers are aware of the students' accommodations and adapt activities so that all students can gain access to the information. Feedback is given regularly as teachers focus on strenghts and capabilities. ESL providers supplement oral with written instructions, support students by giving clear directives and model how to apply strategies in order to facilitate comprehension. Other strategies will include using visual aids such as pictures, graphs, graphic organizers, story maps or story boards and word mapping to build comprehension. It is a practice for teachers who service these students to ask students to repeat directions in their own words so that immediate assessment will help determine comprehension. Students with disabilities are given resources to help with study skills especially organizational skills; in addition, they are shown how to keep track of time in order to complete tasks and prepare for standardized tests. Teachers of students with disabilities refer to each student's IEP and the modficiations stated within; however, they follow the curriculum as well as the requirements outlined in the units of study based on the Common Core State Standards.

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 IEP team seeks to make sure that all ELL-SWD are placed in the least restrictive environment. Our IEP teaching flexible scheduling permits studnets who are ELLs to be serviced through either push-in or pull-out support. ELLS with special needs receive services mandated by the Individualized Education Plan (IEP). There is one self-contained special-education class for grades 3-5; and one Integrated Co- Team class on each grade level. Other ELLs with special needs are serviced by ESL providers, who work collaboratively with special education teachers, speech providers, occupational therapists physical therapists, the school psychologist, social worker, a dn guidance counselors.

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
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Courses Taught in Languages Other than English 

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

Native Language Arts:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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
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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
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.

We use a variety of intervention programs that target specific areas of need for our ELLs. In Math, for instance, we have purchased a new program, Go Math, which differentiates for every student below, at and above grade level in grades 3-5. It addresses the various learning modalities and provides assessments three times a year (beginning, middle and end) as well as chapter assessments. There is an ELL component that offers visual strategies and alternatives for introducing concepts. In addition, the program offers a Response to Intervention (RtI) component that supports students two years below grade level.

In ELA, we use programs, such as Ready Gen. Not only has this proven to be motivational for students, but it also supports them in the four modalities of Listening, Speaking, Reading and Writing.

Students who reach proficiency continue to get support through differentiation of instruction and small-group instruction. These students are also provided with extra time to complete state exams and other assessments.

Furthermore, new teachers receive professional development to learn strategies needed to best support these students. Our classroom teachers are well-versed in differentiating lessons based on student needs; therefore, former ELL students will benefit from this instructional practice.

Former ELLs are identified by testing accommodations so that teachers are aware of their status and are cognizant of the possibility of providing extra instructional support if needed.

Every classroom is equipped with a Smart board, which allows teachers to offer visual and kinesthetic instruction using Internet websites. We continue to build on our technology subscribing to programs such as Reading A-Z, which utilizes projectable books and books translated into Spanish. Also available and utilized is the website Starfall.com, which provides wonderful interactive platforms for language learning ranging from letter and word matching games to shared reading of short stories. We are developing a pool of materials that teachers can use for their Smart boards and other online resources, such as glossaries that students can access at home to help with homework. We are also implementing enrichment programs that will permit students to reinforce their literacy and content learning through music and art. In addition, all of our classrooms are outfitted with Listening Centers so that our ELLs have access to books on tape in English and Spanish as well as teacher-created tapes thus improving their listening skills and preparing those eligible for the state and NYSESLAT exams.

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

The current data on ELLs in our school reveals that the programs being offered to ELLs within our school are ineffective in developing both content and language proficiency. As a result we have secured the support of the NYS Regional Bilingual/ESL Resource Network in order to support us in setting goals, monitor progress and address possible barriers to student success, which may require a restructuring of our TBE and ESL programs.

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

Our instructional program will focus on high levels of rigor and student support. We will provide varying levels of instructional work in English and Native language, making content and language more accessible to ELLs, allowing ELLs to draw on their background and experiences for content while improving English language acquisition skills.

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

We have discontinued our Dual Language program choice this year because in the past, we have find it difficult to find teachers who hold both a Common Branch license and Bilingual extension and as a phase out school are currently facing barriers to hiring new staff.

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

Our ELL population has equal access to all school programs. This year we will be offering a Saturday Academy for ELLs for

grades 3-5 from 9:00 am to 1:00 pm beginning in the Fall through the Spring semester. We also offer another after school program for grades 3-5 on four days a week from 3:30 pm to 5:30 pm. ELLs are encouraged to attend through multiple outreach measures; a letter describing the program is sent out to parents, parents are called once it is determined that a child has not returned the permission slip, and we use school messenger and monthly school calendar to send out a reminder to parents that the program is available. These programs incorporate all students and ELL students are well-represented. These programs are funded through Title III funds, Title I funds and Contract for Excellence.

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

In order for us to take into account theoretical research and demographic realities we are focusing on making better use of our available technology.

We use a variety of intervention programs that target specific areas of need for our ELLs. In Math, for instance, we have purchased a new program, Go Math, which differentiates for every student below, at and above grade level in grades 3-5. It addresses the various learning modalities and provides assessments three times a year (beginning, middle and end) as well as chapter assessments. There is an ELL component that offers visual strategies and alternatives for introducing concepts. In addition, the program offers a Response to Intervention (RtI) component that supports students two years below grade level.

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

Native language is supported in both ESL and TBE programs. We post charts, student work and word walls in Spanish, where they work independently at their own pace. Classroom libraries are stocked with Spanish books and all students have access to the classroom library so that students can choose from a large offering of books in Spanish.

Students who dominantly speak Arabic and French are given glosseries, and other resources, like e-books their native language as well.

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

AS all students are expected to meet the standards of CCLS, at PS 64, services and resources are matched with students' age and grade levels. If a student enters school with an academic ability below their age, the student is given extra support to meet his or her needs.

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.

We hold curriculum nights at the start of the school year in October, following parent/teacher conferences in December where incoming students and their families learn more about the upcoming units of study. We extend invitations to these events at pre-registration.

18. What language electives are offered to ELLs?

PS 64 does not offer language electives.

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)?

Paste response to questions here:

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.

In order to develop a shared vision of our ELL program and curriculum, Professional Development for all ELL personnel at the school will focus on the principles behind the development of the Language Allocation Policy, as well as on embodying the conceptual understandings of challenging content and well developed learning strategies that support ELLs to think critically, solve problems, and communicate in the language(s) of instruction; and on which instructional approaches best support the development of oral and written fluency, content knowledge, and the ability to communicate.

Throughout the year, teachers will participate in both in-house and out of building professional development on standards-based literacy instruction provided in both the native language and in English, and how to ensure cohesiveness between the curriculum, Common Core Standards and instructional practices.

All members of the school will participate in an inquiry focused on ELLs. Every Friday, teachers will meet to build capacity around improving instruction for ELLs. Initially the teachers will be able to know who their ELL students are and provide evidence of their needs using the 2013 NYSESLAT data points. Teachers will then be introduced to the scaffolding techniques and instructional practices such as the Picture Word Inductive Model as an Instructional approach that supports the transition between oral language and the written word, and develops language acquisition while fostering the mastery of the conventions of language. Throughout the school year, staff at PS 64 will work to align identification, assessment, instruction, professional development, and parental involvement through careful data analyses and reflection.

During the month of November, the Guidance Counselor hosts a meeting for our current 5th grade parents on the middle school choice process. At this meeting she outlines the program options available at many surrounding schools, and is available to answer any questions from parents.

To ensure that we meet the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff, we keep a record of all agendas and sign-in sheets from all professional development offered, in and off-site.

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?

As stated above, the school plans several activities that foster parental involvement, including Open House, Curriculum Nights, quarterly Progress Reports and Parent Teacher Conferences each term. Because we understand that parents of English Language Learners may lack English proficiency, we make translation services available to open the lines of communication between home and school. We make it a point to send information home by mail, backpacked with students, informal conversations, and by sending out mass messages via the phone, as well as post reminders around the exterior of the school building.

In order to address the needs of parents, we ensure that parents are surveyed each term, to give the school an idea of what programming interests them, what further supports they are seeking, and in which formats are most accessible for them.

PS 64 has a long standing partnership with New Settlement Program, in which the mission is neighborhood revitalization and community building. Through collaborative efforts we have been able to articulate our needs from the school's perspective and establish ways in which New Settlement can support that need. New Settlement has several resources including housing and development organizations, business, other educational institutions, youth development and social services.

Not only does the school collect data on the needs of parents through our own in-house survey, we also utilize the NYC Parent Survey in order to determine what parents' perceptions are regarding the school culture and areas of deficiency. Through the collection of data, we have now ensured communication with parents is consistent and conveys a message of collaboration.

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 64x, Pura Belpre Elementary****School DBN: 09X064**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Headley	Principal		11/15/13
Claudine Galbraith	Assistant Principal		11/15/13
Aniya Abuwadeh	Parent Coordinator		11/15/13
Valentia Kloos	ESL Teacher		11/15/13
Layte Downs	Parent		11/15/13
Marta Rendon	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
Latonya Pogue	Coach		11/15/13
Coronnie Crocker-Bey	Coach		11/15/13
	Guidance Counselor		1/1/01
	Network Leader		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: 09X064 **School Name:** PS 64x, Pura Belpre Elementary

Cluster: 06 **Network:** 613

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.

An analysis of the Home Language Survey, recorded in ATS, is the primary method used to determine the written and oral interpretation needs of our parents.

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.

As indicated by the Home Language Survey, 63% of our parents speak Spanish as the dominant language at home. We have seen an increase in diverse languages such as Arabic, French, Bangali, and a number of African dialects like Soninke, Twi, Malinke, Pashto, and Wolof. During the winter, we will send out a parent survey to verify the written translation and oral translation needs of our parents and report out to the school community the resources that are available to them to increase and support parent involvement.

Part B: Strategies and Activities

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

The school will continue to provide written translation services through both in-house and contracted vendors. We utilize in-house translation services for small documents, such as homework sheets, flyers and progress reports, We will hire a contractor to translate larger documents such as the Parent Handbook, and SCEP.

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.

The school will continue to provide oral translation services through both in-house staff and contracted vendors. Our staff is comprised of a staff of 24 Bilingual members who are fluent in Spanish; and our Parent Coordinator is fluent in English, Spanish, and Arabic, so during informal meetings, and registration, or staff will be able to meet the interpretation needs of our population. However, if we are unable to find a translator in the building we will utilize the Translation Interpretation Unit. However, during large meetings such as Parent Teacher Conferences, ELL Parent Workshops, and Safety meetings, we will hire a contracted vendor. During one-to-one parent meetings, such as Education Planning Conferences we will take the parents home language into consideration and plan accordingly.

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>.

Our school has established procedures for ensuring that Limited English Speaking parents are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education.

The Parents Bill of Rights and Responsibilities will be sent out in the parents primary language.

The Main Office features the availability of Interpretation Services poster.

The schools administrative offices are accessible to parents in their language through an automated voice prompt.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 64x Pura Belpre	DBN: 09X064
Cluster Leader: Chris Groll	Network Leader: Sandy Litrico Papas
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>63</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>11</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>6</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Enhancing Language

PS 64x is located in the Highbridge section of the Bronx. Over 50% of our student population is an English Language Learner (ELL) and/or immigrant.

In order to meet today's learning challenges, we will purchase a school license for Rosetta Stone in order to accelerate grammar, vocabulary words and conversational language. The program is known for being interactive and visually engaging. The program's management tool provides real time reporting, students scores and time spent on each activity. Teachers will have the ability to identify areas where students will require additional attention through customization of lessons based on needs. Teachers will set specific instructional goals and measure students progress.

Creating an Afterschool Enrichment and Academic Intervention Program to meet the academic needs of our ELLs students will provide them with the necessary skills to improve their reading and writing skills. Assessment data will determine the type of program that is offered to our students. This will allow us to tailor the type of instruction available to the students as per their need. In turn, our students will develop English Language proficiency while reading, gaining vocabulary, increasing fluency, improving reading comprehension, and developing writing skills.

This Afterschool Enrichment and Academic Intervention Program will consist of students classified as ELLs and/or newly arrived immigrants (1-3 years) ranging from grades 3-5. The program will follow the schools language allocation policy in accordance with students' language proficiency levels bilingual certified teachers will be hired for the program. Materials will consist of Native Language Arts texts and programs. The After-school Program is comprised of a total of 5 classes of ELLs in grades 3-5. The focus of the program is to provide English language development while preparing students for the ELA. Two of the classes house the students in the school TBE program, grades 4 and 5. The other three classes contain ELLs from the general education population from grades 3, 4 and 5. The bilingual classes are taught in English using the native language as support by certified bilingual teachers. The three general education ELL classes receive instruction in English from a licensed CB teacher. One certified ESL teacher pushes into each one of these three general education ELL classes for 40 minutes every session. The program is operational on Tuesdays, Wednesdays and Thursdays from 3:30 – 5:30 pm over 18 weeks for a total of 53 sessions.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Professional development will be given to teachers to enhance instruction and improve implementation of teaching strategies for English Language Learners and/or immigrants. Qualified bilingual teachers will receive professional development. Weekly professional development will take place for all teachers and staff. Topics covered will include, but not limited to, effective reading strategies for ELLs, vocabulary development, fluency building, higher order questioning, oral development, and improving writing skills. PS 64x administration will provide professional development for staff. Professional development will be provided via grade meetings, academy meetings, study groups and inquiry teams. In addition, differentiated training will be given to afterschool enrichment and AIS program teachers to create effective project based and RtI plans to improve student performance.

Audience:

- Bilingual Teachers
- Common Branch Monolingual Teachers
- Intervention Teachers/ Cluster Teachers
- Special Education Teachers
- ESL Teachers

Part D: Parental Engagement Activities

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

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

Begin description here:

PS 64x will partner with parents to support academic achievement by developing parents' skills covering a variety of teaching points, such as:

- English as a Second Language
- English Conversational Skills
- English Reading and Writing Skills
- English Lab Site
- Microsoft Office Program
- Project-Based Learning
- Educational Web Links

This collaboration will provide parents with the tools to support the development of students as life-long learners, outside the classroom. This afterschool program will be facilitated by one bilingual teacher with collaboration from the parent coordinator. The program is operational on Tuesdays and Thursdays

Part D: Parental Engagement Activities

from 3:30– 5:30 pm over 18 weeks for a total of 36 sessions.

In addition Parents will participate in monthly workshops (during the school day). Parents will be given the opportunity to attend workshops on: homework support, ARIS, ELLs, Data Talks Technology Connections, and Treasures/Everyday Mathematics(EDM). Parents will be notified via flyers and the school messenger system for workshops.

Part E: Budget

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

Allocation Amount: \$

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

