

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

01M064

School Name:

P.S. 064 ROBERT SIMON

Principal:

MARLON L. HOSANG

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 64 Robert Simon School School Number (DBN): 01M064
Grades Served: PK – 5
School Address: 600 East 6 Street, New York, NY 10009
Phone Number: 212-673-6510 Fax: 212-477-2369
School Contact Person: Marlon L. Hosang Email Address: mhosang@schools.nyc.gov
Principal: Marlon L. Hosang
UFT Chapter Leader: Charlene Johnson
Parents' Association President: _____
SLT Chairperson: Giancarlo Intrabartolo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 01 Superintendent: Daniella Phillips
Superintendent's Office Address: 166 Essex Street
Superintendent's Email Address: dphilli@schools.nyc.gov
Phone Number: 212-353-2948 Fax: 212-353-2945

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission Statement : We, the P.S. 64 school community, will develop all children's critical thinking and social interaction skills in a nurturing, collaborative environment so all students can achieve high academic standards and be productive citizens in the 21st century.

• **SFA** : We use the Success for All reading program which is aligned to the CCLS. We strategically plan the year to ensure that there is a 50/50 balance of informational and literary units. We have monthly SFA curriculum team meetings. We examine assessment results and engage in careful planning of text dependent questions to ensure that students are engaged in rigorous evidence based conversations about the text. We modify program tools to promote greater independence. Students are grouped according to their instructional level.

• **Ready Gen & Expeditionary Learning** - We also use Ready Gen and Expeditionary learning during a second literacy block which allows all students to read grade level complex text. Instruction is centered around an anchor text. Students then use this content as the source for some writing units. The goal of this block is to enrich content vocabulary, engage in text based conversations and close reading. We strategically shifted units of study to scaffold supports in skills and strategies to access more complex text.

• **Content Fridays**: In an effort to create more opportunities for project-based learning, we dedicate Friday mornings to the school wide instruction of social studies. We use the New York to guide the development of our units of study. All classroom teachers collaborate with special subject teachers and instructional specialists in the planning and execution of lessons. Special subject teachers provide push-in support services during this time to enhance the learning opportunities for our children.

• **Handwriting**: We have implemented a school wide handwriting initiative. All students in grades K-5 engage in daily handwriting practice through the Zaner program. The expectation is that all students graduate from P.S. 64 proficient in cursive handwriting.

• **Math Stations**: Classes engage in station work to reinforce and review math concepts.

PS 64 remains an elementary school with the highest percentage of SWD's in the district. We identify students early on, provide the appropriate special services, which we believe leads to decertification. Additionally, in the fall of 2014 we examined samples of IEPs for quality assurance and noticed a need for alignment with the PLOPs and annual goals.

Instructional Focus: Our instructional focus for the 2015-2016 school year is to improve the quality of questions, questioning and conversations as evidenced by an increase in teacher performance ratings by 5% in component 3b Questioning and Discussion Techniques in Advance.

01M064 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	281	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		83.5%	% Attendance Rate	90.9%
% Free Lunch		86.1%	% Reduced Lunch	4.2%
% Limited English Proficient		7.0%	% Students with Disabilities	35.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	22.6%
% Hispanic or Latino		60.3%	% Asian or Native Hawaiian/Pacific Islander	5.9%
% White		9.4%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		6.16	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.5%	Average Teacher Absences (2013-14)	4.43
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		16.1%	Mathematics Performance at levels 3 & 4	21.0%
Science Performance at levels 3 & 4 (4th Grade)		64.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the element of the Framework for Great Schools, rigorous 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. Whereas 8% of observations completed for the 2014/2015 school year received a rating of developing or ineffective for component 3b questioning and discussion techniques, we have decided to make this area a priority for the 15/16 SY. At PS 64 we implement the cycle of effective instruction in accordance with in our school improvement model *Success for All*. Strengths in the area of rigorous instruction are as follows: citing evidence to support an argument; structures and routines in place to promote peer-to-peer discussions and good work habits; cooperative learning strategies that promote student-led discussions; rubrics and checklists are used for students to assess the quality of their responses and discussions. Some needs in this area are as follows: lesson plans will reflect evidence of scaffolding of questioning in alignment with Depth of Knowledge levels 3 and 4. Teacher teams need to be established with the focus on questioning and discussion techniques. Increase level of student written responses which shows evidence of DOK levels 3 and 4 thinking.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2015-2016 school year, 97% of observations completed will demonstrate a rating of effective to highly effective for component 3b questioning and discussion techniques.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development plan for the 15/16 SY will reflect the researched based <i>Principles of Learning</i>, with a particular emphasis on accountable talk professional development for all subject areas. The Principles of Learning are a set of features that are present in classroom and schools when students are successful. They summarize decades of learning research. These theory and research-based statements are designed to help educators analyze and improve teaching and learning for all students and are as follows: Organizing for effort; clear expectations; fair and credible evaluations; recognition of accomplishment; academic rigor in a thinking curriculum; accountable talk practices; socializing intelligence; self-management of learning; learning as apprenticeship.</p>	<p>All teachers</p>	<p>9/8/15- 06/28/16</p>	<p>Coaches; RTI teacher; IEP teacher; AP</p>
<p>Professional development plan will reflect the use of the Depth of Knowledge framework. Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks.</p>	<p>All teachers</p>	<p>9/8/15- 06/28/16</p>	<p>Coaches; RTI teacher; IEP teacher; AP</p>
<p>Professional development plan will reflect a series of parent engagement workshops on CCLS and how to support at home.</p>	<p>PS 64 Families</p>	<p>9/8/15- 06/28/16</p>	<p>Coaches; RTI teacher; IEP teacher; AP</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>To achieve this annual goal we have identified and aligned resources in the following manner:</p>

Human Resources:

1. Assistant Principal (FSF, Title I)
2. Literacy Coach (FSF, Title I)

F-Status Early Childhood Instructional Specialist (FSF, Title I)

3. IEP Teacher (FSF)
4. Response to Intervention Teacher (FSF, Title I)

Instructional Resources:

1. Purchase new social studies series with trade books for grades 1-5. (FSF, NYSTYL)

Schedule Adjustments:

Daily 90-minute literacy block for all students using the *Success for All* cycle for effective instruction.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, 97% of observations conducted will demonstrate effective to highly effective ratings for component 3b of Questioning and Discussion Techniques.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Whereas the Framework for Great Schools identifies a supportive environment as an essential component to raising student achievement, the following areas of strength have been identified:

- Student safety
 - Students meet weekly in their classrooms for “class council,” which provides a forum for students to discuss their successes and their concerns that have arisen throughout the week
 - A “round table” is designated in each classroom, where the students can go to resolve minor conflicts using “I messages” and the “Peace Path”
 - Fifth grade students participate in the safety patrol which takes place during lunch and recess. During this time, they monitor student behavior and ensure that students are playing in a safe manner
 - There have been a minimal amount of student suspensions, which demonstrates positive student behavior school wide
 - We have newly installed alarms on all exit doors which prevents students from leaving the building unsupervised
 - Students, teachers, and staff have been trained in group response protocols
- Student support
 - Guidance counselor provides both mandated and at-risk counseling services to individual students as well as small groups
 - School psychologist and school social worker support students that are referred as well as students with IEPs
 - Rtl teacher provides push-in and pull-out services for at risk students
 - ICT class on every grade
- Student rigor
 - Teachers differentiate for all levels of learning and identify multiple entry points
 - Teachers create math menus for students to provide more challenging activities
 - During SFA students have the opportunity to be part of a reading group that is above grade level
 - Partnerships are thoughtfully planned, allowing students that are struggling to work with students that are on or above grade level
- Needs
 - Based on EOY running records, 17% of general education students in grades K-4 have been identified as reading one or more years below grade level standards. Students that are at-risk in the general education classroom need more support
 - Students with IEPs need to be held accountable for their IEP goals

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Within one year, 95% of our general education students (grades 1-5) will be reading on or above grade level as measured by the Fountas and Pinnell reading assessment.

Within one year, 100% of students with IEPs will have their IEP goals tracked and monitored by using a uniform conference sheet.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Full time RTI teacher to implement Foundations, Wilson, Great Leaps, MyOn & Guided Reading.</p>	<p>24 students reading 1 or more years below grade level.</p>	<p>09/09/15-06/28/16</p>	<p>RTI Teacher</p>
<p>Research-based instruction: SFA, Foundations, Teacher's College writing program, Houghton Mifflin Social Studies, Great Leaps, MyOn, guided reading groups</p>	<p>All students</p>	<p>09/09/15-06/28/16</p>	<p>Classroom teachers, coaches, IEP teacher, Rtl teacher</p>
<p>Professional Development: Biweekly professional development that focuses on deepening students conversations and levels of teacher questioning.</p>	<p>All Staff</p>	<p>09/09/15-06/28/16</p>	<p>Literacy coach, Early childhood instructional specialist</p>
<p>Running Record professional development sessions, differentiated to support teachers on how to administer running records as well as how to apply the data gathered in the classroom.</p>	<p>All Staff</p>	<p>09/09/15-06/28/16</p>	<p>Literacy coach, Early childhood instructional specialist</p>

<p>Weekly special education meetings to support conferencing, IEP writing, etc.</p> <p>Engaging families:</p> <ul style="list-style-type: none"> • Running record forms with levels sent home to raise parent awareness early on • Parent workshops • Parent Teacher Conferences <p>School Leadership team has 5 parents who assist principal in decision making</p>		<p>09/09/15- 06/28/16</p> <p>09/09/15- 06/28/16</p>	<p>IEP Teacher</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We strategically budget our monies to include funding for the following personnel:</p> <ul style="list-style-type: none"> • Literacy Coach • Early Childhood Instructional Specialist (F-Status) • RTI Teacher <p>We will invest in the following instructional resources:</p> <ul style="list-style-type: none"> • LLI • SFA 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> • Running records – four times a year <ul style="list-style-type: none"> ◦ Mid-point benchmark: Fountas and Pinnell reading levels in January 2016 • Progress reports and report cards • Rtl progress measured in cycles

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on teacher feedback we will create differentiated PDs, facilitate inter-visitations and offer more off site professional development to improve their ability to facilitate accountable talk discussions.

We have a full time literacy coach, part-time instructional specialist, RTI teacher, and IEP teacher who all provide instructional support through, modeling, and mentoring and professional development sessions.

As noted in our 2014-2015 Quality Review, we were commended for robust teacher teams. Teachers work in vertical pods to share best practices, create rubrics/checklists to monitor student growth.

We purchase PD sessions from Success for All. SFA coaches come to our school over the course of the year to provide support in the classroom.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

One hundred percent of teachers observed from January 2016 on, will move up 1 proficiency level in the area of questioning and discussion techniques as per measured by the Danielson Rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Review teacher rating from the 2014-2015 school year during BOY conferences.	All Teachers	09/09/15-06/28/16	Principal & Assistant Principal
Roll out PD plan with an instructional focus of engaging students in accountable talk discussions throughout the day as well as peer questioning.	All Teachers	9/28	Instructional Cabinet
Conduct differentiated professional developments sessions around the instructional focus.	All Teachers	09/09/15-06/28/16	Instructional Coaches
Post observation conferences with a focus on questioning and discussion techniques will be conducted for all observations.	All Teachers	09/09/15-06/28/16	Principal & Assistant Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We strategically budget our monies to include funding for the following personnel: IEP Teacher											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
IEPs will be monitored weekly during other professional time.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: 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 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)	Students reading 1 or more years below grade level standards according to F&P running records.	SFA, Foundations, Wilson, Great Leaps, Guided Reading	Small group and one-to-one	during the second literacy block
Mathematics	Students 1 or more years below grade level as evidenced by ECAM.	Small guided math groups & Front Row	Small group	during Math block
Science	Students not meeting grade level standards in science	Repeated readings, guided readings of grade level text	Small group	4 times a week in 20-minute interval for RTI
Social Studies	Students not meeting grade level standards in social studies	Repeated readings, guided readings of grade level text	Small group	4 times a week in 20-minute interval for RTI
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on referrals to PPT students will be identified for At Risk related services	N/A	Small group and one-to-one	during school day

Section 7: 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.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

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

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.
<ul style="list-style-type: none"> • We have partnerships with several universities that place their student teachers at PS 64. They then have the opportunity to train with our teachers, attend our professional development activities and work with students. Once they complete their program they are invited to substitute and or interview for a full time teaching position. • We also have a hiring committee that goes through resumes and selects potential candidates. Questions are selected and asked at the interview. • Teachers do a demo lesson. • Assignments are determined by license area first. Then we look at area of expertise and grade level preference for each of our staff members to determine the assignment. • To retain our teachers and ensure that they are highly qualified we provide differentiated professional development opportunities. We have an instructional coach and early childhood specialist that works alongside teachers to provide supports, model lessons, conduct grade level meetings, modify curriculum and develop assessments. Each year a small group of teachers are selected to attend an out of state conference to enhance their best teaching practices.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Each school year we conduct a needs assessment to determine areas of focus and interest based on a wide array of data (student performance results, teacher feedback, Advance data, QR & PPO feedback). • Based on the results of our needs assessment we develop an instructional focus, school wide goals, and a professional learning plan for the entire school year. • Once the professional learning plan is completed the principal's cabinet schedules and implements professional development offering for the year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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.).

Our PK Social Worker and staff from Partnership with Children meet with prospective families to review the application and registration process for the following school year. We also attend the yearly district wide PK fair to inform families and the community of our early childhood programs.

PK teachers are integral members of our vertical teacher teams. Teachers plan units that build upon and spiral from one grade to the other. This allows for the seamless transition for students moving from one grade to the other. All school wide professional developments offerings include our PK teachers.

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.

All assessments are designed and aligned to achieve the goal of increasing student achievement. Assessment is central to our daily practice. Data is triangulated to drive instructional decisions and student groupings. We use assessment tools to help us track our data such as Google docs, Member Center, STARS, SESIS.

The principal's cabinet selects school wide assessments to track and monitor student progress. Teachers meet during weekly grade level meetings to look at student work, develop pre and post assessments, performance tasks and goal specific conference sheets to monitor student progress.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	161,059.00	X	12-26
Title II, Part A	Federal	111,135.00	X	12-26
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,707,812.00	X	12-26

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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’s Title I Parent Advisory Council (PAC) 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)

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. **[School name]**, 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. **[School name]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

[School name] , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 01	Borough Manhattan	School Number 64
School Name P.S. 064		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Marlon L. Hosang	Assistant Principal Daniela D'Arcangelo
Coach Jennifer Goldenberg	Coach Judy Golubchick
ENL (English as a New Language)/Bilingual Teacher Martin Perl	School Counselor Amanda Peveraro
Teacher/Subject Area Alyssa Leone/RTI	Parent Jennie White
Teacher/Subject Area Jessica Hedbavny/IEP	Parent Coordinator Gladys Concepcion
Related-Service Provider Jennifer Pearlman/Speech	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	239	Total number of ELLs	15	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	13			2						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	0	4	3	1	1	1								0
Chinese	1	0	0	0	1	0								0
Russian														0
Bengali	1	0	0	0	0	0								0
Urdu														0
Arabic	0	1	0	0	1	0								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2													0
Emerging (Low Intermediate)		1	1											0
Transitioning (High Intermediate)		1			1									0
Expanding (Advanced)		3	2	1	2	1								0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1			0
4	1	3	2		0
5	4	2			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1		1				1		0
4	1		3		2				0
5	3		2		1				0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At the beginning of the year, the ENL teacher collects the ATS reports to determine student scores on standardized testing in order to properly group students according to their proficiency level. The RLAT, RLER, RYOS, ROPB, and student assessment history reports are all used to determine not only the overall score achieved on the NYSESLAT exam, but also the modalities in which the students scored the highest and lowest. As students generally score the lowest on the reading and writing portions of the NYSESLAT, this fact is considered when designing instruction. All students are given running records three times a year using Fountas and Pinnell. SFA (Success for All) is the schoolwide reading program that is implemented year round. The assessments for the program are Roots and KinderCorner. Additionally, the school assesses early literacy skills using SOLO (Structured Oral Language Observation), Fast Track Phonics for 1st and 2nd grade, and EPAL for 2nd grade. The upper house students are assessed at the end of the school year using Fountas and Pinnell running records for their placement at the beginning of the school year, as the schoolwide reading program begins a week into the school year. Newcomers and new admits will be assessed the first week of school to ensure proper placement into their correct reading level group. All the data is analyzed and is used to properly group students for the SFA Reading block. Students are assessed every 8 weeks and new groupings are formed to ensure that each student is being instructed according to their individual reading level. Spanish speaking students entering the program for the first time are administered the Spanish LAB to determine literacy in the native language. The TCRWP is used in grades Kindergarten- 5th as one of the assessment tools in the school to assess early literacy skills. Data analysis reveals that beginning students might require assistance in letter-sound identification. Further review of the data also reveals that after some time, students acquire basic literary understanding, as they can better identify concepts of print. It further indicates that ELLs will require additional support in phonics and phonemic awareness. The schools' instructional plan will meet these needs by providing intervention using Wilson Foundations in the lower grades, along with support in the classroom provided by the ENL teacher. In Kindergarten, quantitative data does not show a significant discrepancy in letter sounds between ELLs and non-ELLs. First grade English language learners can also benefit from Reading Recovery instructional services. Rubrics used for scoring ELA MOSL assessments also provide additional data regarding ELLs, and their language acquisition strengths and weaknesses.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

For the current school year, 2015-2016, there were ten students that were identified, and tested with the NYSITELL. Two students qualified for services. Two Kindergarten students were tested and both scored at the Beginning proficiency level. The native language of the students is Spanish. For the NYSESLAT, students typically score higher on the Speaking and Listening subtests. The data indicates that our ELLs need support in reading and writing, therefore the ENL instruction for our students will focus on the literacy/reading blocks and the writing blocks.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

According to the data, the proficiency levels on the NYSESLAT of the listening/speaking subtests are similar, while on the reading/writing subtests, the students generally performed higher on the reading. In reference to this data, ENL instruction has focused on improving ELLs reading and writing skills. This has been done with a greater focus and inclusion of reading and writing workshops in the ENL classroom. Assessments such as the ELA and Math Predictive are given to all students, including ELLs and the data is used to drive instruction in the mainstream classroom as well as the ENL room. The teacher assesses and prints out score reports for all students after each assessment is administered. Classroom teachers collaborate with the ENL teacher to differentiate instruction based on student needs. For example, if a student shows a weakness in their ability to inference, that student may be partnered with a student in their classroom who can help during class activities. ELLs at the school are not offered exams in their native languages, besides translations of the NY State tests in Math, Grade 3-5 and Grade 4 Science, when available. The school did not use ELL Periodic Assessments this past school year. We do not use native language instruction in the school.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

PS 64 follows the Response to Intervention Framework. If a child is struggling in the classroom, he or she is brought up during a PPT meeting in which the administration, SETSS coordinator, guidance counselor, ENL/AIS teacher, and any related services providers meet with the child's teacher to discuss and develop a plan of action. The first step is to provide interventions within the classroom such as small group instruction, tutoring and differentiated assignments and methods of presentation and response. The team reconvenes and discusses further intervention if needed. These interventions include SFA tutoring, Wilson Foundations, Soliday reading intervention, or tutoring for Math. Classroom assessment data is used to guide instruction for ELLs within the RTI framework. Students who are flagged as at risk are given targeted instruction in their areas of need. Whole group, (tier 1) small group (tier 2), and individualized (tier 3) instruction is utilized. Their progress is monitored by the ENL teacher, classroom teacher, and PPT Team. These students receive one-to-one tutoring by Learning Leaders volunteers, as well as participating in AIS small group instruction. PS 64 considers both test scores as well as development over the years through the examination of student portfolios to determine success within the program. When consistent gains are not being made over the years, the students' particular needs are addressed and an IEP may be developed for that child. Children who do not make gains are discussed thoroughly at the Pupil Personnel Team meetings (in which the ENL teacher is a participant) and are observed by the social worker, psychologist, and other support team members as deemed appropriate. These students receive one-to-one tutoring by Learning Leaders volunteers, NYU Teach for America tutors, as well as participating in AIS small group instruction.

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

PS 64 has a free-standing ENL program. There are no classes held in any other language. However, if a newcomer needs support, there are teachers and Paras that they are matched with to assist with curriculum and lesson delivery. The ENL teacher works closely with classroom teachers to ensure the child's second language development is considered in instructional decisions. Students' proficiency levels and stages of second language acquisition are considered. Students in Stage 1 the lowest stage, are in (the pre-production) silent stage of language learning. They may not speak, so there is opportunity for them to gesture and point in the classroom. Students in Stage 2 are in the early production of language acquisition. They are able to understand and use many words, but may only speak in one to two word phrases. They are given opportunities to demonstrate their understanding and comprehension by answering yes-no, and who, where, and what questions. Students in Stage 3 are beginning to speak. They can use

dialogue and ask simple questions. They often have grammatical errors that may impede communication. Stage 4 students have been learning for over a year and can make more complex statements and state their opinions. They are considered intermediate. Students in Stage 5 have advanced language proficiency and may stage in this stage for years. They are not yet proficient, but are able to fully participate in classroom activities (if given some extra support when necessary) and their grammar is comparative to that of same-age native speakers. They have developed some specialized content-area vocabulary.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

As mentioned, the ELLs made progress on the state tests for the 2014-2015 school year. The schoolwide SFA reading program attributed to the growth, as well as pull-out and push-in ENL instruction in small groups. Students are assessed throughout the year and score comparable to their classmates. We evaluate the success of our programs by results of NYSESLAT, the New York State Tests in English Language Arts, Math and Grade 4 Science, and the assessments we use for all students (TCRWP, MOSL Baseline Assessments and End of Year Assessments, Periodic Assessments) Additionally, we measure student success by informal assessments, observing students in their classrooms, and their basic interpersonal communication skills, and adaption in the classroom. We have the same high expectations of our ELLs as the rest of our student population. We use data gathered from assessments to measure the growth of our students, and then use this data to make informed decisions regarding our instruction.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.

The following structures are in place at The Robert Simon School, PS 64 to ensure that the parents of English language learners are aware of the program choices available to them. Prior to enrollment, during tours of the school led by the Administration, and Parent Coordinator, parents are given information about the ENL program. At the time of registration, the ENL Teacher, who holds a Masters Degree in Education (TESOL), and is New York State certified, conducts informal interviews with the parent or guardian, and the enrolling student. After the parent/guardian fills out the Home Language Identification Survey (HLIS) in the presence of the ENL teacher, and newly admitted students have been administered the NYSITELL by the licensed ENL Teacher, within the first ten days of enrollment when necessary. Additionally, Spanish speaking students are administer the Spanish LAB by a licensed Spanish speaking pedagogue, in the event that these English language learners do not pass the NYSITELL. Parents of English language learners are invited to Parent Orientations. Meetings are scheduled in the mornings, and the afternoons to meet the needs of parent schedules. At the time of the orientation, parents are handed literature, and given the opportunity to view the New York City Department of Education video of the program options available to English language learners in the New York City Public School System. If a parent cannot attend an orientation, the ENL teacher will schedule a one to one meeting with the parent. At these meetings, parents are encouraged to learn how they can be involved in the education of their child. The ENL teacher keeps a file of all the signed Parent Program Selection forms. Outreach to parents of English language learners is another critical component of a successful ENL program. All effort is given to make sure that New York City Department of Education materials are given in the home language of the parents, such as Home Language Surveys, Entitlement letters, ENL program literature, Program Selection forms, Report Cards, etc. Furthermore, when a new student arrives in the middle of the school year, which is not an unusual occurrence, the same structure is in place as in the beginning of the school year. Review of the HLIS and any prior test history in ATS, administration of the NYSITELL, and Spanish Lab if necessary, meeting with the parents, and discussion of parent choices, and return of the parent program selection form. Parents of English language learners at PS 64 choose the ENL program exclusively. According to the Parent Program Selection forms collected over the past several years, this has been an exclusive choice. The ENL program at PS 64 is aligned with what parents have been requesting.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During the interview with the licensed teacher, the parent/guardian, and the enrolling student are asked about prior education. If it is determined that there is a chance of inconsistent/interrupted schooling, a SIFE Oral Interview Questionnaire, will be also administered to students in grades 3-5. If a gap of two or more years is determined, the school will administer the Literacy Evaluation for Newcomer SIFE (LENS) to those students whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish in order to determine SIFE status. The initial SIFE status is entered in BNDC in ATS within the first 30 days of school.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The following structures are in place at PS 64 to ensure that newly enrolled students with IEPs are identified properly. The Language Proficiency Team (LPT) which consists of the School Psychologist, School Social Worker, Speech Therapist, School Guidance Counselor, ENL Teacher, and Parent/Guardian meet to determine a student's eligibility to be given the NYSITELL. A qualified interpreter or translator is present at each meeting of the LPT if needed. These procedures are used for initial entry into DOE schools or reentry after 2 years. The LPT team will determine whether the student should take the NYSITELL. The LPT considers evidence of the student's language development. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determined factor affecting whether the student can demonstrate proficiency in English. The principal reviews the LPT's decision and may accept or reject the recommendation. If the principal's decision of not to administer the NYSITELL, it is sent to the superintendent for review. Parents must be notified within 3 days of the decision in their preferred language. The final decision is made by the Superintendent has 10 school days to accept or reject the LPT's recommendation. If the Superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and notify the parent or guardian. The form titled Language Proficiency Form is completed and placed in the student's cumulative folder. The timeline to accept the LPT recommendation is 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL Teacher keeps detailed records and a calendar to ensure entitlement and non-entitlement parent notification letters are sent home in the parents' preferred language, within five days after the NYSITELL has been scanned and scored. Parents have the right to appeal the ELL status within 45 days of enrollment. The ENL teacher is responsible for the process.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are advised of the right to appeal the ELL status within 45 days of enrollment. It is reflected in the letter which is sent home in the parents' preferred language. This topic is also covered in the parent orientation. If the parent does not attend the orientation, the parent coordinator will phone home, and a log is kept of this. The ENL teacher is responsible for the process.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within 10 days of Registration, Parents/Guardians of English language learners are invited to Parent Orientations. Invitations are sent to parents in the parents' preferred language. These sessions are scheduled in the mornings, and the afternoons to meet the needs of parent schedules. At the time of the orientation, parents are handed literature, and given the opportunity to view the New York City Department of Education video of the program options available to English language learners in the New York City Public School System. If a parent cannot attend an orientation, the ENL teacher will schedule a one to one meeting with the parent. At these meetings, parents are encouraged to learn how they can be involved in the education of their child. The ENL teacher keeps a file of when the invitation was sent, and of all the signed Parent Program Selection forms.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selection forms are turned in to the ENL teacher at the conclusion of the Parent Orientation, or One-to-One Meeting. This way, parents are able to ask questions and make an informed decision with the assistance of the ENL teacher and the parent coordinator. Additionally, it ensures that all of the forms are completed and returned.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Typically, parents complete the Parent Survey and Program Selection form in their preferred language, during an Orientation or One-to-One meeting with the ENL teacher. The ENL teacher keeps detailed records, and charts ELL related documents and correspondence with parents/guardians. In the event, a form is not returned, all effort would be made to contact the parent in writing and by phone. Written records would be kept of these attempts. The parent coordinator and ENL teacher make phone calls to ensure 100% compliance.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ENL teacher utilizes ATS reports, and NYSITELL results to determine which letters are sent home to parents in a timely manner per CR Part 154 mandates. Very detailed records and copies of letters are kept on file by the ENL teacher. Parents are hand

delivered the letter if possible. If they do not attend a one-to one meeting, or orientation , the ENL teacher ensures that the letters are sent home and acknowledged in a timely manner. Letters are generated in the parent's preferred language. We utilize the translation services offered by the NYC Department of Education as needed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL teacher ensures that ELL documentation is kept in the student's cumulative file and remains part of the student's permanent record per CR Part 154 mandates. Copies of ELL related documents are also kept on file by the ENL teacher.
11. 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.
Per NYSESLAT administration best practices, the ENL teachers uses ATS reports such as the RLER prior and during the administration period of the NYSESLAT to ensure all students who are eligible are tested in Speaking, Listening, Reading and Writing. Track completion and ensure that students who were not present during times originally scheduled, have the opportunity to complete the NYSESLAT. In the event a student is absent during the NYSESLAT testing window, all attempts would be made to contact the parents/guardians to emphasize the importance of this test by making them aware that it determines their English proficiency, and contributes to promotional decisions . The ENL teacher returns the answer documents to the BAID in a timely manner.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After reviewing NYSESLAT test scores, the ENL teacher will ensure that appropriate letters are sent to parents indicating whether their child is entitled to continued ENL support.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parents of English language learners at PS 64 choose the ENL program exclusively. According to the Parent Program Selection forms collected over the past several years, this has been an exclusive choice. The ENL program at PS 64 is aligned with what parents have been requesting. There have been no other requests by parents for another program. Since parents have not requested additional programs such as bilingual and dual language programs, PS 64 does not offer such programs at this time. However, the LAP team periodically reviews parent program choices to track any changes in the requests for programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
Since there is at present, a relatively small ELL student population attending PS 64, students benefit from ENL stand alone homogeneous group instruction. We primarily use a push-in ENL integrated program model. The amount of mandated daily instruction is based on Entering (360 minutes per week), Emerging (360 minutes per week), Transitioning(180 minutes per week) and Expanding (180 minutes per week). Students are grouped by grade levels and proficiency. ELL students are challenged to meet or exceed the performance standards with content area project themed units. The ENL teacher provides instruction in Balanced Literacy (writing and reading workshops, guided reading), phonemic awareness, Math, Social Studies, and Science. Applied Whole Language and research proven methodologies. CALLA (Cognitive Academic Language Learning Approach) and TPR (Total Physical Response) are implemented. These are known to promote language development and second language acquisition. CALLA developed by Anna Uhl Chamot and J. Michael O'Malley, is an instructional model for second language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks. The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. TPR is an ENL methodology developed by James Asher, it is very valuable with absolute beginners. In this methodology, the teacher says a single action word or phrase and then demonstrates the action. ELL students are encouraged

to build critical thinking skills, be responsible for accountable talk, and scaffold to higher levels. Students improve their skills in Listening, Speaking, Reading and Writing English. The NYSESLAT is used as an exit exam for English language learners. Students who pass the NYSESLAT and test out as Proficient/Commanding, are still entitled to 180 minutes weekly transitional services. Technology is an important component of the ENL classroom. Computers are used for Internet research. Tape recorders and CDs are also important academic tools for ELLs. There is an in-class library in the ENL classroom. It is filled with a diverse selection of books and books with CDs on all reading levels. Classroom teachers and the ENL teacher meet to apprise on another regarding the specific needs and progress of each English language learner. Special effort is made to follow the guidelines of No Child Left Behind (NCLB). Since all students, including English language learners must take New York State content tests such as Math, and Science, special consideration is given to them in terms of extra time (time and a half) as well as separate location. When possible, a foreign language version is provided for New York State Math and Science tests. Translators have been used in previous years for languages that do not have translated versions. The data patterns from the results of the NYSITELL and NYSESLAT reveal that there are students at different levels of proficiency within the school. Typically, student scores on the NYSESLAT in the Listening and Speaking sections are higher, than the Reading and Writing modules. With very few exceptions, English language learners on all proficiency levels are scoring slightly higher in Reading than in Writing. ELL students receive tailored support in reading and writing. This allows for scaffolding and academic progress. Additionally, instruction in the grade level classroom is differentiated based on the needs of the ELL students. Classroom teachers are provided with support from other school specialists, such as the ELA and Math Inquiry teams, and the Speech therapist to ensure all students' needs are met. Moreover, ELL students, along with all students in the school, grades Kindergarten-Fifth, are administered the Teachers College Reading and Writing Assessments. This assessment data is input into the TCRWP AssessmentPro web site. In past years, students in Grades 3-5 have taken the Assessments in ELA and Math. The Beginning Level ELL students can generally benefit from phonemic awareness and blending activities. In past years, the ELL Periodic Assessments were administered twice a year to students in grades 3-5. These assessments, as well as other test results helped determine which areas were in need of improvement. Native language is used in the following ways: There are several Spanish language books, bilingual Spanish-English books and dictionaries in Spanish in the ENL classroom and school library. Students also utilize an extensive photo library, as well as bilingual picture dictionaries in Chinese and Spanish. At present, there are no English language learners classified as SIFE. Accommodations would be made for any newly admitted SIFE student or long-term English language learner. The LAP team, and PPT team would meet to discuss the particular needs of such a student. For SIFE students, questions would be raised as to the exact number of years that the student did not attend school and for what reasons. After assessing to the situation, in addition to the required ENL services, the LAP team would determine and recommend other services that would benefit the student. There are at present, no long-term English language learners attending the school. Moreover, if such a student should transfer to this school, all effort would be made to check ATS test records, attendance, admittance and discharge history, conferences with the student and the parents to ascertain the reasons for being a long term English language learner. Perhaps there might be other factors, other than second language acquisition that is interfering with his or her learning.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Per CR Part 154 Requirments, the ENL teacher uses the results of the NYSITELL and NYSESLAT to determine the number of instructional minutes mandated per student. All minutes are delivered in using the stand-alone English as a new lanuage model, where the ENL teacher generally pushes in to the students' classroom. On a case by case basis, some beginner/emerging ELLs might get pull-out ENL instructional services. A schedule is constructed with the input of the ENL teacher, and classroom teachers to ensure that the CR Part 154 instructional minutes are met and are effective.

Beginner/Entering ELLs (Total: 360 minutes) 180 minutes of stand alone and 180 minutes integrated of ENL/ELA.

Low Intermediate/Emerging ELLs (Total: 360 minutes) 90 minutes of stand alone ENL and 180 minutes integrated ENL/ELA, or 90 minutes integrated ENL/ELA or content area

Intermediate/Transitioning ELLs (Total:180 minutes) 90 integrated ENL or 90 minutes integrated ENL/ELA or content area

Advanced/Expanding ELLs (Total: 180 minutes) 180 minutes integrated ENL/ELA or content area

Proficient/Commanding (Total: 90 minutes) 90 minutes integrated ENL/ELA or content area

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

The Reading Workshop, Writing Workshop, Mathematics, Social Studies, and Science are all delivered in English by the ENL teacher. In order to ensure understanding and acheivement by the ELLs, the ENL teacher utilizes scaffolds to facilitate student understanding of content area vocabulary and concepts. All instruction is taught in English, with the aid of bilingual glossaries

(when they are necessary). The ENL teacher collaborates with classroom teachers to provide appropriate ENL instruction. PS 64 has adopted the recommended city-wide Common Core Curriculums Ready Gen, Expeditionary Learning, and Go Math. Content instruction is embedded into the two reading curriculums.

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

As in past years, ELLs who are native speakers of Spanish are administered the Spanish LAB. This affords the opportunity to evaluate the students in their native language based on their reading and oral skills. The New York City Department of Education does not provide this assessment in other languages.

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

The schoolwide reading program, Success for All, incorporates all language modalities on a daily basis. Students are reading, writing, speaking and listening in cooperative learning groups for 90 minutes daily. The students are assessed by the teachers and their peers using rubrics for all the modalities. The program allows every student to have ample opportunities to participate and practice language acquisition. Periodic Assessments are utilized, as well as the TCRWP running records. These particular assessments measure reading, listening, and speaking modalities. Writing is assessed by teachers using rubrics to grade writing assignments. Additionally, students are assessed in all four modalities formally and informally throughout the school year. The classroom teachers and ENL teacher review and analyze student data, and keep one another apprised of any issues.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

SIFE students are provided with additional support based on the individual needs of the student. We have several Learning Leaders volunteers that work one-to-one with students. In addition, we also have the help of the New York University students who take part in the America Reads program. ELLs in the US for less than three years receive the same Reading Workshop, Writing Workshop, and testing preparation as mainstreamed students in their grade because they are required to take the math and science tests. Additionally, NCLB requires that students take the ELA test once they have been in the country for a year. The newcomers are constantly observed and conference notes are kept on each individual student and reviewed by the ENL teacher and the classroom teacher. All ELL students qualify for and are included in daily school-wide AIS small group instruction. When students are receiving ELL services for 4 to 6 years, extensive academic intervention is provided in vocabulary. Our program also addresses academic intervention for these students. The ENL teacher continues to provide a structured program in vocabulary instruction. Although we have no Long-Term ELLs (in NYC schools for six years or more, in the past, services provided to long-term ELLs fall into a similar category as Services provided for Students with Interrupted Formal Education. The promotion standards apply to English language learners (ELLs) who have been in an English language school system for three or more years unless they have an approved extension of services for year four or five. We provide additional support based on the needs of the student. These students are also part of the academic intervention programs for identified at risk students. Former ELLs receive 180 minutes weekly for two years after passing the NYSESLAT. Commanding students might benefit from scaffolding in writing and content area subjects. Former ELLs have testing accommodations for two years after achieving the English proficient/commanding level on the NYSESLAT per CR Part 154.2.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Per the 2015-16 ELL Policy and Reference Guide, the school has an established protocol to manage the initial and re-identification process of students. It is a multi-step process, in which the school will review the status and progress of the student. Between 6-12 months (from the date of the superintendent's notification to the principal, parent, guardian, and or/student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3, and may reverse the determination within this 6 to 12 month period. The principal must then consult with the superintendent. The parent/guardian, and or student must be notified in writing in the parent's preferred language within 10 school calendar days.

8. 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?

Chart The ENL Teacher, classroom teachers, as well as members of the PPT team meet to discuss the unique needs of ELLs, who also might have special academic/emotional disabilities that might impact their English language acquisition. Accordingly, service providers such as the Speech teacher, Occupational Therapists, Social Worker give their expert knowledge as how to best provide individually tailored lessons for these students.

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

Based on students' IEPs, all instruction is tailored to meet the needs of our diverse students. Per the 2015-16 ELL Policy and Reference Guide, ELLs who are also students with disabilities (SWD) receive accommodations that apply to both ELLs and SWDs, as appropriate. For example, ELLs with disabilities are entitled to test accommodations based on their IEP, such as separate location, and extended time on standardized tests, and all classroom assessments. Response to Intervention (RTI) approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

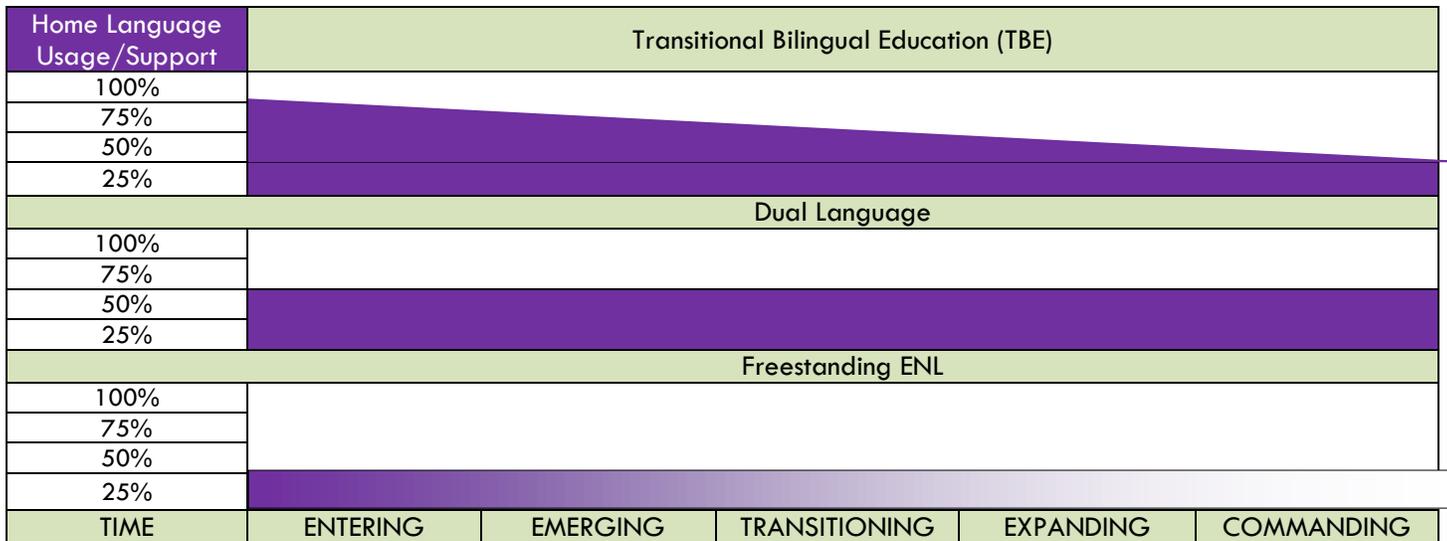


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The schoolwide reading intervention program, Success for All (SFA), has an intervention component that will be in place for the 2015-2016 school year. The students are assessed every eight weeks and then regrouped according to instructional level. Students that do not make the expected amount of progress will be referred for RTI services. Also, the ENL teacher will meet with ELL students in grades 3-5 who are at the beginning and intermediate proficiency level. This will ensure that this subgroup gets the additional support needed to be successful in the classroom. The school offers a diverse range of intervention services. The PPT meets weekly to discuss the academic and emotional support that some students, including ELLs might require. Students receive academic intervention services during school-wide AIS small group instruction. Students also benefit from our on-site Speech Therapist, Occupational Therapist, and Physical Therapist. Classroom teachers and the ENL teacher meet to apprise on another regarding the specific needs and progress of each English language learner. Once an ELL student has tested out of the NYSESLAT as proficient, the classroom teacher and ENL teacher will discuss the best transition for the student. Former ELL students are entitled to the same test accommodations up to years after receiving a proficient/commanding score. These specific test accommodations for ELLs include separate location, time and a half, as well as the use of glossaries.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The ENL teacher works closely with the classroom teachers to plan appropriate scaffolding for the ELL population. The effectiveness is reflected in the gains made in a multitude of assessments and tests administered to these students.
12. What new programs or improvements will be considered for the upcoming school year?
Having more workshops for parents of ELLs and former ELLs, that will provide strategies to best help their children with their homework, and their adaption to the American school system.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are given the same access to all school programs. We are dedicated to providing an education that is rich, rigorous, and well rounded. Our students come from vastly diverse cultural backgrounds. Besides academics, ELL students are included in all enrichment activities. All students, including ELLs, participate in a Rosie's Kids, Project News, in addition to Dance, Art, Physical Education classes. Students also go on field trips to museums, attend plays, and dance performances. ELL students are given all supports necessary for them to participate in all activities. Many of the English language learners also attend the Educational Alliance Afterschool program which is housed in the school building.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The ENL classroom has many leveled books, books on CDs, a Photo Library, Glossaries, Picture Dictionaries, as well as many other useful materials to help and engage ELLs. All students, including ELLs are given vacation and summer packets by their classroom teachers. Students have access to technology in the school. There are computers, and Smart Boards in the classrooms, and in the school library.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is given to ELLs in the following ways: Bilingual glossaries, and picture dictionaries are available. When possible, periodic assessments, MOSL tests, and New York State tests are given in translated versions such as Spanish, or Chinese. Oral translation is provided to students for low incident languages for which there is no written translation provided by the New York State Department of Education. The school will hire translators for the days of the grades 3-5 New York State Math test, and grade 4 Science test. Bilingual staff and more advanced ELLs can mentor beginner ELLs in a supportive manner in their home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
After careful review of NYSITELL and NYSESLAT scores, groups of ELLs are created. Presently, there are two groups of English language learners, K-2 and 3-5. All Entering and Emerging students receive 360 minutes per week, and all Transitioning, and Expanding students receive 180 minutes total as per mandates the New CR Part 154. Students that are Proficient/Commanding per the scores on the spring 2015 NYSESLAT receive 180 minutes of transitional ENL services. These students are also entitled to test accommodations for two additional years.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
New ELL students receive additional support during daily school-wide small group AIS instruction, as well as the support of one-to-one tutoring by Learning Leaders volunteers. Some students also attend the GO Project during the summer and on Saturdays during

the school year. There are also NYU America Reads students that provide assistance for new arrivals during the school year. The Parent Coordinator, who is bilingual in English and Spanish, ensures that parents are made of the activities in the school which are available.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The entire school faculty, including the ENL teacher continue to attend New York City Department of Education staff development and other off-site trainings throughout the school year. The ENL teacher has also attended, and will continue to attend professional development workshops offered by organizations such as NYTESOL and TESOL, as well as workshops offered by the Manhattan Field Office, and the New York City Department of Education office of English Language Learners. Links to common core learning standards are provided by the school for all teachers to access and review. The school administration adheres to the changes in the new CR Part 154, 15% of total hours of ELL-specific PD for all teachers, and 50% total hours for ELL-specific PD for ENL teachers. These workshops provided by our District and Borough Field Support Center specifically focus on developing best practices for ELLs and Common Core Standards. This information is then distributed to all classroom teachers of English language learners to better provide support while maintaining rigorous content and language demands. Many of these workshops focus on delivering Common Core-aligned instruction and collaborating with classroom teachers to ensure academic success for all ELLs. Another important area of focus is content area instruction for ELLs. This school year the ENL teacher will be attending: Developing Academic Language for ELL in Mathematics for Elementary Schools and Analyzing the Language Demands of the Science Register: The Literacy Connection Institute (K-12). The information from these sessions will be shared with colleagues during Monday PD.

PS 64 provides Professional Development on Mondays which includes ELL methodologies and strategies. These workshops meet a the CR Part 154.2 15% of total hours for all teachers. In order to meet the 50% of all hours for ENL PD, the ENL teacher attends additional workshops offered through our Borough Field Support Center and DELLS. For example, this school year the ENL teacher will be attending: Developing Academic Language for ELL in Mathematics for Elementary Schools and Analyzing the Language Demands of the Science Register: The Literacy Connection Institute (K-12). The information from these sessions will be shared with school staff during school PD sessions. PD dates for the 2015 - 2016 school year include: 9/21, 9/28, 10/5, 10/19, 10/26, 11/2, 11/3, 11/9, 11/16, 11/23, 11/30, 11/7, 11/14, 11/21, 11/28, 1/4, 1/11, 1/25, 2/1, 2/8, 2/22, 2/29, 3/7, 3/14, 3/21, 3/28, 4/4, 4/11, 4/18, 5/2, 5/9, 5/16, 5/23, 6/6, 6/13, 6/20.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ENL teacher attends New York City Department of Education staff development, and other off-site trainings throughout the school year. The ENL teacher has also attended professional development workshops offered by organizations such as NYTESOL and TESOL, as well as workshops offered by the Manhattan Field Office, This Professional Development is dedicated to language acquisition in alignment with core content instruction, including a focus for best practices for co-teaching strategies and integrating language and content instruction for English language learners. Information regarding ENL professional development opportunities from the New York City Department of Education, the UFT, and other outside organizations is made available to staff. Links to common core learning standards are provided by the school for all teachers to access and review. The school administration is mindful that according to the changes in the new CR Part 154, 15% of total hours of ELL-specific PD for all teachers, and 50% total hours for ELL-specific PD for ENL teachers. The ENL teacher is responsible for turnkeying information to the entire P.S. 64 staff, completing a PD reflection form and implementing new practices into daily lessons.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor carefully reviews the middle school application process, and meets with the 5th grade teachers, and parents to ensure that they are aware of potential transition issues, and which middle schools will provide the best opportunities for our ELL students. Additionally, the parent coordinator is available to assist the parents of ELLs in this process. The school administration is mindful that all teachers incorporate second language learning strategies, and techniques in their classrooms. Teachers continuously review student data to highlight areas where ELL students are underperforming as a subgroup and explore ways for improvement of their ELL students.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Per the 2015-16 ELL Policy and Reference Guide, the school provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. The entire school faculty, including the ENL teacher continue to attend NYC Department of Education staff development and other off-site trainings throughout the school year. The ENL teacher has also attends professional development workshops offered by organizations such as NYTESOL and TESOL, as well as workshops offered by the District, and the New York City Department of Education Office of English Language Learners. Links to common core learning standards are provided by the school for all teachers to access and review. The entire staff attends weekly Professional Development training. The school administration adheres to the changes in the new CR Part 154, 15% of total hours of ELL-specific PD for all teachers, and 50% total hours for ELL-specific PD for ENL teachers. Based on our student data and teacher surveys, we have identified the need to increase our teachers' ability to analyze data and to use it to develop differentiated lessons and student goals with time

frames. Teachers have requested workshops on differentiating instruction as well as the workshops on: conferencing, and running records. The literacy coach meets weekly with each grade level during planning. Recognizing a need to help our students to improve in their critical analysis, inference skills, and vocabulary development, teachers have also requested professional development to help them formulate higher order thinking questions, plan thematically across all curricular areas, and develop more inquiry based and school wide projects, like our annual Social Studies Content fair. Teachers will be provided with professional development to support the understanding of the Language Allocation Policy (LAP). The LAP team works with the school to ensure that the foundations of the LAP policy are upheld and incorporated into daily classroom instruction. All teachers meet with the literacy coach and the instructional specialists weekly for grade level meetings during their prep. We have a working lunch for PD once a month and we have SFA committee meetings for 2 hours monthly. Copies of Professional Development Agendas, and attendance sheets are kept on file in the school.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to Parent-Teacher conferences, weekly parent engagement time on Tuesday afternoons, Back to School events, the ENL teacher schedules annual individual meetings with parents of ELLs to discuss their language development progress, language proficiency assessment results, and language development needs. When need, the bilingual English/Spanish parent coordinator is available, in addition to other bilingual staff members, or the services of the DOE translation unit are used.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The ENL teacher keeps records of annual individual meetings, phone call logs, and letters with parents of ELLs. Dedicated Parent Engagement time on Tuesday afternoons affords the opportunity to reach out to parents of ELLs. PS 64 has an active PTA and School Leadership Team. Parents of ELLs and former ELLs are well integrated and are represented in all school activities and functions. Parents of English language learners have the opportunity to attend various educational workshops held throughout the school year, which include local agencies and organizations that can provide assistance to new immigrant families. PS 64 translates all notices to inform parents of various workshops and meetings. PTA meetings and workshops are also orally translated for parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Boys Club, BGR (Boys and Girls Club), Graffiti, Educational Alliance facilitate parent workshops. The school evaluates the needs of parents through learning environment surveys, the school leadership teams, and parent workshops conducted by the parent coordinator. An assessment is taken at the end of the workshops to determine if further workshops need to be held on the same topic, or which topic the parents need the most assistance in. Whenever possible, flyers are translated to their home language. The ENL teacher will frequently reach out personally to alert parents to certain school events and activities.
5. How do you evaluate the needs of the parents? Parents of ELLs have the opportunity to respond to school wide surveys and questionnaires, as well as from frequent conversations with them. All effort is made to have these documents in their home language.
6. How do your parental involvement activities address the needs of the parents? All parents, including parents of ELLs are encouraged to become active members of the school community through PTA activities, participating in classroom activities, and trips, attending class or schoolwide functions (such as Rosie's Kids, ballroom dancing, holiday parties, and shows, field day, etc.). The parent coordinator works to build a rapport with all parents, especially with parents who speak other languages, to ensure that they feel safe and comfortable in the school environment. The parent coordinator also conducts workshops on how the parents can assist their children at home to enable them to become successful learners. PS 64 has partnerships with a number of agencies that provides parents with assistance and support in addition to providing the students with opportunities for life experiences outside or after school. These organizations include the Boys Club, BGR (Boys and Girls Club), Graffiti, Educational Alliance and parent workshops at the local clinics such as RYAN Nina. The school evaluates the needs of parents through learning environment surveys, the school leadership teams, and parent workshops conducted by the parent coordinator. An assessment is taken at the end of the workshops to determine if further workshops need to be held on the same topic, or which topic the parents need the most assistance in. Whenever possible, flyers are translated to their home language. The ENL teacher will frequently reach out personally to alert parents to certain school events and activities.

D. Additional Information

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

N/A

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marlon Hosang	Principal		10/5/15
Daniela D'Arcangelo	Assistant Principal		10/5/15
Gladys Concepcion	Parent Coordinator		10/5/15
Martin Perl	ENL/Bilingual Teacher		10/5/15
Jennie White	Parent		10/5/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Jennifer Goldenberg	Coach		10/5/15
Judy Golubchick	Coach		10/5/15
Amanda Peveraro	School Counselor		10/5/15
	Superintendent		
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01M064** School Name: **The Robert Simon School**
Superintendent: **D. Phillips**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use the parent/guardian responses to the Pre-Kindergarten Home Language Identification Survey, and the Home Language Identification Survey (HLIS) to ascertain which language(s) the parents prefer to use when the school communicates with them. Parents indicate this at the bottom of the page in the HLIS part 3 Parent Information, as to what language they want to receive written and oral communication. This data is also reflected in ATS reports, and the blue emergency cards kept on file in the main office.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred language (other than English) for both written and oral communication is Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our Pre-K and Kindergarten handbooks are available in several languages including Spanish, Bengali, and Chinese. Other documents include translations of the school handbook in Spanish. These documents are provided to parents in September, and throughout the school year for incoming families. All parent-teacher conference announcements, which occur in November and March are sent to the DOE Translation and Interpretation Unit if necessary, at least two weeks in advance. The New York State testing dates, which take place in April and May, as well as letters from the school administration, etc. are translated when ever possible by bilingual staff in the school, or by the Translation and Interpretation Unit, two weeks ahead of time.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In addition to parent-teacher conferences held in November and March, the school also has curriculum events during the school year. Parent Engagement is another opportunity for face-to-face meetings with parents, as well as the annual ENL teacher and parent meetings. When necessary, other school based personnel might make outreach calls to parents regarding attendance and other school related issues.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The major findings indicate that almost all parents/guardians prefer communication in English. This is indicated on the HLIS and in the data reflected in ATS. A few parents/guardians preferred communication in Spanish. This information is provided to all concerned parties. School Messenger messages are provided in English, as well as Spanish. Internal documents are translated in-house by school staff or when necessary by the Translation & Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The Parent Coordinator, who is also the designated Language Access Coordinator (LAC), and other bilingual school personnel are readily available for face-to face meetings throughout the school year. When deemed necessary, classroom teachers will utilize the services of the Translation and Interpretation unit. This might occur during parent-teacher conferences.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Parent Coordinator who is also the Language Access Coordinator (LAC) ensures by written notification every school year to staff members how to use the translation services unit, and the over-the-phone interpretation services provided by this department. The Language Palm Card is readily accessible to interested parties schoolwide.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All New York City Department of Education materials which include documents, posters, and other materials which have been translated are posted and disseminated to parents if needed.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school takes the responses to the parent survey very seriously, and all effort is made to respond accordingly to parents' feedback. The LAP team addresses these matters, and discusses the parent feedback with the staff at school-wide meetings.