

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: JOSEPH P. ADDABBO
DBN (i.e. 01M001): 27Q064
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School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Elizabeth Mitchell	*Principal or Designee	
Victoria Wolfe	*UFT Chapter Leader or Designee	
RoseMarie Ortiz	*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	
Rosalie Falco	Member/ Teacher	
Francine Kawesch	Member/ Teacher	
Ilene Woda	Member/ Teacher	
Suhail Melo	Member/ Parent	
Sorangel Suarez	Member/ Parent	
Lovely Dinara	Member/ Parent	
Afrin Eliza	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, students in grades 3-5 will demonstrate progress toward achieving state standards as measured by a 3% increase in students scoring at or above proficiency on the 2014-2015 New York State English Language Arts exam.

Comprehensive Needs Assessment

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

After reviewing the results of the 2014 NYS ELA exam 33.1% of our students scored at or above proficiency levels 3 or 4. This was a 5.7% increase from for the 2013 NYS ELA results. Although there was an increase, many students school-wide are still reading below grade level as evidenced by an analysis of the TCRWP benchmark levels.

Instructional Strategies/Activities

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

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

1. Through ongoing curriculum mapping and planning the teachers will incorporate text-dependent questions, refine common core rubrics and increase academic vocabulary in lessons. Administrators will provide ongoing feedback to teachers regarding effective instructional practices in Danielson's 3b –Questioning and Discussion.
2. Academic afterschool program for students in grade 3-5, particularly for students performing at level 2 on 2014 ELA
3. AIS Services provided for students scoring at level 1 on NYS ELA during the school day.

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

1. Classroom teachers, ESL teachers, Administrators
2. 6 teachers will be assigned for the Academic Afterschool program.
3. AIS services are provided by one teacher.

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

1. As a result of analyzing student work products teachers will adjust, revise and add to current curriculum maps
2. Each teacher will evaluate progress of differentiated groups by using a variety of interim assessments
3. Monitor the results of Foundations Unit tests and TCRWP benchmark reading levels

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

1. September 2014 through June 2105
2. January through April 2015
3. September 2014 through June 2015

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

1. Each grade team meets weekly during common preparation periods to design/revise curriculum maps, Common Core writing rubrics, and commonly plan for grade-wide instruction. All staff members participate in weekly staff development and inquiry team meetings utilizing a "Looking at Student Work" protocol to evaluate the effectiveness of strategies and adjust instruction. Teachers receive professional development based on Danielson's Framework for Teaching.
2. Academic afterschool program will be every Wednesday and Thursday from 2:20 p.m.-4:00 p.m. A variety of ELA instructional resources will be utilized to meet individual student needs.
3. Students are identified to receive intervention services on a rotating flexible-grouping system based on need. Foundations, Supporting the Standards for ELA resources are utilized.

Strategies to Increase Parental Involvement

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

Parent Coordinator holds twice-monthly meetings with parents in conjunction with PS 64 staff focusing on a plethora of topics for parents, including Foundations, Homework Help, Reading with your child, Common Core Standards, Getting your child ready for the ELA and Math test, Understanding

Independent Reading Levels, and more.

Teachers use Terrific Tuesdays Parent Engagement Block to communicate with and conference with parents

OWL (Outstanding Work and Leadership) of the month assemblies are held to recognize students' progress.

Family Literacy and Math nights are offered twice a year

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, there will be a 3% increase of students in Grades 3-5 achieving at or above proficiency level as measured by the 2014-2015 New York State Mathematics Exam

Comprehensive Needs Assessment

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

After reviewing the results of the 2014 New York State Math Exam 37.6% of our students scored at level 3 or 4, which was a 4.6% decrease from 2013. In addition, after reviewing the results of the math baseline from November 2014 50% of our students scored on grade level.

Instructional Strategies/Activities

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

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

1. Envisions and Supporting the Standards math program resources are utilized to provide differentiated instruction in grades K-5
2. Academic afterschool program for students in grades 3-5 focused on , particularly for students performing at level 2 on 2014 Math
3. AIS Services provided for students scoring at level 1 on NYS Math during the school day.

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

1. Classroom teachers, ESL teachers and SETSS provider
2. 6 teachers will be assigned to the Academic Afterschool program
3. AIS is provided by the AIS teacher as well as the Art, Music, and Library teachers

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

1. Baseline assessments, Envision unit tests
2. Each teacher will evaluate progress of differentiated groups using a variety of interim assessments
3. Formative assessments and chapter/unit skills assessments

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

1. September 2014 through June 2015
2. January through April 2015
3. September 2014 through June 2015

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

1. Each teacher implements a 75-minute math block daily using materials from Envision Math and manipulatives
2. Academic afterschool program will be every Wednesday and Thursday from 2:20 p.m.-4:00 p.m. A variety of Math instructional resources will be utilized to meet individual student needs.
3. AIS providers utilize Envisions math resources, Supporting in the Standards in math, as well as manipulatives on online teacher resources.

Strategies to Increase Parental Involvement

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

Parent Coordinator holds twice-monthly meetings with parents in conjunction with PS 64 staff focusing on a plethora of topics for parents, including Foundations, Homework Help, Reading with your child, Common Core Standards, Getting your child ready for the ELA and Math test, Understanding Independent Reading Levels, and more.

Teachers use Terrific Tuesdays Parent Engagement Block to communicate with and conference with parents
OWL (Outstanding Work and Leadership) of the month assemblies are held to recognize students' progress.

Family Literacy and Math nights are offered twice a year

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, English Language Learners will demonstrate progress toward achieving state standards as measured by 3% increase in students meeting proficiency on the NYSESLAT.

Comprehensive Needs Assessment

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

Through analysis of the NYSESLAT, 30% of students are in the beginner level; 31% of students are in the intermediate level and 39% of students are in the advanced level.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. ESL teachers work with small groups of ELL students for one to two periods per day, based on student need and state regulations
 2. ESL kindergarten teacher has a whole class of ELL students
 3. Afterschool academic program for ELL students in grades 3, 4 and 5
- B. Key personnel and other resources used to implement each strategy/activity**
1. 3 ESL teachers and classroom teachers.
 2. 1 ESL kindergarten teacher
 3. 3 ESL teachers will utilize multiple resources to meet the needs of students
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. TCWRP benchmarks given 3 times a year and a variety of interim assessments will measure progress
 2. Foundations Units will be administered at the end of each unit
 3. Pre-assessments, interim assessments and post assessments, performance based assessments will be given to assess progress
- D. Timeline for implementation and completion including start and end dates**
1. September 2014 through June 2015
 2. September 2014 through June 2015
 3. January through April 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Three ESL teachers will work with groups of ELL students on grades K-5 for one to two periods per day, based on student need and state regulations
 2. One ESL teacher will serve as a full time kindergarten teacher in a self- contained ESL classroom
 3. Afterschool program will meet Wednesday and Thursday afternoons from 2:20 p.m.-4:00 p.m. Teachers will work on skills and strategies to improve reading, listening, speaking and writing skills

Strategies to Increase Parental Involvement

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

Our parent coordinator arranges parent workshops in conjunction with the ESL teachers, administrators, teachers and outside providers in the areas of: ESL Orientation Meetings; K-2 Foundations Workshop; Reading to your child; Homework Help; NYSESLAT workshop for parents; Family Literacy and Math Nights

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

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	Foundations; Targeted skill instruction; close reading of complex texts; text dependent questions; targeted vocabulary instruction; informational and fictional writing genres; shared and guided reading; Essential questions; Supporting the Standards -Targeting Reading Comprehension	Small group instruction	During the school day
Mathematics	Envisions Math; Exemplar problems; Use of manipulatives, modeling with math and solving abstract problems, problem of the day, all to promote repeated exposure to new concepts and skills in order to foster mastery	Small group instruction	During the school day
Science	Incorporation of non-fiction science books into the balanced literacy block; Increase in availability of leveled science texts; essential questions; hands on science exploration, use of Ready Gen Science aligned-texts	Small group instruction	During the school day
Social Studies	Incorporation of historical fiction and non-fiction history books into the balanced literacy block, use of Ready Gen social studies aligned texts; increase in availability of leveled texts in social studies; essential questions	Small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Speech; Guidance; O/T; P/T; APE; SETSS These services are provided according to mandates on individual student IEP's and based on recommendations of the PPT/SIT committee for at-risk services	Small group instruction	During the school day

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

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

Highly Qualified Teachers (HQT)

- All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.

The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

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).

- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development.
- Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going at grade conferences, Marvelous Monday Professional Development Block and through Network and DOE opportunities with a focus on Danielson's Framework for Teaching.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- School ensures all conceptually consolidated funding coordinates and integrates the use of Federal, State and/ or Local funds to meet the intent and purpose of all programs.
- Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing

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.).

- School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education.
- School provides an aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs.
- School implements a coherent and seamless education program for at-risk students by ensuring the successful transition from early childhood programs to elementary school wide programs.
- School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program.
- School shares records and information from early childhood programs to ensure seamless transition to

elementary school programs

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.

- School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.
- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
- School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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. P.S.64Q 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. P.S.64Q 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, School Quality 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;

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

P.S.64Q, 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 with 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.

DBN: 27Q064

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$290,250.18	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$189,231.00	X	See action plan
Title III, Part A	Federal	\$13,984.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,029,962.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has

the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Joseph P. Addabbo PS64	DBN: 27Q064
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
Total # of ELLs to be served: 50
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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: After analyzing the NYSESLAT and NYSITELL data, NYS ELA and NYS Math scores and TCRWP Benchmarks, we determined that PS 64 will implement an after school program to provide additional support for our present and former English Language Learners. Approximately 50 ELLs in grades 3, 4, and 5 will be targeted for differentiated, small group instruction by NYSESLAT levels. The program will be taught by our four NYS certified ESL teachers. The after school program will take place from December 3, 2014 to April 16, 2015 for 32 sessions. It will be from 2:20-4:00pm (1 hour 40 minutes session) every Wednesday and Thursday in English, with one session dedicated to ELA and the other for Math. A supervisor will not be hired through Title III funds to oversee the program exclusively. There will be an AIS afterschool program that runs concurrently with the ELL afterschool program therefore a supervisor will be available to coordinate and support both programs.

To prepare our ELL students for the NYS ELA and Math exams, Ready NY ELA and Math Workbooks will be purchased using Title III funds to be used exclusively for the duration of the ELL afterschool program. Our school data shows that our ELLs made a slight gain in ELA (+1.6) but made a significant drop in Math (-7.0). Math manipulatives will be used as well as technology-based learning including World Book, Smart Boards and laptops to further differentiate instruction. Bilingual resources (glossaries and dictionaries) will be purchased to support of ELLs in Grade 3-5.

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: The push-in model of instruction is intended to support all our ELL students. Common planning time is afforded to ESL teachers and their collaborative partners. This is necessary for all staff members as they are all teachers of ELLs. Professional development sessions are used to align our curriculum to the Common Core Learning Standards. ESL teachers and their collaborative partners

Part C: Professional Development

meet to plan for instruction and to infuse ESL methodology and strategies into the curriculum. Ongoing professional development will be conducted throughout the school year during the Monday Professional Development Block. These sessions will be conducted by our ESL teachers, Administrators and outside providers. These Professional Learning sessions allow the ESL teachers and classroom teachers to plan collaboratively. ESL teachers will also attend weekly grade level team meetings to participate in the inquiry process of looking at student work to note implications for improving their professional practice. Additionally, teachers will attend professional development sessions and conferences offered by the Office of English Language Learners, CFN Network 211, as well as other educational organizations. Documentation of staff development sessions for ELLs conducted within our school is maintained through sign in sheets and professional development agendas

Teachers attending these workshops will turnkey the information to other staff members. The following is a list of Professional Development Conferences the ESL teachers will attend:

Ready Gen Training

Universal Design for Learning (UDL)

Danielson's Framework For Teaching

Reading and Writing for ELLs, Scaffolding for Non Fiction Success(series of two)

CCLS Math Institute for Elementary Teachers of ELLs(series of four)

Understanding Linguistic, Cultural and Academics of ESL/Bilingual Students with Disabilities

Developing Writing Skills for ELLs and Students with Disabilities

NYSITELL Training

Instructional Classroom Strategies for ELLs and Students with Disabilities

Non Fiction Writing for ELLs

Administering and Scoring the NYSESLAT

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

Part D: Parental Engagement Activities

Begin description here:

Our bilingual Parent Coordinator in cooperation with the classroom teachers and parent volunteers, send home notices translated into three languages: English, Bengali and Spanish. This will foster a sense of security with the family and help them feel comfortable and confident in communicating with our school. In September, the Parent Coordinator sends out a Parent Needs Survey. Based on that Survey, we have scheduled the following workshops:

Workshop	Presenter	Month
Homework Help K-2	ESL Teachers	September
Homework Help 3-5	ESL Teachers	October
Fundations Workshop K-2	Marla Goldstein, ESL Teacher Kim Green, AIS Teacher	October
Title I Meeting	Elizabeth Mitchell, Principal	October
Breast Cancer Workshop	Child Health Plus	October
ESL Classes for Parents (2x weekly)	Ines Gronda, Parent Coordinator	Oct-June
Middle School Process	Elena Chin, Guidance	October
Nutrition Workshops (6 weeks)	Cornell University	Oct-Jan
Aris Parent Link	Iris Cueto-Anglarill, ESL Teacher	November
Asthma Workshop	Child Health Plus	November
Keep Tracking	Dial A Teacher	November
Depression and Anxiety	Elena Chin, Guidance	November
What Is Thanksgiving?	Rosalie Falco, ESL Teacher	November
The Write Stuff	Sylvan Learning Center	December
Stress Management	Child Health Plus	December
Holiday Customs & Crafts	Ines Gronda, Parent Coordinator	December
Middle School Application	Elena Chin, Guidance	December
Math Games K-2	Rosalie Falco, ESL Teacher	January

Part D: Parental Engagement Activities

From Stress to Success	Sylvan Learning Center	January
Heart Disease Workshop	Child Health Plus	February
Valentine Customs & Crafts	Ines Gronda, Parent Coordinator	February
ELA Exam Workshop	Principal/Asst. Principal	March
NYC School Survey	Ines Gronda, Parent Coordinator	March
NYS Math Test Success	Principal/Asst. Principal	March/April
Healthy Child Workshop	Child Health Plus	April
Understanding the NYSESLAT	ESL Teachers	April
Culture Festival	Kindergarten	May
Family Math Night	Staff	May
Immigration Research and Celebration	Grade 4	June
Transition from Elementary to Middle School	Elena Chin, Guidance	June
Summer Safety	Child Health Plus	June

At each activity, the Parent Coordinator attends to orally translate into Spanish. We also have parent volunteers who orally translate into Bengali. All workshops are listed on our monthly calendars and school website. Additionally, parents are notified about all activities through notices sent home via student backpacks. Throughout the year, documents requiring translation are forwarded to the Parent Coordinator and the DOE Translation Unit.

The DOE telephone Translation Unit is utilized during conferences requiring Urdu, Mandarin, Pashto, or Arabic translations. Our Parent Coordinator greets all K-1 arriving students each morning at our school entrance. She calls parents at home and extends personal invitations to some targeted students for Workshops and/or special events.

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.
-----------------	-----------------	---

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	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 064
School Name Joseph P. Addabbo		

B. Language Allocation Policy Team Composition [i](#) 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 Nina Auster	Assistant Principal Erik Walter
Coach type here	Coach type here
ESL Teacher Iris Cueto/Anglarill	Guidance Counselor Elena Chin
Teacher/Subject Area Rosalie Falco/ESL	Parent Rina Olivero
Teacher/Subject Area Denise Spoto/ESL	Parent Coordinator Ines Gronda
Related Service Provider Carol DelGaudio/Speech	Other Marla Goldstein/Kindergarten
Network Leader(Only if working with the LAP team)	Other Karen Camhi/SETSS

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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	647	Total number of ELLs	145	ELLs as share of total student population (%)	22.41%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	1													1
Pull-out	1	3	1	1	2	2								10
Total	2	3	1	1	2	2	0	11						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	145	Newcomers (ELLs receiving service 0-3 years)	135	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	1

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	135		5	9		1	1		1	145

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	135	0	5	9	0	1	1	0	1	145
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

C. Home Language Breakdown and ELL Programs

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

*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	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	13	9	7	10	4	7								50
Chinese		1		1										2
Russian														0
Bengali	17	17	4	17	11	14								80
Urdu		1		1										2
Arabic	2		4		1	3								10
Haitian														0
French														0
Korean														0
Punjabi	1													1
Polish														0
Albanian														0
Other														0
TOTAL	33	28	15	29	16	24	0	145						

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)	4	3	3	2	2	3								17
Intermediate(I)	3	3	3	3	10	2								24
Advanced (A)	20	20	6	8	11	6								71
Total	27	26	12	13	23	11	0	112						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	10	1	0	28
4	10	3	0	0	13
5	12	7	1	0	20
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	11	2	8	3	4	0	0		28
4	8	2	4	0	1	0	1	0	16
5	8	2	8	2	4	0	0		24
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1	2	7	0	4	0	15
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - The assessments used at the school-level are TCRWP, Fountas and Pinnel guided reading levels, Foundations, Wilson and informal assessments. After careful analysis of this data ESL teachers are able to determine sight word recognition, letter and sound identification, individual reading levels, reading fluency, decoding and spelling skills, and concepts of print mastery. This data helps

teachers make instructional decisions targeting student individual needs, such as; grouping students according to skill and reading levels, providing AIS to those students who are performing below grade level during the school day as well as during morning programs, and extended day programs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
. Review or patterns across proficiency levels on the NYSESLAT reveal that a small amount of students across grade spans fall under the beginner to intermediate levels, with the exception of 4th grade, where almost half of the students are beginner to intermediate and the other advanced. The Majority of ELLs fall into the advanced level. As indicated the results are similar with the LAB-R. The analysis of the NYSESLAT proficiency levels help us to determine the areas of strength and weaknesses of our ELLs in all grades. Due to DOE guidelines we are unable to provide NYSESLAT modality analysis at this time, however in past years data has shown that our students score higher on the listening/speaking sections of the test.
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](#))

As in the past we will continue to differentiate instruction for our ELLs by the use of graphic organizers, picture support and enriched vocabulary development. The classroom and ESL teachers use small group instruction in the form of guided reading and guided writing. The ESL teachers also focus on a grammar component of the writing program geared towards helping ELL's communicate in written form. Grades 3-5 receive test preparation instruction using NY Ready CARS, STARS and other test preparation materials. ESL teacher use the Anastasio & Associates GETTING READY FOR THE NYSESLAT test preparation books to help prepare the students for the NYSESLAT test in May.

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?

a. Proficiency levels on the NYSESLAT and LAB-R show that the majority of our students, 71 out of 112, scored at an Advanced level. Overall an increase in proficiency levels indicate that the majority of our ELL's increased by one level or more in proficiencies. All of our ELL students participate in a Free Standing ESL program. Out of a total of 28 third graders, 17 scored a level 1, 10 scored a level 2 and 1 scored a level 3 on the 2013 ELA. Out of 13 fourth graders, 10 scored a 1 and 3 scored a 2 on the 2013 ELA. Out of 20 fifth graders 12 scored a level 1, 7 scored a level 2, and 1 scored a level 3 on the ELA. No ELL students scored a 4 on the ELA.

The pattern clearly demonstrates that the majority of students across all three grades scored below grade level on the ELA. We are addressing these needs by providing differentiated instruction in the form of guided reading and 1:1 conferences in reading and writing. Teachers College Units of study and graphic organizers are used to assist ELL students in writing. Enhanced picture support and vocabulary study is provided to enrich vocabulary. Classroom instruction includes a 75 minute literacy block daily.

ELL students in Grades 3-5 participating in the NY State ELA receive test preparation instruction using, NY Ready, CARS, STARS and other test preparation materials. All students in all grades focus on a skill of the week to reinforce comprehension strategies.

ESL teachers use the Attanasio & Associates "Getting Ready for the NYSESLAT" test preparation books to help prepare for the NYSESLAT tests in May.

Students in grades 3-5 showing weaknesses in reading, writing, and math are invited to attend our after school program which meets weekly for a total of 75 minutes. In December we plan on adding an additional 90 minutes in a morning program for remediation in these two areas.

In the NYS Math exam out of 28 ELL's in 3rd grade, 13 scored a level 1, 11 scored a level 2 and 4 scored a level 3. In fourth grade, 10 students scored a level 1, 4 scored a level 2, 1 scored a level 3 and 1 scored a level 4. Out of 24 fifth graders, 10 scored a level 1, 10 scored a level 2 and 4 scored a level 3. The students performed better on the State Math tests than the ELA tests. However, when comparing outcomes of students who took the test in their native language, 11 out of 68 students, scores still fell in the 1 to 2 range. To support the ELL's struggling in math we offer test preparation using NY Ready and NYS Math Coach. The students are using the Envisions Math program in grades k-5 during a 75 minute math block. The struggling students are invited to attend the extended day on Mondays where we focus on math and ELA instruction in small groups as needed.

4. b. PS 64 opted out of using the ELL Periodic Assessments.
- c. ESL Teachers use NYSESLAT rubrics, LAB-R and Spanish LAB data in determining ELL instructional needs. Teachers also use teacher made assessments and collect writing samples, utilize language acquisition checklists, Reading skills checklists, Fountas and Pinnell Guided Reading levels.

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](#).)

Within the K & 2 grades the Foundations program is used to instruct decoding and comprehension skills school wide. There are unit assessments to inform the classroom teachers of the students' mastery. Students not meeting required percentiles are deemed in need

of RTI. The classroom teacher will reteach the skills to those students until they are mastered. There are three AIS providers to offer double-dose (re-teaching) of skills, in small group out of classroom instruction, to those who have not mastered the skills. In grades 3-5 students performing below two grade levels in reading, as per Fountas and Pinnel Guided Reading Levels, are identified as in need of reading intervention. The AIS provider uses the Wilson Reading System to support struggling readers. These students are assessed after each unit for mastery of concepts. Results are used to re-teach concepts and form new groups according to mastery or non-mastery. In grades K-5 ESL teachers form ELL groups according to language ability and incorporate targeted skills as per assessment results in daily lessons. ESL teachers have incorporated 2 periods a week for AIS instruction to those ELL's who have scored a 1 or 2 on the ELA and/or Math State Assessments in order to target needed skills.

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

We consider each child's second language development by differentiating instruction according to proficiency level. We further differentiate according to modality analysis. ELL reading levels are also considered when grouping students. In grades 3-5 beginner ELLs are provided native language support by peers and staff when available and as needed. ESL teachers offer extra support through the use of pictures, vocabulary enrichment, picture dictionaries and content area glossaries.

Performance on the Spanish LAB is used to determine the student's language proficiency in their L1. This data is used to determine literacy skills in their first language in order to target deficient literacy skills. This further allows ESL to teachers to group students at appropriate skill levels. We further differentiate according to NYSESLAT modality analysis. ELL reading levels are also considered when grouping students. In grades 3-5 beginner ELLs are provided native language support by peers and staff when available and as needed. ESL teachers offer extra support through the use of pictures, vocabulary enrichment, picture dictionaries and content area glossaries. During the parent interviews ELL teachers are able to determine how much exposure to English the children have at home, and if they have been exposed to English previous to enrolling in our public school. We also learn how much support they are able to receive at home from family members, and how involved parents are in supporting the development of their second language.

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?

PS 64 does not have a dual language program

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

We primarily evaluate the success of our ESL Program based on the scores our students receive on the NYSESLAT, and students moving one or more proficiency levels or individual modalities. Success is also measured through movement of Fountas and Pinnel Reading levels throughout the school year. We also review benchmarks and State test scores to inform instruction for the following year. This we will continue the use of several computer programs such as; A-Z Reading, RAZ Kids, Study Island and the Evans Moore Program "Look and Learn and Listen" to aid our ELL students. Improvement on State tests are also indicators of achievement.

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](#).)
 1. All parents of new public school enrollees in New York City are required to complete a Home Language identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. Within the first 10 days of enrollment, In compliance with the New York State identification process, parents complete the HLIS in their preferred language through an informal interview with any of the four ESL teachers in order to determine student eligibility for LAB-R administration. The interviews are conducted in Spanish or Bengali as needed. Four ESL certified teachers, Iris Cueto-Anglarill, Rosalie Falco, Marla Goldstein and Denise Keutmann. administer the LAB-R once these students are identified by the HLIS. In accordance with ASPIRA Consent Decree to inform placement, tThose students with Spanish as their home language are also administered the Spanish LAB. The Spanish LAB is administered by one of the four ESL teachers, Iris Cueto-Anglarill, who is bilingual. LAB-Rs and Spanish LABs are hand scored and students are placed in classrooms according to proficiency levels. Results are

reviewed by the Principal and Assistant Principal, in addition to the certified ESL to determine the programs and services for each eligible student. The parents of students scoring below proficiency cut scores are then invited to a parent orientation where they will view the Orientation Video for Parents of Newly Enrolled English Language Learners, in their preferred language. They are also provided with brochures to supplement the information from the video. The parents then complete the Parent Survey and Program Selection form, appendix "D". All students receiving ESL services are administered the NYSESLAT in May. A team of teachers led by the 4 certified ESL teachers, Iris Cueto-Anglarill, Rosalie Falco, Marla Goldstein and Denise Spoto administers this test. The speaking portion of the test is administered to each student individually. The listening, reading and writing portions of the test are administered in separate sessions by the 4 ESL teachers and classroom teachers. All eligible students are tested based on the information obtained from the RLER report. Once the results are received, the Principal, Assistant Principal and the ESL teachers review the data contained in the RLAT to determine class placement for the upcoming year based on scores received on the NYSESLAT. Placement is made according to proficiency level, Beginner, Intermediate or Advanced. School administrators use the LAB-R data to inform instructional programs and initial language allocations

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.
After scoring the LAB-R's, parents are notified in their preferred language, using the Entitlement Letter Appendix "C", informing them of child's eligibility for services. . The parents of students scoring below proficiency cut scores are then invited to a parent orientation
The four ESL teachers hold orientation meetings for the parents of all newly enrolled ELLs to inform them of the different ELL programs that are available. During orientations, an orientation video which is available in 9 languages is shown to parents. In addition, parents receive the orientation booklet about ELL programs in their home language, and have the opportunity to ask questions about ELL services (with assistance from a translator, if necessary). These orientation meetings are held as needed throughout the year, with the first set of meetings within the first 10 days of school. During the orientation process parents are also provided with information which includes the school's phone number, Parent Coordinator information and outreach, the school's website and the school calendar of events.
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 [\[see tool kit\]](#).)
Parent Survey and Program Selection Forms are distributed at each of the Parent Orientation meetings. At the end of each orientation meeting, the 4 ESL teachers, Iris Cueto-Anglarill, Marla Goldstein, Denis Spoto and Rosalie Falco, collect the Parent Survey and Selection Form, which indicates the program that parents are requesting for their child. These letters are maintained in the student's cumulative folder. In addition, a copy of the form is made and kept in the ESL office in the ESL compliance binder.:
After analyzing the R-LAT report (NYSESLAT exam history report) and identifying ELL's of continued entitlement, Continued Entitlement letters (Appendix "G") are distributed to students to be signed and returned to the ESL teachers. ESL teachers are responsible for distributing and collecting the letters for the grades they service. The ESL teachers then collect and store the Appendix "G" letters in a compliance folder along with other letters such as; entitlement, non-entitlement, parent survey/program selection form, placement, continued entitlement and non-entitlement. If the letters are not returned in a timely fashion the ESL teachers follow the process of: Sending a second notice; calling homes, and waiting for parents during morning line-up and/ or during dismissal.
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.
Once the Parent Survey and Program Selection Forms are received, they are reviewed by the four certified ESL teachers, Iris Cueto-Anglarill, Marla Goldstein, Denise Spoto and Rosalie Falco. Once a list of parent preferences is compiled the parents are advised of other programs at other schools if their preference states a dual language or bilingual program. At the present time PS 64 has only a free standing ESL program. This is explained to the parents in their native language with the use of translators if necessary. If parents wish for their children to attend another school, the ESL teachers provide the names of schools with available programs and assist the parents in finding available seats. Placement letters are distributed to parents to advise them whether or not their child is entitled to ESL services. Appendix E is sent if the child is not entitled. Appendix F is sent if the child takes the LAB-R and is eligible for placement. Signed copies of these letters are kept in the ESL compliance binder. Original copies of Parent Surveys and HILS are kept in cumulative folders with copies held in the ESL compliance binder.
After analyzing the R-LAT report (NYSESLAT exam history report) and identifying ELL's of continued entitlement, Continued Entitlement letters (Appendix "G") are distributed to students to be signed and returned to the ESL teachers. If the letters are not returned in a timely fashion the ESL teachers follow the process of: Sending a second notice; calling homes, and waiting for parents during morning line-up and/ or during dismissal. The ESL teachers then collect and store the Appendix "G" letters in a compliance folder along with other letters such as; entitlement, non-entitlement, parent survey/program selection form, placement, continued

entitlement and non-entitlement . After each Parent Orientation workshop, the Parent Survey and Program Selection Forms (Appendix "D") are collected and the data is transferred to the ELPC screen on ATS immediately so as to complete the screen as per the compliance of 20 days.

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.

Each year, the four ESL teachers, Iris Cueto-Anglarill, Marla Goldstein, Denise Spoto and Rosalie Falco meet with the principal to schedule the administration of all sections of the NYSESLAT to all ELLs. Each of the ESL teachers individually administers the speaking portion of the test to the students they service. Then sessions are scheduled on separate days for each of the remaining three sections, listening, reading and writing. The sessions are administered by grade with the ESL teachers and additional general education teachers acting as proctors. If a student is absent for a portion of the test, every effort is made to administer a make-up.

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. *i*

After reviewing the Parent Survey and Program Selection Forms for the past few years, 99% of the parents of ELL students selected the Free Standing ESL program. According to the most recent surveys given during the 2012-2013 school year At the present time the program model offered at PS 64 is aligned with parent requests. The LAP team reviews the parent choice forms for patterns and trends. If the growing trend requested the TBE model we would open a class. If a classroom were to become available we would need a minimum of 15 students in two consecutive grades speaking the same language and requesting the same program to implement the TBE model.

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 utilizes a free standing ESL program. It is a combination push-in, pull-out program. Beginning and intermediate students are serviced a minimum of 8 times a week. Advanced students are serviced four times a week. Students are grouped by grade. ESL teachers work in collaboration with classroom teachers to provide language acquisition and vocabulary support. The collaboratively look at data collected and the ESL teacher and the classroom teacher set goals for each student. ESL teacher meet with classroom teachers on each grade to give input to curriculum mapping sessions.

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)?

For the past two school years and for the coming school year, we have organized some of our classrooms in various grades as ESL classrooms using the same co-teacher model as an ICT class. This has given us excellent results and has allowed us to deliver additional service hours to all our ELLs. For the coming school year, Second Grade, and Third Grade have such classes. Our kindergarten ESL class will be taught exclusively by Marla Goldstein, one of the ESL teachers. In other grades, the beginners and intermediate students are grouped together in the same class and the advanced students are grouped together. This arrangement allows us to provide at least the mandated minutes and in many cases in excess of mandated minutes.

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.

The language of instruction in all classes is English, although the native language of the students may at times be used informally to assist newcomers in their adjustment to the school. Native language support also exists in the form of native speaking paraprofessionals, native language speaking teachers, native speaking Parent Coordinator and school aides. Peer interaction as well as dictionaries, glossaries, classroom labels in multi-languages, and native language books are also supplied. The four ESL teachers are scheduled to service the ESL classes at some point during the three-period Balanced Literacy Program block when possible. It has been found that pushing in during the Literacy Block is particularly helpful to allow for more personalized and differentiated instruction. Literacy instruction includes skill of the week strategy instruction and guided reading. Regardless of the subject being taught during push-in, this model enables LEP students to remain in grade-level content area instruction. They are being supported by the ESL teachers who work closely with the classroom teacher utilizing appropriate ESL methodologies. Some of the methodologies used are: CALLA, Sheltered Instruction Observation Protocol (SIOP), extensive scaffolding, and connections to prior knowledge. Pictures, visuals, manipulatives, modulation of teacher's speech patterns and Total Physical Response (TPR) techniques are utilized as well. Required tasks are divided into many easier steps. Expected results are modeled by teachers and other students. LEP students are then able to progress toward completing grade level work. ESL teachers are able to provide one-on-one and small group support. LEP students are able to take risks in the four modalities and gain increased practice in conversational skills in a less threatening and more comfortable environment. A wide variety of ESL instructional materials are used, Wilson Program in grades 3-5, The Rigby ESL guided reading series, Attanasio & Associates "Getting Ready for the NYSESLAT" test preparation booklets and grade level ESL series by Scott Foresman. Newcomer ESL students are pulled out of the classroom for some of their scheduled minutes to receive one-on-one and small group instruction in building vocabulary. Classrooms with beginning ESL students have Rosetta Stone and Evans-Moore Beginnings computer programs available. Students in K-2 participate in Envisions Math. Students in 3-5 participate in the Everyday Math Program. The 150 minute AIS extended day program is also available for struggling ESL students. Small groups of no more than 10 students are serviced by either their regular classroom teacher or an ESL teacher. The extended day after school programs reinforce the reading, writing, speaking and listening English language acquisition skills. Content area instruction is delivered using textbooks in social studies and science.

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

The Spanish LAB-R is administered to incoming students speaking in Spanish. Translators are hired for the NYS Math and Science exams for those students whose native language is not supplied with written translations. Translations which are available in the native language are supplied in written form for those students who need them.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The school ensures that ELL's who scored low in the speaking modality participate in daily group discussions during classroom activities and ESL Instruction. ELL's are periodically evaluated for reading with the TCRWP and the Fountas and Pinnel benchmarks.

In grades K-2, writing is evaluated through the Foundations units and Performance Assessments. In grades 3-5 writing is evaluated through Performance Assessments.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Students are placed in their classes according to their mandated minutes of ESL instruction. SIFE, Beginners and Intermediate students are placed in the same classrooms and receive 360 minutes of ELL instruction.

SIFE students receive an additional period of instruction by the ESL teacher in a one to one ratio. SIFE students attend the Extended Day program in a small group of 5:1 ratio with the ESL teacher.

ELL students in the US schools for less than three years, receive ELL instruction using the methodologies' and strategies of CALLA, QTEL, Modeled Writing, Foundations, Wilson Language and Language Experience techniques. Newcomers participate in several hands on trips to increase and reinforce their learning of English. (farm, supermarket, post office, neighborhood walks, etc.)

Students who exhibit inadequate growth on reading assessments will receive an additional 75 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition and writing).

Extended Day programs are available to ELL students on Mondays and from 2:35 -3:50 pm. ESL teachers provide small group instruction to ELL students during this time. A morning program exclusively for ELL students is held 3 mornings a week for 30 minutes a day to assist ELL students in building language and content area vocabulary.

ELL students in the NYC school system for one year in Grades 3-5 are required to take the ELA exam. Workshops are given to inform parents of these exams and to enable parents to assist in their child's learning. ELL students receive test preparation for this exam during the school day and during the extended day. Test preparation material such as Kaplan Advantage, CARS, and Focus are used.

In Grades 3-5 ELL students are required to take state math and science exams. These exams are available in each child's home language. If needed a translator is hired to provide translation. Test preparation is provided during the school day and during the extended day. Test preparation materials such as Kaplan Keys, NY Coach and Measuring Up in Science are used. Envision Math is the instructional program for math used during the day.

Advanced and long term ELL students are placed in the same classes and receive 180 minutes of ELL instruction. To improve long term ELL's writing skills we have differentiated the programs offered by utilizing Teacher's College Units of Study and four-square graphic organizers to align with the Common Core Standards.

For reading these students receive differentiated instruction during the 75 minute daily literacy block. Guided reading instruction is provided based on the results of Teacher's College Benchmark Running Records which are administered three times a year.

Computer support is provided through listening centers, A to Z Reading, RAZ Kids, Studey Island, Read Naturally and Rosetta Stone.

All struggling ELL students in grades 2-5 are invited to attend the weekly after school program.

Family Literacy and Math Nights are held throughout the year to promote family involvement.

ESL students are placed in the same classroom at each grade level in order to receive ELL services with minimal pull out. This enables ESL teachers to push into classrooms in order to service the ELL students according to their mandates. ESL teachers are able to differentiate instruction by grouping students homogenously in order to meet their instructional needs. In several gradest the model used is comparable to an ICT class with a co-teacher model being used. This allows for intensive ESL support.

The number of classrooms containing homogenously grouped ELL students per grade level are:

- Kindergarten-1
- First Grade-3
- Second Grade-1
- Third Grade-1
- Fourth Grade-2
- Fifth Grade-2

Each ESL teacher services ELL students within one or two grade levels.

- Marla Goldstein-Kindergarten ELL's
- Rosalie Falco-First Grade and Third Grade ELL's
- Denise Spoto-First Grade and Second Grade ELL's
- Iris Cueto-Anglarill-First and Fifth Grade ELL's

For ELL's identified as having special needs at-risk SETSS, Speech or Double Dose Foundations or Wilson is available as needed depending on the level of deficiency. Vocabulary enhancement is developed through intensive picture support provided by the ELL and classroom teachers. Fine motor skills are developed using Foundations methodology.

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?
 Instructional strategies used for the ELL-SWDs include visual support such as pictures, big books, vocabulary charts, manipulatives for math and the use of the Foundation and Wilson programs. In addition, small group instruction is used focusing on different learning styles-tactile, auditory and visual. Technology used includes Study Island, Starfall.com, Read Naturlly and smart-boards.
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?
 ESL teachers push into ICT classes after collaborating with the classroom teachers. 1:1 instruction is given during extended day. ESL teachers push in to work with ELL-SWD's receiving SETSS during the school day. The nature of an ICT class allows for flexible programming and flexible grouping so that all children are in mainstream situations for most of the day.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

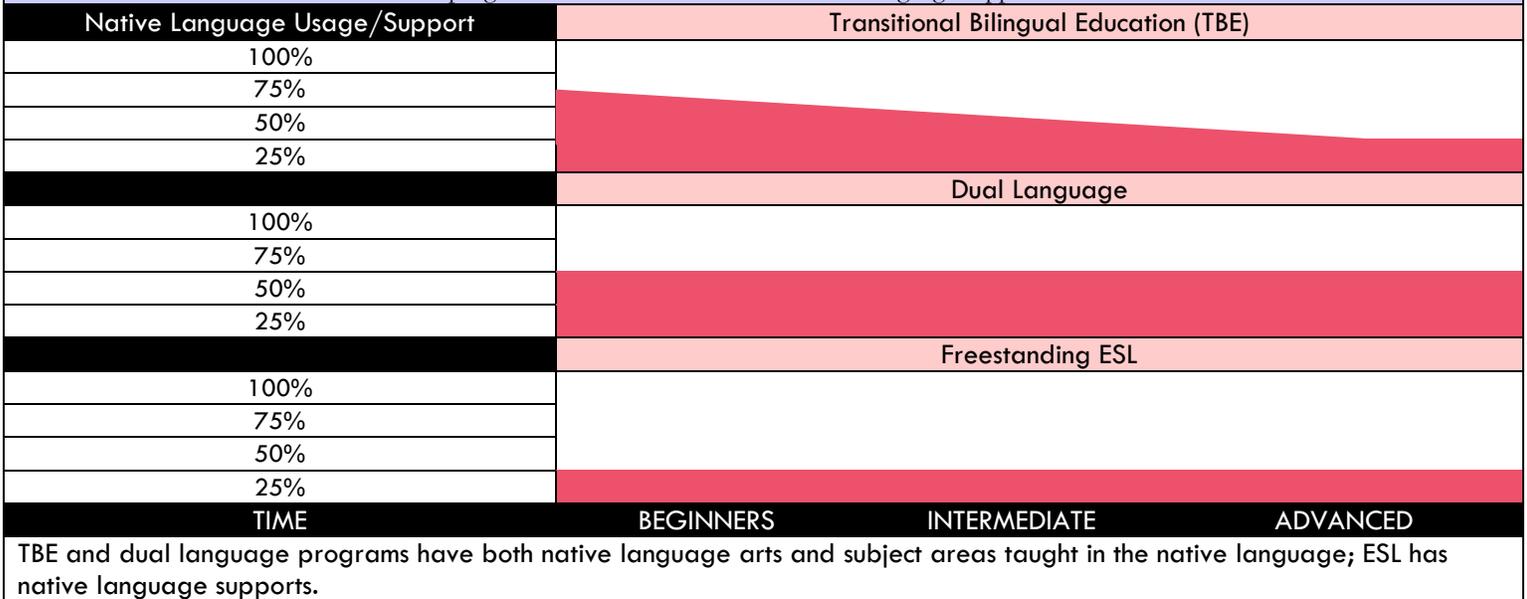
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

All services in our school are provided in English. Native language support is offered informally to assist newcomers in adjusting to school. Native language support exists in the form of native speaking teachers, paraprofessionals, Parent Coordinator and school aides. Peer interaction as well as dictionaries, glossaries, multi-language classroom labels and native language books are used as well. Children are grouped for intervention services based on their needs, grade level and abilities. Beginners and intermediates might be grouped together. Advanced is grouped separately. PS 64 uses a Balanced Literacy Block with enhanced skill of the week instruction for reading instruction. All instruction is aligned with the CCLS in all curriculum areas. Envision math is used for our math program. Intervention services available to ELL students include: extended day after school program, morning program 3 times a week from December to May. These programs reinforce reading, writing, speaking and listening English language acquisition skills as well as additional instruction in mathematics, differentiated classroom instruction in reading and math, at-risk SETSS, speech, double dose Foundations, and Wilson. Test preparation materials used for intervention include NY Ready ELA and NYS Math, CARS, STARS and Getting Ready for the NYSESLAT. All ELL students participate in guided reading during the regularly scheduled literacy block which differentiates instruction and targets individual strengths and weaknesses. Online computer programs available in all classrooms include: Study Island, Starfall.com. Family literacy and math nights are offered several times during the year as well. Intervention services are offered in social studies and science during the day in small group instruction.

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

We feel our program is very effective as evidenced by the movement of our ELL students on the NYSESLAT yearly and their progress on the TCRWP benchmarks which are administered 3 times a year. Over 80% of our ELL students move at least two Fountas and Pinell Levels over the course of the school year. Our ESL teachers as well as the rest of the staff offer excellent support for our ELL students. ELLs participate in all facets of classroom instruction including the CCLS tasks instituted during the last two years. With scaffolding assistance our ELL students did very well on those.

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

We are adding Envision Math for the 4th and 5th grades since the rest of the school is already using it. We will be strengthening our CCLS tasks and will be working on strengthening instruction across all curriculum areas.

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

We will not be discontinuing any services for ELLs.

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

ELLs are serviced during the school day during literacy and math blocks so that they do not miss out on content instruction. ELL teachers provide simultaneous instruction in both reading and math. All struggling ELLs are eligible to participate in the extended day after school program. They are also invited to attend a morning program 3 days a week from December to May. ELL students with special needs are eligible to receive at-risk SETSS, speech services, OT or PT, adaptive physical education, Foundations Double Dose and Wilson interventions. Children are grouped for intervention services based on their needs, grade levels and abilities. Education is delivered through various modalities. Pictures and posters are used for visual support, phonics on tape, music and listening centers are used for audio support and the Foundations and Wilson programs which include the tapping of sounds are used for tactile support. All classrooms are equipped with smart-boards and can access online programs such as Study Island which has been purchased to differentiate instruction. A safe environment is provided in all classrooms to foster the growth of oral language. All ELL students are eligible to participate in chorus, recorder, the nutrition committee, student council, and the yearly talent show. Parents of ELL students serve on the School Leadership Team, are active members of the Parent's Association, and are invited to attend school trips. The Parent Coordinator offers ESL classes to parents of our ELL students twice a week from October to June. Morning program services available to ELL students is funded by Title 111 monies.

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

All programs for ELLs adhere to the Children's First Initiative's uniform curriculum and the curriculum based on the CCLS. The ESL programs use a balanced approach to literacy, including high-quality instructional practices and reading materials which facilitate academic excellence for ELLs. Leveled trade and guided reading books enable ELL students to read on their instructional and independent levels. Each child's reading level is determined through Teacher's College reading benchmarks by the use of running records.

ELL programs adhere to state standards including the CCLS for all curriculum areas. ESL materials used in preparation of the ELA

exam include NY Ready and CARS. We have not yet decided on additional materials for this year.

Envision Math is the curriculum used for students in grades K-5. Students work in small groups using hands on manipulatives to learn math concepts.

All ELL students in grades 3-5 participate in the NYS math exam. Test preparation for this exam includes NY Ready Math and NYS Math Coach.

Content area instruction is supplied in English with limited native language support. All classes in grades K-5 are following the NY State curriculum for social studies and science using CORE materials ordered by the city and supplemented on a grade by grade basis.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is offered informally to assist newcomers in adjusting to school. Native language support exists in the form of native speaking teachers, paraprofessionals, Parent Coordinator and school aides. Peer interaction as well as dictionaries, glossaries, multi-language classroom labels and native language books are used as well.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services and resources correspond to ELLs ages and appropriate grades. ESL students are grouped homogeneously by grade according to whether they are beginners, intermediate or advanced based on the scores of their LAB-R or NYSESLAT. Student birth certificates are initially used to determine grade placement. Beginners and intermediate students receive at least 360 minutes of instruction weekly. Advanced students receive a minimum of 180 minutes of instruction weekly. There is one ESL kindergarten, one ESL second grade and one ESL third grade. First grade has ELL students in three classes. Fourth and fifth grades have ELL students in two classes.
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.
New incoming students are oriented to the building through a brief tour of the cafeteria, gym, auditorium, main office, classrooms, bathrooms and the Nurses Room, to acclimate them to the building layout. They are paired with a buddy through their first days of school to provide support in their native language and classroom routines. Parents of newly enrolled Kindergarteners are invited to sit with their children on the first day of school in order to provide a smooth transition into morning routines and their new school. Parents of incoming ELL students are invited to attend workshops and meetings throughout the school year. Workshops are provided demonstrating dictionary use, highlighting grammatical verb forms, synonyms, antonyms and strategies to retain word meaning in their newly acquired language. We also support ELL's with reading, writing and math skills in a before school program and during extended days. Students are also offered seasonal community walks in addition to regular school trips and other extracurricular activities.
18. What language electives are offered to ELLs?
All instruction in this building is offered in English.
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)?

PS 64 does not participate in a Dual Language Program

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.

1. ESL personnel participate in all professional development opportunities offered to the entire staff. Each grade has developed curriculum maps for their balance literacy periods which include social studies and science. ESL teacher has been part of this project on the grades they service.. Professional development has been offered in use of the Smart-Board; in using exemplar texts; Envision math, developing CCLS tasks in ELA and math. ESL teachers serve as an informational resource to classroom teachers, providing feedback and ideas for instruction of ELL students both during the push-in periods and throughout the regular school day. Secretaries attend District And CFN training in entering HLIS information and in using ATS for ELL functions. ESL personnel attend district, city and CFN professional development offerings. The Parent Coordinator attends meetings with ESL personnel to plan parent activities and share resources. The Parent Coordinator attends meetings with ESL personnel to plan parent activities and share resources. Secretaries attend District and CFN training in entering HLIS information and in using ATS for ELL functions. ESL personnel, the Principal and the Assistant Principal attend district, city and CFN professional development offerings

2. ESL personnel provide the minimum 7.5 hours of ELL training through professional development for classroom teachers with ELL students, in using ESL methodologies during faculty conferences, grade conferences and lunch and learns. Skills and strategies necessary for ELL students to achieve high levels on the NYSESLAT and alignment to CCS is discussed. In addition, topics include challenges the ELL students and the teachers of ELL students face, common misconceptions regarding ELL students, the process to identify ELL students and cultural sensitivity issues. PD's are also offered in the identification of ELLs, Language Acquisition, Annual testing (content of NYSESLAT), testing modification available for ELLs and Strategies to meet the needs of newcomers. The guidance counselor and the speech teacher attend these sessions as well as offer their own PD's as they pertain to ELLs. Certificates are distributed to all participants in ESL workshops once they meet the 7.5 hours. Copies of the certificates are maintained in the employee's files in the main office. Certificates are distributed to all participants in ESL workshops once they meet the 7.5 hours. Copies of the certificates are maintained in the employee's files in the main office..

3. Guidance Counselor corresponds with the Middle schools in the transition of ELL students by providing a list of graduating 5th Grade ELLs and their proficiency levels in order to help the middle school prepare for appropriate placement of incoming ELLs. She provides parents with enrollment applications into middle schools in various languages and also assists parents in filling out the forms with translation, as needed. When students meet eligibility criteria for scholarship, the Guidance Counselor provides the student with appropriate application. The ESL teacher assists classroom teachers and guidance counselor in preparing cumulative documents for middle school transition by making sure that all ELL documentation is in order.

4. New teachers are provided the minimum 7.5 hours of ELL training through lunch and learns, grade conferences, faculty conferences, common core standards meetings, common planning time and observation of ELL teachers delivering instruction. Certificates are distributed to all participants in ESL workshops once they meet the 7.5 hours. Copies of the certificates are maintained in the employee's files in the main office..

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?
 1. Our Parent Coordinator conducts many workshops for parents throughout the school year. She teaches English as a Second Language to a class capped at 30 parents of ELL students twice a week from October to June. The workshops provided are in response to a survey given to parents to request workshops they feel will benefit them. Specific workshops targeting parents of our ELL students are presented by our ESL teachers; Examples of these workshops include: ESL parent orientations, Helping Your Child With Homework, The Importance of Reading to Your Child, and taking a trip to the library to get library cards. Workshops arranged by the Parent Coordinator include: Breast Cancer Awareness, Avoiding the Report Card Surprise, Common Core State Standards, Tittl 1 meeting, Asthma Workshop, At Home Strategies, Stree Management; Holiday Arts and Crafts, the Importance of Thanksgiving; Engery Workshop, Head Lice Workshop. 3rd, 4th and 5th grade ELA and NYS math exams, the Write Stuff, Foundations Worskhop. How to Raise Financially Responsible Children, the transition from elementary to middle school, Nutrition workshop series.
 2. The school partners with the following organizatons when providing parent workshops: Help Plus offers Workshops on: Stress Management, Asthma, heart Disease, Head Lice and Breast Cancer. Cornell University offers a six week workshop on Nutrition. Sylvan Learning Center offeres the following workshops throughout the school year: From Strees to Success Workshop, The Right Stuff, Avoiding Summer Learning Loss and Avoiding the Report Card Surprise.
 3. We evaluate the needs or our parents through school generated school wide survey requesting whokshops that they feel will benefit them and their children.
 4. Our Parent Coordinator provides Spanish translations at all meetings and workshps for parents. She arranges for a parent to translate into Bengali as well. One of our paraprofessionasl speaks Arabic. She translates as well. Parents of ELL students are members of our School Leadership Team, are active members of our Parent Association, are invited to school performances such as our yearly talent show, the chorus shows and all school assemblies. Parents are also invited to participate in class trips, in cultural food festivals held by Kindergarten and Fourth grade. A family literacy and a family math ngiht are held yearly.

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

	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: 27Q064 School Name: Joseph P. Addabbo

Cluster: 2 Network: 211

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.

We looked at the data in ATS which records the languages spoken in the homes of our students. Data in ATS was taken from home language surveys. According to the RHLA 28.9 % or 188 parents indicate home languages are Bengali, 41.4% or 269 parents indicate home languages are English and 15.7% or 102 parents indicate home languages are Spanish.

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.

We have determined that the three major languages spoken by parents of students are English, Bengali and Spanish. Our translation needs will be in the languages of Bengali and Spanish. Parents have been advised on our website, at PA meetings and through letters home that translations are available for notices sent home. At all PA meetings and parent coordinator workshops we have oral translators available..

Part B: Strategies and Activities

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

All important notices to go home are translated into Spanish and Bengali. We use the Translation and Interpretation Services to ensure that these documents are translated in a timely fashion. If we need to translate something with time constraints we use a parent volunteer for Bengali and the Parent Coordinator translates the Spanish.

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.

Oral translators are provided at all parent-teacher report card conferences. We use a combination of outside contractors and in-house translators. Languages translated include Bengali, Spanish and Arabic. We have staff members who speak Spanish and Arabic. At all Parent Association meetings, translators are provided by in-house school staff and parent volunteers. When we need to communicate with parents about a specific incident we use in-house staff, parent and student volunteers.

We also provide oral translations for our students in Bengali and Arabic for the NYS Mathematics and Science tests by hiring an outside translation service..

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>.

We have the signs indicating that interpretation is available posted by the security desk in the main lobby, in the Parent Coordinators office and in the main office. When we sent notices home to parents about parent/teacher conferences we ask if they require a translator to be present at the conference.

