



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):	09x064
School Name:	PURA BELPRE
Principal:	BARBARA HEADLEY

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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Section 1: School Information Page

School Information

School Name: Pura Belpre School Number (DBN): 09x064
School Level: Elementary Grades Served: 4 & 5
School Address: 1425 Walton Avenue Bronx NY 10452
Phone Number: 718-681-8088 Fax: 718-537-6015
School Contact Person: _____ Email Address: _____
Principal: Barbara Headley
UFT Chapter Leader: Janice Allamby
Parents' Association President: Layta Downs
SLT Chairperson: Alecia Sample-Bradshaw
Student Representative(s): _____

District Information

District: 09 Superintendent: Leticia Rosario
Superintendent's Office Address: 450 Saint Paul's Place Bronx NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: 718-579-7143 Fax: 718-410-7017

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 406 Network Leader: Renardo Wright

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Barbara Headley	*Principal or Designee	
Janice Allamby	*UFT Chapter Leader or Designee	
Layta Downs	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alecia Sample-Bradshaw	Member/ SLT Chair Person	
Basil Arjoon	Member/ Cluster Teacher	
Yeseny Ferrer	Member/ Special Education	
Ella Johnson	Member/ Parent	
Sandra Garcia	Member/ Parent	
Anaiz Florez	Member/ Parent	
Reyna Vazquez	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none">• Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none">• Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none">• Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none">• Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none">• Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none">• Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Based on data, NYS exams, running records, and formative data	Catapult Learning provides research-based, small-group intervention services and tutoring support designed to support the struggling English Language Learners using foundational reading/mathematics skills. Fountas and Pinnell Leveled Literacy Intervention System is a small group intervention program designed for students who find reading and writing difficult.	Small group	afterschool
Mathematics	Chapter test formative	RTI small group intervention services	Small group	During the school day; afterschool;
Science	Chapter test NYS Science exam	Small group inquiry based instruction	Small group	During the school day
Social Studies	Chapter test formative data	Small group inquiry based instruction	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT meeting and SIT meeting	Counseling and/or speech services	One on One, small group, and student's IEP requirement	During the school day

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015 the ELT program will ensure that targeted instruction occurs so that students are grouped according to their needs as measured by on-going assessment and a decrease in level 1s on the NYS ELA and Math exam. Every 4 weeks an assessment is given to assess the growth of students.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

PSx064 Extended Learning program is aligned to the Common Core Learning Standards for expanded learning time. The Curriculum is a targeted intervention program that is offered to all students registered in Grades 4-5. PSx064's students are grouped based on academic needs, including but not limited to the students' language of instruction who are serviced by certified ESL and/or bilingual teachers, the academic program modeled in the student's Individualized Education Plan (IEP), and student performance levels identified as the lowest-third citywide in ELA and/or Math. Students have begun to show progress. PSx064's learning program ensures the integration of academics, enrichment, and skilled development through hands on experiences that make learning relevant and engaging. The program takes place Wednesday through Friday for 3 hours which is a total of 540 weekly minutes. In addition Catapult Learning provides services to our ELL population. Studio in the School will provide art and literacy instruction for our enrichment students.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The Extended Learning programs curriculum is a targeted intervention program that is offered to all students registered in Grades 4-5. On average, there are approximately 20 students from each class staying to participate in the program. Students are grouped based on academic needs, including but not limited to the students language of instruction who are serviced by certified ESL and/or bilingual teachers, the academic program modeled in the student's Individualized Education Plan (IEP), and student performance levels identified as the lowest-third citywide in ELA and/or Math.

1. Afterschool Program offers an opportunity for targeted instruction and a student to teacher ratio of 20 to 1 (3 hours a per day, 3 days per week, a total of 79 days, total hours 237). 2. Catapult for Learning provides tutoring and small group instruction to our ELL population servicing no more than 8 students at a time. 3. Studio in a School will provide art and literacy instruction to our enrichment students 1 day a week.				
Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.				
1. All students of the PSx064 community were invited to attend our ELT program and we further encourage our lowest performing students, students that were previously retained, SWD's and ELLs				

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program? <ul style="list-style-type: none"> Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured. 				
1. The key school based personnel that will implement and strengthen student engagement during the PSx064 afterschool program will be our supervisors, select teachers and coaches. Student academics will be enriched by the use of a standard base curriculum. 2. PSx064 also pushes into our CBO's afterschool program to provide additional academic support. 3. Catapult is our partnership that works with our ELL population during our ELT. Student academics will be enriched by the use of a standard base curriculum.				
Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.				
Select PSx064 teachers and Coaches will provide instruction during our afterschool Academy. Supervisors Lit Life unit of study I Ready Technology for ELA/Math Ready CCLS Fountas and Pinnell Leveled Literacy Intervention System				
Part 3c. Timeline for implementation and completion, including start and end dates.				
1. Psx064 afterschool program offers an opportunity for targeted instruction and a student to teacher ratio of 20 to 1 (3 hours a per day, 3 days per week, a total of 79 days, total hours 237). 2. Catapult for Learning provides tutoring and small group instruction.				

Part 4 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.											
	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	Grants		School Success Grant		In Kind
List below any additional fund sources that will be utilized to support achievement of the goal.											
SIG funds (1003g)											

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
PSx064 afterschool program will closely monitor progress with on – going assessments .During the program we will Administer formative assessments based on a six to eight week cycle. (Baseline, midline, and final assessments) in order to track the progress made from the conception of the program. The benchmarks assessments (baseline, midline, and final assessments) will also track what the students have learned. The success of the program will also be determined by				

increased student achievement on summative assessments.

The Catapult program will closely monitor progress with on- going assessments. The program will provide detailed data analysis reports outlining the progression of each student involved.

Part 5b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

All provided Professional Development will be aligned to city-wide expectations and targeted areas, such as planning, questioning and discussions, small group aligned to assessments. A variety of professional development opportunities will be given throughout the year in several modalities, including study groups, inquiry groups focused professional development coupled with the observational tools, instructional rounds and ELA and Math planning, staff meetings. All administrators attended required trainings on the new teacher evaluation and development system. School leaders will work closely with the CFN Human Resource Director to find highly qualified candidates for vacant positions.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

Title I 10% Title I SWP monies will be used to fund our Data Specialist (Professional Curriculum Development Staff Development Title I 10% Title I SWP)
 Title I 10% Title I SWP monies will be used to fund our Instructional Coaches (Professional Curriculum Development Staff Development Title I 10% Title I SWP)
 Title I 10% Title I SWP monies will be used to purchase professional development consultants services
 Title I 10% Title I SWP monies will be used to purchase educational consultant services
 Title I SWP monies will be used to purchase educational consultant services
 Title I SWP monies will be used for Per Diem and Per Session costs
 Title I SWP monies will be used to provide basic instructional supplies, uniforms F/P Benchmark Assessments, supplies, I Ready, Coach materials and technology for ELA/Math

Title I 10% Title I SWP monies will be used to fund HQ
 Title I 10% Title I SWP monies will be used to provide basic instructional supplies, uniforms Fountas and Pinnell Leveled Literacy Intervention, supplies, I Ready Technology for ELA/Math and Ready CCLS
 Title I 10% Title I SWP monies will be used to fund to provide AIS intervention services
 Title I 10% Title I SWP monies will be used to fund to provide to provide Counseling and/or speech services
 Title I 1% Title I SWP monies will be used to fund Parent Involvement activities

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers will participate in the following in order to select multiple assessment measures:

1. Weekly common planning session
2. One to one feedback with the Data Specialist, Instructional Coaches and Administration
3. 6 week data review with Administration and Instructional Coaches
4. Instructional walk through will take place that include teachers and Inquiry Teams

Data driven professional development will be adjusted according to data

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	\$455,065.00	X	8,9,10,12,

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$109,049.00	X	8, 9, 10, 12,
Title II, Part A	Federal	\$252,875.00	X	8
Title III, Part A	Federal	\$25,468.00	X	8, 9, 10, 12
Title III, Immigrant	Federal	\$20,157.00	X	8, 9, 10, 12
Tax Levy (FSF)	Local	\$1,734,685.00	X	8, 9, 10, 12

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.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [Psx064], 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. [Psx064] 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 the school community;

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

The 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;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC) Template

[PSx064], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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 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: <u>PS 064</u>	DBN: 09x064
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: 123
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input 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: 7
of certified ESL/Bilingual teachers: 5
of content area teachers: 2

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:

Rationale: In order to meet today's learning challenges, funds will be used to create an Afterschool Enrichment and Academic Intervention Program to assist immigrant students and English Language Learners achieve their academic needs. During curriculum planning we will ensure that we provide our immigrant students and ELLs with the necessary skills to improve their English language acquisition, specifically addressing the modalities of Listening, Speaking, Reading and Writing. Assessment data will determine the type of program that is offered to our students. The results from the assessment will allow us to tailor the type of instruction available to our students. In turn, our students will develop English language proficiency while reading, gaining vocabulary, increasing fluency, improving reading comprehension, and developing writing skills.

The Afterschool Enrichment and Academic Intervention Program will consist of students classified as ELLs and/or newly arrived immigrants (1-3 years) ranging from grades 3-5. The program will follow the schools language allocation policy in accordance with students' language proficiency levels bilingual certified teachers will be hired for the program. Materials will consist of tiered programs. The Afterschool program will consist of a total of 7 classes of ELLs in grades 4 and 5 Transitional Bilingual and ESL programs. All of the classes are taught in English implementing scientifically proven strategies to best support ELLs by certified bilingual and ESL teachers. The program is operational Wednesdays through Friday 2:30pm-4:30pm, (approximately 30 session) beginning this November and ending in June.

In addition, funds will be used to create an Adult Academy Program specifically designed for parents of our Immigrant and ELL students. The program is scheduled to begin in November of 2014. The purchase of adult curricular materials and software programs will be carried out with these funds.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Professional Development is an integral component of our school curriculum. All teachers are continuously offered extended opportunities to enhance and refine their understanding of how to engage ELL and/or immigrant students and/or ELLs with Disabilities in learning. Professional development activities are both job-embedded and supported by our school partnerships, the schools Network, the Department of Education, and other organizations. Weekly professional development will take place for our 7 Title III teachers with our contracted Fordham RBE-RN consultant. The Fordham University consultant provides on-site professional development for teachers, coaches, and administrators. The professional development will contribute to improving the professional learning community established and to improve the academic performance of English Language Learners. The consultant will meet with our Title III teachers in order to discuss and provide strategies that promote language acquisition and language proficiency. Strategies will be implemented throughout the program to discuss successes, challenges, and next steps. Topics covered will include, but limited to, formative assessment, data-driven instruction, building background knowledge in all content areas, vocabulary development, fluency building, higher order questioning, oral development, and improving writing skills. Additional support will be given to teachers of ELLs, our Curriculum Team will meet weekly and collaborate to align the curriculum and assessments to the Common Core Learning Standards and NYS ESL Learning Standards and Performance Indicators. Professional development will take place with the support of a Fordham RBE-RN consultant.

Part D: Parental Engagement Activities

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

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

Begin description here: Research has shown that when schools engage families in ways that improve learning and support parent involvement at home and school, students make greater gains. To increase the levels of parental participation in the school we have planned monthly parent workshops, led by our Parent coordinator, to respond to parent concerns, honor their contributions, and share decision-making responsibilities. During the hour long workshops we will outline the expectations of parents and regularly communicate with parents about what children are learning. Parents will be notified of the workshops via flyers and the school messenger system. A high percentage of our school parent

Part D: Parental Engagement Activities

population speaks Spanish as their primary language.

Many parents expressed interest in receiving ESL classes to help communicate with their child’s teacher. The Adult ESL Program will be designed for immigrant and ELL students using the Rosetta Stone program. The instructor for this adult program will be TBE certified teacher. The program will help serve parents who are interested in learning basic conversational skills in English, as well as being introduced to a beginning level of reading and writing. The ESL program will also focus on technology instruction. Parents would move to the Technology Room to use laptops/iPad. Parents would be taught by a certified Teacher on how to use item, navigate and retrieve parent-child related information from the DOE web site, be introduced to the ARIS web page, Raz Kids and educational websites for adults and conduct a job search. Instructional materials such as Rosetta Stone will be used. This program will take place six times throughout the 2014/2015 school year from 2:30-4:30pm from November 2014 to April 2015. Parents will be informed of the program via school letters, flyers, and the school messenger system. The skills learn from our program a parent can use to help their child with homework and projects. The program will also be advertised in Spanish and English through our monthly school calendar and at Parent Meetings/Workshops and Conferences; parents will have an opportunity to register for the classes.

PSx064 conducted an ESL/Technology Program last school year that was success. Parents attended classes regularly. PSx064 would like to continue this initiative.

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 	_____	_____

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

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	469	Total number of ELLs	211	ELLs as share of total student population (%)	44.99%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)				1	2	3								6
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in				3	2	2								7
Pull-out					1	1								2
Total	0	0	0	4	5	6	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	91	11	19	33		12	2		1	126
Dual Language										0
ESL	58	2	5	23		3	4		2	85

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	149	13	24	56	0	15	6	0	3	211
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
Spanish				22	47	56								125
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	22	47	56	0	125						

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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				39	23	10								72
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						2								2
Haitian														0
French				1		1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				2	4	4								10
TOTAL	0	0	0	42	27	17	0	86						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)				18	25	22								65
Intermediate(I)				32	38	27								97
Advanced (A)				18	11	20								49
Total	0	0	0	68	74	69	0	211						

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	58	6			64
4	58	2			60
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		58		8		6		1	73
4		58		5		2			65
5		1							1
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		17		31		13			61
8									0

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)	24	39	42	12				
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.
At PS 64 we use the Fountas and Pinnell Reading Diagnostic tool in order to assess student's reading development. The data obtained from the in-house assessments are aligned to our NYSESLAT and AYP data, showing that an overwhelming majority of our ELLs are reading at a level 2 years below their grade level; and our former-ELLs tend to perform at a level greater than their non-ELL peers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 Analysis of NYSESLAT data revealed the overwhelming majority (71%) of our students are newcomers, with less than 3 years of services; 22% have received 4-6 years of service and 3% are considered long-term ELLs. In addition, 20% of our ELLs are also identified as students with disabilities. Forty-six percent of our students are identified as Intermediate, while only 23% are Advanced. The data obtained for the over school is consistent across grade levels as well.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 AT PS 64 we use the data related to the Annual Measurable Achievement Objective to determine progress in meeting the goals of our bilingual education program. The 2013 NYSESLAT combined modality sets analysis has not been released by SED as of November 15, 2013. Over recent years we have seen a trend that indicates that number of students that demonstrate progress is as low as 10% for a grade level; and at times the gap between the percent needed to show progress and the actual number of students who have shown progress is as much as , 21%. Therefore we have decided that as a school we will reinforce the skill of listening and speaking to develop students ability to read and write through fostering more active engagement through student to student discussion and vocabulary development.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Although both Transitional Bilingual Education and the Freestanding ESL model are both offered at PS 64, only students in the TBE program are assessed using the ELL Periodic Assessment. The patterns of proficiencies across grades are relative to tests taken in English. Data reveals that ELLs are not making much progress, and there is a great need for improvement. Observational data of instructional practices reveal that teachers need to use the ELLs' native language more in instruction, allowing our ELLs to draw from their backgrounds and experiences for content while improving English language acquisition skills. Our TBE program must be predicated on transferring literacy skills from a child's home language to the second language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
 PS 64 uses both quantitative and qualitative data, including disaggregated NYSESLAT data, classwork, other test results, and progress reports in order to determine what is the best path of intervention. Considering the differences in student characteristics (e.g., level of ELL services, level of literacy at home, and disability) our ELLs receive RtI tailored to the needs of the individual student in order to support the student's proficiency level. The tiered system of instructional support provides Tier I, instructional support to all students to meet the expectations of the standard core curriculum. If students demonstrate a need for targeted intensive academic support, that is tailored to meet the ELL language needs students move into Tier II and Tier III, which incorporates researched based intervention strategies. For instance, our Go Math program includes manipulatives and other scaffolds specifically targeted at ELLs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
 In order to support a student's second language development, we triangulate student data from the ELL, classwork, and teacher observations. If a child requires a significant amount of support, that child is placed in a TBE class where the level of native language instruction is differentiated to suite each child's needs,
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 The success of our ELL program is monitored throughout the year, through our data collection progress that monitors the performance of our target subgroups. Annually the school uses data obtained from the NYS ELA and NYSESLAT to determine what the data reveals, what our goals are for the current school year and how that will be reflected in our instructional decisions.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At PS 64, we follow the procedures stated in the EPIC (ELL Parent Information Case) distributed by the Office of English Language Learners. The identification and placement of ELL students begins with the enrollment process. During registration, a certified ESL teacher, Ms. Kloos, conducts informal interview with the students and their families to assess their current language skills and determine eligibility for evaluation. After the interview, we gave parents a Home Language Survey in the language of their choice. If a parent had questions or needed additional help in their native language, we had a Spanish-language interpreter or translator prepared at all times to assist the team with the parents. Ms. Abuawadeh, the Parent Coordinator, assisted the with Spanish and Arabic language interpretation and translation in when needed. In addition, we also have access to French, Bengali and Chinese interpreters through the DOE. After parents complete the Home Language Survey, the team reviews the responses and determines student eligibility for evaluation with LAB-R (in English alone or in English and Spanish). The Home Language Surveys will later be stored in the child's cumulative records. While their children are being tested, parents are invited to meet for an information session. Here the parents watch the educational video that describes New York City's program choices: Transitional Bilingual, Dual Language and Freestanding ESL. We also give parents the ELL Parent Orientation Brochure in the language of their choice. At that time, Ms. Kloos gives an orientation on the different program choices: Transitional Bilingual, Dual Language and Freestanding ESL. If it detrmined during rgistration that the student is eligible, within 10 days of the student being registered the student is evaluated with the LAB-R (in English alone or in English and Spanish).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
During registration we give parents the ELL Parent Orientation Brochure in the language of their choice. At that time, Ms. Kloos gives an orientation on the different program choices: Transitional Bilingual, Dual Language and Freestanding ESL. During the first weeks of school we host a parent meeting to talk about issues such as the curriculum, homework, and we introduce parents to some of the material and technology their children are using. We encourage parents to ask any questions that may have about their children's education. We reach out to families of ELLs in various other ways throughout the school year. In the fall, we encourage parents to visit their children's classrooms so they can see a lesson in progress. We also host a Curriculum Night and send home material that offeres suggestions to parents on ways that they can help their children at home. During all of our parent outreach programs, we encourage parents to ask any questions they may have about their children's education.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Once a child completes the LAB-R, we calculate the score to determine eligibility, and we notify the parents. A child who is not eligible for ELL services will be enrolled in an appropriate monolingual class. At that time, the parents are given a non-entitlement letter. Parents of children who are eligible are given an entitlement form with their child's score. Then we give these parents the Parent Choice of Program Form so that they can make their program choice. If parents choose a Dual Language Program, we inform them that we presently do not have a Dual Language program. It is further explained that parents can opt to register their child in a different school that offers a Dual Language program.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After parents make their program selection and their children are placed in the appropriate class, we send parents a letter to their home confirming the child's placement. We also notify parents that their child's eligibility for the TBE and ESL programs will terminate once their child reaches proficiency in English as measured by the NYSESLAT. We collect all Parent Survey and Program Selection forms and place them in a binder that is stored in in the Instructional Support Team room.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT exam is admnistered annual to all ELLs. Early in the Fall, NYSESLAT exams are ordered for each grade level for all modalities based on the number of students identified on the RLER report and projected enrollment. During the Spring, in order to

- ensure that every student is administered all components of the NYSESLAT, we begin testing immediately once the testing window opens. During the testing period, we maintain a record of the date of administration for each part of the exam for each student.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After analyzing Program Selection forms over the past few years (using RELC and the BESIS information), we have noticed that this year parents showed greater interest in the TBE program. There has also been an increase in parents requesting adult ESL classes for themselves. This suggests that parents are making the connection between language proficiency and their ability to adapt to a new environment. None of our Kindergarten parents chose the Dual Language program. We believe that the programs offered in our school align with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- PS 64, we have Spanish TBE classes in grades 3 through 5, which include Special Education classes in grades 3, 4, and 5 and a bridge class in 3/4/5. The organizational model includes 2 self-contained bilingual classes; 3 bilingual co-teaching classes, and 1 bilingual self-contained special education class. The table below shows how we allocate Spanish and English instruction in our TBE classes depending on the grade composed of students of mixed proficiency levels.

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

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

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

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

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

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

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

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving 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).

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

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

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

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

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

c. ELL students receiving services 4 to 6 years: Students whose services have been extended one or more times are provided with extra help in the areas they struggle with most based on their performance on the NYSESLAT subtests. When necessary, we provide coaching in test preparation, time management and organization. Students who continue to score at Beginner or Intermediate levels after repeated extensions are referred to the SIT (School Intervention Team) for a psycho-educational evaluation. As a result of these evaluations, students may receive resource room intervention, speech therapy or placement in a special education class coupled with continued ESL services. We discuss these students routinely with the RtI team. Furthermore, we often contact our guidance counselor to help support these students with self esteem or to examine whether there are medical, social or family issues that are affecting the child's performance.

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

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

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

ELL-SWDs: ELL students with disabilities receive services mandated through their Individual Education Plans. There is one bilingual self-contained special-ed classrooms, that is a third/fourth/fifth bridge class. Other ELL students with special needs meet with push-in ESL providers, who work collaboratively with Special Education teachers, speech providers, resource room teachers, occupational therapists, physical therapists, the school psychologist, a social worker and guidance counselors in order to create the best learning conditions for the student. Instructional strategies for ELL students with disabilities include a great deal of interaction between teacher and student and student and student. Group work allows students to move around, interact with one another and take part in whole class or small group discussions in order to build confidence and self-esteem. Students participate in active learning by partaking in hands-on activities. Teachers are aware of the students' accommodations and adapt activities so that all students can gain access to the information. Feedback is given regularly as teachers focus on strengths and capabilities. ESL providers supplement oral with written instructions, support students by giving clear directives and model how to apply strategies in order to

facilitate comprehension. Other strategies will include using visual aids such as pictures, graphs, graphic organizers, story maps or story boards and word mapping to build comprehension. It is a practice for teachers who service these students to ask students to repeat directions in their own words so that immediate assessment will help determine comprehension. Students with disabilities are given resources to help with study skills especially organizational skills; in addition, they are shown how to keep track of time in order to complete tasks and prepare for standardized tests. Teachers of students with disabilities refer to each student's IEP and the modifications stated within; however, they follow the curriculum as well as the requirements outlined in the units of study based on the Common Core State Standards.

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

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

Courses Taught in Languages Other than English ⓘ

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

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

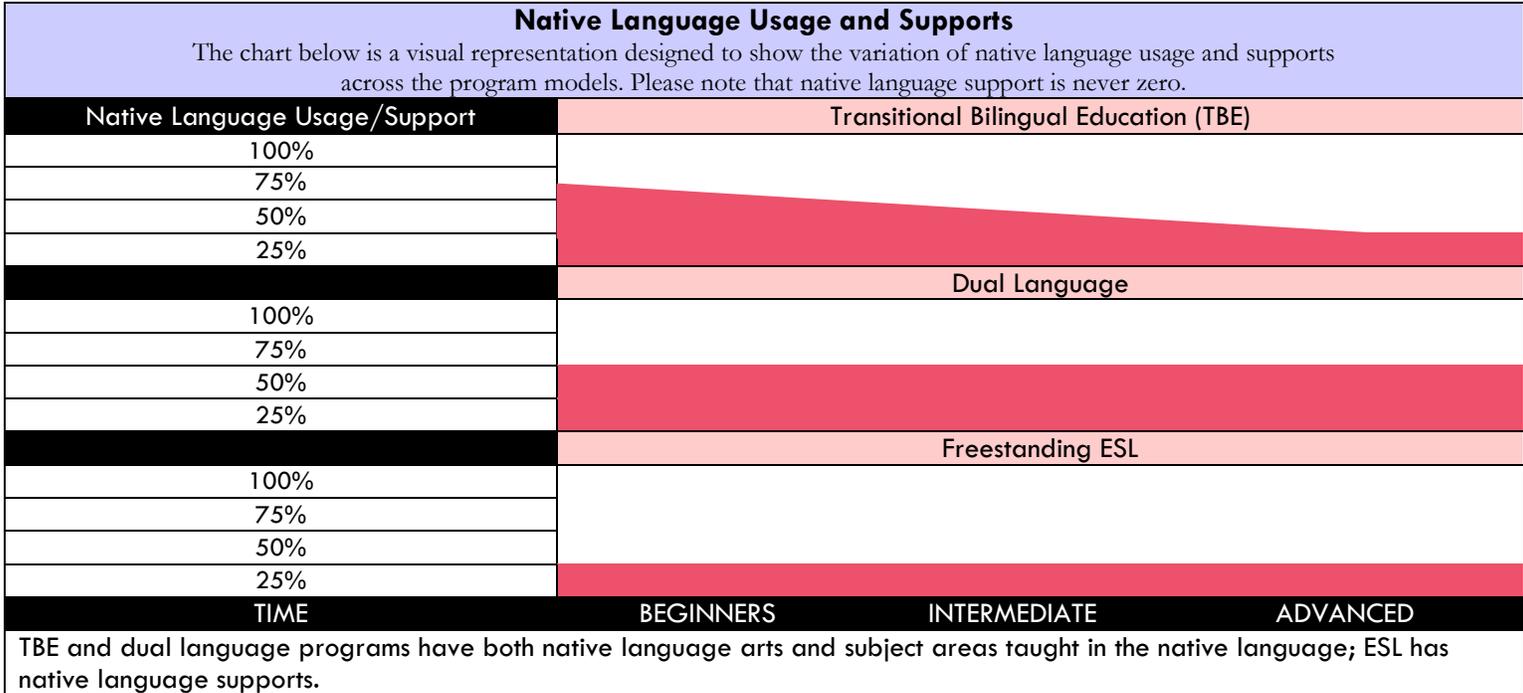
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

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

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

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

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our ELL population has equal access to all school programs. This year we will be offering a Saturday Academy for ELLs for grades 3-5 from 9:00 am to 1:00 pm beginning in the Fall through the Spring semester. We also offer another after school program for grades 3-5 on four days a week from 3:30 pm to 5:30 pm. ELLs are encouraged to attend through multiple outreach measures; a

letter describing the program is sent out to parents, parents are called once it is determined that a child has not returned the permission slip, and we use school messenger and monthly school calendar to send out a reminder to parents that the program is available. These programs incorporate all students and ELL students are well-represented. These programs are funded through Title III funds, Title I funds and Contract for Excellence.

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

PS 64 does not offer language electives.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name:

PS 64x, Pura Belpre Elementary

School DBN: 09X064

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Headley	Principal		11/15/13
Claudine Galbraith	Assistant Principal		11/15/13
Aniya Abuwadeh	Parent Coordinator		11/15/13
Valentia Kloos	ESL Teacher		11/15/13
Layte Downs	Parent		11/15/13
Marta Rendon	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
Latonya Pogue	Coach		11/15/13
Coronnie Crocker-Bey	Coach		11/15/13
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **06** Network: **613**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

The Main Office features the availability of Interpretation Services poster.

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