2011-2012
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S.65

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19k065

PRINCIPAL: DASYI GARCIA EMAIL: DGARCIA8@SCHOOLS.NYC.GOV

SUPERINTENDENT: ROSE MARIE MILLS

Phone 718-235-2223
Fax 718-235-2033
**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](http://www.nycdoe.k12.ny.us). 

**Directions:**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daysi Garcia</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Lakisha Conyers</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Lillian Rivas</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Estella Arroyo</td>
<td>DC 37 Representative, if applicable</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Elizabeth Volpe</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Mary Maraldo</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Yvette Mejia</td>
<td>Member/</td>
<td></td>
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<tr>
<td>Wendy Glash</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Kathleen Paul</td>
<td>Member/Secretary</td>
<td></td>
</tr>
<tr>
<td>Leonardo Tabbita</td>
<td>Member/</td>
<td></td>
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<td></td>
<td>Member/</td>
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DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.
## Annual Goal #1 and Action Plan

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

### Annual Goal #1
- By June 2012, 74.8% of our 3rd, 4th, and 5th grade students will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the N.Y.S. Math Assessment.

### Comprehensive Needs Assessment
- The need for this goal was generated due to our school’s decrease in our score on the NYS Mathematics Exam. The State Standards were significantly raised, therefore our school at PS. 65 scored a 69.8% on the 2010/2011 exam which was a 7.2% decrease from the 2009/2010 exam.

### Instructional Strategies/Activities
- The research-based instructional strategies and activities that will be used to achieve this goal are:
  a) Differentiated support to At-Risk students in grades 3-5 in math during morning tutorial and extended day.
  b) Use of curriculum mapping to align CCLS in mathematics to the Everyday Math Program.
  c) Teachers creating rubric based academic assessments for units of CCLS alignment.
  d) The curriculum mapping and performance task creation will be implemented during the current 2011/2012 school year.

### Strategies to Increase Parental Involvement
- Parent workshops focusing on mathematics instruction.
- Parent newsletter with information on instructional outcomes.
- Providing assistance to parents in understanding city, state and federal standards and assessments.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- School Leadership Team, composed of staff and PTA invites parents to help determine the structure for school-based planning and shared decision-making.
- School/community performances featuring students from the school.

### Strategies for Attracting Highly Qualified Teachers (HQT)
- Current staff will become highly qualified by focusing on components of Danielson’s Framework for Teaching.
- Teachers will participate in in-house professional development trainings for implementation of math lessons and assessments using Everyday Math and the CCLS.
- Weekly planning and data analysis meetings offered by Staff Developers and administrative personnel from the CFN.
- School wide weekend retreats to further develop thematic curriculum and instruction.
- Partnership with Brooklyn College – student teachers
- Hiring Centers-Employment Fairs
**Service and program coordination**
- Teacher teams work afterschool in curriculum mapping teams, and inquiry groups to write assessments and lessons aligned with mathematics CCLS.
- Math coach and Data Specialist will meet regularly with teachers to assist with implementation of math lessons and assessments.
- Staff Developer assists teacher teams in aligning CCLS to Everyday Math Program.
- Network staff provides PD, in class support, workshops

**Budget and resources alignment**
- The Fiscal and human resources that will be used to achieve this goal are as follows:
- Human Resources: 3 certified F-Status Teachers (Title 1 16.5% $112,937), Staff Developers and Professional Development
- Fiscal Resources: FSP, Title I, NYSTL,

### Annual Goal #2 and Action Plan

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

#### Annual Goal #2
- By June 2012, 65.2 % of our 3rd, 4th, and 5th grade students will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the N.Y.S. ELA Assessment.

**Comprehensive needs assessment**
- The need for this goal was generated due to our school’s slight increase in our score on the NYS ELA Exam. The State Standards were significantly raised; therefore our school at PS. 65 scored a 60.2 % on the 2010/2011 exam, which was a 0.9 % increase from the 2009/2010 exam. It is our goal to continue to strive toward increasing our scores and academic success for our students.

**Instructional strategies/activities**
- The research-based instructional strategies and activities that will be used to achieve this goal are:
  a) Differentiated support to At-Risk students in grades 3-5 in ELA during morning tutorial and extended day. Saturday classes will be provided if the budget permits.
  b) Utilize the Houghton Mifflin Harcourt New York Journeys Program that aligns to the CCLS.
  Utilize DRAs and Running Records to track 2nd grade students reading levels and prepare them for 3rd grade.
  Extended Day Program for 2nd grade (spring) Literature Circles, Readers Theater.
  Sustained Silent Reading of Non-fictional texts
  Project based activities to support vocabulary and comprehension.
  Class trips to enhance reading through an interdisciplinary approach to instruction.
c) Common planning scheduled weekly to facilitate planning and implementing academic assessments in order to evaluate the effectiveness of the strategies/activities provided.

e) This program will be implemented through out the 2011/2012 school year.

<table>
<thead>
<tr>
<th>Strategies to increase parental involvement</th>
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<tbody>
<tr>
<td>• Parent workshops focusing on ELA instruction.</td>
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<tr>
<td>• Parent newsletter with information on instructional outcomes.</td>
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<tr>
<td>• Providing assistance to parents in understanding city, state and federal standards and assessments</td>
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<tr>
<td>• Translate all critical school documents and provide interpretation during meetings and events as needed</td>
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<tr>
<td>• Developing and distributing a school newsletter designed to keep parents informed about school activities and student progress</td>
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<tr>
<td>• Monthly Principal breakfast to update parents on ELA program.</td>
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<td>• School/community performances featuring students from the school.</td>
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<table>
<thead>
<tr>
<th>Strategies for attracting Highly Qualified Teachers (HQT)</th>
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<tbody>
<tr>
<td>• Teachers will participate in in-house professional development trainings for Houghton Mifflin Harcourt New York Journeys Program, and Core Knowledge curricula.</td>
</tr>
<tr>
<td>• There will be weekly planning and data analysis meetings offered by Staff Developers and administrative personnel.</td>
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<tr>
<td>• Current staff will become highly qualified by focusing on components of Danielson’s Framework for Teaching</td>
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<table>
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<tr>
<th>Service and program coordination</th>
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</thead>
<tbody>
<tr>
<td>• The programs that are being utilized in order to reach this goal are:</td>
</tr>
<tr>
<td>• Teacher teams work after school in curriculum mapping teams, and inquiry groups to write assessments and lessons aligned with ELA CCLS.</td>
</tr>
<tr>
<td>• Journeys coach and Data Specialist will meet regularly with teachers to assist with implementation of Houghton Mifflin Harcourt New York Journeys Program lessons and assessments.</td>
</tr>
<tr>
<td>• Staff Developer assists teacher teams in aligning CCLS to Houghton Mifflin Harcourt New York Journeys Program.</td>
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<tr>
<th>Budget and resources alignment</th>
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<tr>
<td>• The Fiscal and Human Resources that will be used to achieve this goal are as follows:</td>
</tr>
<tr>
<td>• Human Resources: 3 certified F-Status Teachers (Title I 16.5% $112,937), Staff Developers and Professional Development</td>
</tr>
<tr>
<td>Fiscal Resources: FSP, Title I, NYSTL,</td>
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</tbody>
</table>
## ANNUAL GOAL #3 AND ACTION PLAN

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

### Annual Goal #3
- By June 2012, 39.5% of our 3rd, 4th, and 5th grade ELL students will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at Level 3 & 4 on the N.Y.S. Mathematics Assessment.

### Comprehensive needs assessment
- The need for this goal was generated due to our school's continued need to address our ELLs' academic challenges, especially with the decrease of our scores on the NYS Math assessment for 2010/2011. The State Standards were significantly raised, therefore our school at PS. 65's Math score decreased by a 7.2% on the 2010/2011 exam. Our ELLs represent 23.9% of the population at P.S. 65; therefore in order to reach our Math goal, we need to focus on our students who are in great need of academic intervention.

### Instructional strategies/activities
- The research-based instructional strategies and activities that will be used to achieve this goal are:
  a) Students receive A.M. tutorial, Extended Day, and small group instruction as a push-in and pullout service provided by our ESL teachers.
  b) Certified bilingual teachers
  c) Students are assessed by weekly and periodic assessments along with teacher observation and homework. Our students are given differentiated classwork/homework to meet their academic needs. Technology including Rosetta Stone, Ticket to Read and Starfall for ELLs.
    a) Inquiry and Data meetings are held to identify students who need assistance in the skills being taught and required to meet the CCLS to further evaluate the effectiveness of the strategies/activities.
    d) This program will be implemented throughout the 2011/2012 school year.

### Strategies to increase parental involvement
- Parent workshops focusing on mathematics instruction.
- Parent newsletter with information on instructional outcomes.
- Providing assistance to parents in understanding city, state and federal standards and assessments
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Developing and distributing a school newsletter designed to keep parents informed about school activities and student progress
- School/community performances featuring students from the school.

### Strategies for attracting Highly Qualified Teachers (HQT)
- Current staff will become highly qualified by focusing on components of Danielson’s Framework for Teaching
- Teachers will participate in in-house professional development trainings to evaluate academic assessments and next steps for identified students
- Weekly planning and data analysis meetings offered by Staff Developers and administrative personnel.
- School wide weekend retreats to further develop thematic curriculum and instruction.
- School Website Informs the school community consisting of students, parents, and staff, as well as posts forms and documents for use by students, parents and...
receive communication from the community/constituents of the school.
- Partnership with Brooklyn College – student teachers
- Hiring Centers - Employment Fairs

**Service and program coordination**

- This goal is supported by Title III, Part A of NCLB designed to help LEP students attain English proficiency while meeting state and academic achievement standards in context of the school’s Free Standing ESL Program.

**Budget and resources alignment**

- The Fiscal and Human Resources that will be used to achieve this goal are as follows:
- **Human Resources:** 3 certified ESL/Bilingual teachers (Tax Levy), 3 content area teachers (Tax Levy)

Fiscal resources:
- Title III Funding: $18,500.00, Text books: $157,122, PD: $60,000,
**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>At-risk Services: Guidance Counselor</th>
<th>At-risk Services: School Psychologist</th>
<th>At-risk Services: Social Worker</th>
<th>At-risk Health-related Services</th>
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</thead>
<tbody>
<tr>
<td></td>
<td># of Students Receiving AIS</td>
<td># of Students Receiving AIS</td>
<td># of Students Receiving AIS</td>
<td># of Students Receiving AIS</td>
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<td># of Students Receiving AIS</td>
<td># of Students Receiving AIS</td>
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<tr>
<td>K</td>
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<td>35</td>
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<td>5</td>
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<td>9</td>
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<td>10</td>
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<td>12</td>
<td>N/A</td>
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</table>
On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:
1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<table>
<thead>
<tr>
<th>Name of Academic Intervention Services (AIS)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>We provide a variety of services including Push-In during the 90 minute Literacy Block as well as Pull-out using Wilson Fundations, Wilson Reading System, and RTI. We also use Leap Track, Leap Frog, Star Fall, Journeys Destination and Ticket to Read, as additional resources. Another resource that we use as an AIS strategy is to provide additional support and intervention during the Extended Day Program. We also offer on-going F-status and paraprofessional support.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>We provide Morning Tutorial to small groups of students in need of intervention. We also provide Pull-Out/Push-In services for students in need of additional support. Focus groups, guided instruction during math block. We provide on-going F-status and paraprofessional support.</td>
</tr>
<tr>
<td>Science</td>
<td>We provide Morning Tutorial to small groups of students in need of intervention. Differentiated project based tasks and homework. Hands on instruction in Science Lab.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>We provide Morning Tutorial to small groups of students in need of intervention. Differentiated project based tasks and homework.</td>
</tr>
<tr>
<td>At-risk Services provided by the Guidance Counselor</td>
<td>We offer strategies for developing interpersonal skills in Conflict Resolution for at-risk students in small groups. In addition we provide Push-In services to facilitate appropriate group social interaction.</td>
</tr>
<tr>
<td>At-risk Services provided by the School Psychologist</td>
<td>N/A</td>
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<tr>
<td>At-risk Services provided by the Social Worker</td>
<td>N/A</td>
</tr>
<tr>
<td>At-risk Health-related Services</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

Our school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.
In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
• conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

• holding an annual Title I Parent Curriculum Conference;
• hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
• encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
• supporting or hosting Family Day events;
• establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
• hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
• encouraging more parents to become trained school volunteers;
• providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
• developing and distributing a school newsletter 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**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

• attend school regularly and arrive on time;
• complete my homework and submit all assignments on time;
• follow the school rules and be responsible for my actions;
• show respect for myself, other people and property;
• try to resolve disagreements or conflicts peacefully;
• always try my best to learn.
Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2011-12

Directions: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the i.

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader
Cluster 2/Charles Amundsen

School Name
Cesiah Toro Mullane

District 19
Borough Brooklyn
School Number 065

B. Language Allocation Policy Team Composition

Principal
Ms. Daysi Garcia

Assistant Principal
Ms. Letrice Johnson

Coach
type here

Coach
type here

ESL Teacher
Ms. Metelitz

Guidance Counselor

Teacher/Subject Area
Ms. Maraldo/SETTS

Parent
Ms. DeLeon

Teacher/Subject Area
Ms. Ruiz/Teacher

Parent Coordinator
Ms. Edna Vega

Related Service Provider
Ms. Kima Johnson/Speech Path.

Other
Ms. Lopez/Music

Network Leader
Charles Amundsen

Other
Ms. Cardenas, ESL Teacher

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>ESL teachers</td>
<td>2</td>
</tr>
<tr>
<td>Bilingual teachers</td>
<td>2</td>
</tr>
<tr>
<td>NLAs/foreign language teachers</td>
<td>1</td>
</tr>
<tr>
<td>Content area teachers with bilingual extensions</td>
<td>0</td>
</tr>
<tr>
<td>Special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
<tr>
<td>Teachers who hold both a bilingual extension and ESL certification</td>
<td>0</td>
</tr>
<tr>
<td>Teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification</td>
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</table>

D. School Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school</td>
<td>690</td>
</tr>
<tr>
<td>Total Number of ELLs</td>
<td>165</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>23.91%</td>
</tr>
</tbody>
</table>
Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSSELT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1-4. All parents or guardians of newly enrolled students, students who are new to the city or state, not students who are transfers from another NYC or NYS Public School, are required to complete the Home Language Identification Survey (HLIS) provided in their home language. This survey allows us to identify what languages other than English are used in the home. Ms. DeLeon, the Pupil Accounting Secretary, provides translation services for our parents while a trained pedagogue, either the ESL teacher, another teacher, or an administrator gives the HLIS to the parent and conducts the informal interview in either English or Spanish as necessary. If the parent speaks a LOTE that is not Spanish, we refer to the list of bilingual teachers in the building who speak a language other than English or Spanish. If there is no one in the building, we call the translation service for assistance in conducting the interview. If the HLIS indicates that the child uses a language other than English, within 10 days of admission, he or she is administered an English proficiency test, Language Assessment Battery-Revised (LAB-R) by the ESL Coordinator/Teacher, who is trained to administer the test. The ELL identification process is completed within 10 days of initial enrollment. Performance on this test determines whether the child is eligible to receive state-mandated ESL services. Students who have taken the LAB-R, and whose home language is Spanish are given the Spanish LAB, also administered by the ESL Teacher/Coordinator. This test determines underlaying transferable skills in Spanish and language dominance in that it is similar to the English LAB-R test. Students who score below proficiency on the LAB-R become eligible for ESL services are then provided with the 3 following documents: Entitlement Letter, survey and selection form (at the parent orientation) and a placement letter. The students who scored at or above proficient on the LAB-R test are sent home letters of Non-Entitlement.

Students who have been identified as eligible based on the LAB-R, will have Entitlement letters sent to their parents to ensure that entitlement letters are distributed copies are kept. The Entitlement letters are sent to the parents in their home language, along with a notice informing them of a Parent Group Orientation meeting. This is the key structure that is used to ensure that parents understand all three programs available within the New York City Educational system. The ESL teacher, trained working together with the Parent Coordinator, Ms. Vega, arranges for the Parent Orientation meetings, which take place shortly after administering the LAB_R and the Spanish LAB. Informational question and answer sessions are provided through the Parent Group Orientation meetings and are addressed by the ESL Teacher.

Two days are selected to hold the meetings, one in the morning and one after school hours to provide more leeway for those working and unable to make the morning session. We send out a notice in the language of the parent and additionally, the Parent Coordinator calls each of the parents to encourage attendance informing them of the importance of the meeting. A sign-in sheet is used to record of parents who attend. During the Parent Orientation Meeting, translated materials in the home language are distributed i.e., Parent Brochure, Parent Survey, and Selection Form. The brochure explains the three programs available in New York City (T.B.E, Dual, and Freestanding ESL). Along with the brochure, the orientation video and an oral presentation which explains the three options and is supported by evidence is given by the ESL Teacher. The parents are then equipped with the information to make an informed decision about the three programs when completing the Parent Survey and Selection Form. The forms are collected by the ESL Teacher at the end of the meeting. If and when 15 or more parents from two consecutive grades choose a different model other than what is offered in our building (Dual or TBE), the class will be formed. The ESL and Parent Coordinator are available after the meeting with any additional questions/concerns or can be reached at any time by phone. For parents who are unable to attend the first orientation
meeting, the Parent Coordinator and ESL Coordinator set up a second meeting with the same format, again providing a morning and an after school hours session as the first meeting. Those who have still not completed the survey will be followed up by way of a phone call from the Parent Coordinator or the ESL Teacher/Coordinator to arrange for a time that is convenient for them in which they can meet for a one to one session in order to complete the Parent Survey and Selection Form. Based on the selection of the survey, a Placement Letter in the language of the parents will be sent home. The procedure followed to place identified ELL students in either bilingual or ESL instruction program is based on the Parent Survey and the Selection form the parents received and completed. If we do not have the desired program, we inform the parents of the schools that do offer the program. Throughout the year, as newly admitted students become eligible for services, the Parent Coordinator, working together with the ESL Coordinator, arrange to meet with the parents either one on one or in small groups to provide them with the opportunity to receive information, ask questions about the services, and complete the survey. Every effort is made by PS 065 to ensure that all parents for ELL students are informed of what is available to them in terms or program selection and to honor the parents choice. In order to honor parent choice we try to give the parent the first choice for their child. If that is not possible, we invite the parents for a meeting to discuss honoring the parent's second choice. If the parent does not agree and wants the first choice, we give the parent other options such as other schools in the NYC Public School system that offer the first choice for the parent and the child. If more than 15 parents from 2 consecutive grades choose Dual we will form a class.

During the Spring, all students who are identified as ELLs are administered the New York States as a Second Language Assessment Test (NYSESLAT) during which time the following proficiency levels are identified: Beginner, Intermediate, Advanced, and Proficient across the four modalities of listening, speaking, reading, and writing. A RELL report is generated which gives a list of all the ELLs in the building and at which levels. Additionally, all incoming Kindergarteners and new admits that may not be included on the RELL report are also NYSESLAT tested. The ESL Teacher and the ESL Coordinator administer all four parts of the NYSESLAT test. The school allocates extra time for the students to take the NYSESLAT test and makes every effort to ensure that all four parts of the exam are given to the child, because the exam takes longer than the scheduled forty minute periods in the school day. Additionally, students with disabilities are allotted extended time in their IEP. Students whose overall level is at or above Proficient are sent home letters of Non-Entitlement/Transition in the Fall of the following school year when the results are obtained. Those who continue to eligible for services based on their NYSESLAT results, will be sent home letters of Continued Entitlement.

All documents are stored in the following manner: Copies of all documents are kept in the office of the ESL Teacher, where a file cabinet with a key is located, and each student has a folder in which the HLIS, Parent Survey and Selection Form, entitlement/nonentitlement letters, continued entitlement, and placement letters are placed. The original HLIS & Parent Survey Selection Form are placed in the cumulative folder of the students.

5-6 The trend in program choice over time has been approximately 70 percent ESL model and 30% Dual. PS 065 has programs that are in alignment with the request of the parents. The parent trend has been the ESL model this year and in the past it has been half ESL model and half Dual because we previously offered a Dual Language program in the building. We monitor trends in parent choice by keeping a record of the Parent Choice surveys, one in the Cum Folder and one in a binder created by the ESL teacher. We keep a record of the parents choice by creating a document that tells us how many parents chose each program. We plan to continue monitoring trends of parents and for future programming we are considering re-opening a Dual Language program per grade level because of the large ELL populatio in our school.

### Part III: ELL Demographics

#### A. ELL Programs

<table>
<thead>
<tr>
<th>This school serves the following grades (includes ELLs and EPs)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>Check all that apply</td>
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</table>

This school offers (check all that apply):

| Transitional bilingual education program | Yes | No | If yes, indicate language(s): |
Dual language program | Yes | No | If yes, indicate language(s):
--- | --- | --- | ---

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

### ELL Program Breakdown

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<th>K</th>
<th>1</th>
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<td>Freestanding ESL</td>
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<td>19</td>
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</table>

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>All ELLs</th>
<th>Newcomers (ELLs receiving service 0-3 years)</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ELLs</td>
<td>165</td>
<td>133</td>
<td>28</td>
</tr>
<tr>
<td>SIFE</td>
<td>9</td>
<td>32</td>
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</tr>
</tbody>
</table>

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 special education.

#### ELLs by Subgroups

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>ELLs (0-3 years)</th>
<th>ELLs (4-6 years)</th>
<th>Long-Term ELLs (completed 6 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>SIFE</td>
<td>Special Education</td>
</tr>
<tr>
<td>TBE</td>
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<tr>
<td>Dual Language</td>
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<tr>
<td>ESL</td>
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<tr>
<td>Total</td>
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<td>9</td>
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</table>

Number of ELLs in a TBE program who are in alternate placement: 0

#### C. Home Language Breakdown and ELL Programs

<table>
<thead>
<tr>
<th>Translational Bilingual Education</th>
<th>Number of ELLs by Grade in Each Language Group</th>
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</thead>
<tbody>
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<td></td>
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<td>Spanish</td>
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<td>Chinese</td>
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<td>Bengali</td>
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<tr>
<td>Urdu</td>
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</tbody>
</table>
### Transitional Bilingual Education

#### Number of ELLs by Grade in Each Language Group

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<tr>
<th>Language</th>
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<th>2</th>
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</tr>
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<tbody>
<tr>
<td>Arabic</td>
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### Dual Language (ELLs/EPs)

#### K-8

#### Number of ELLs by Grade in Each Language Group

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### Dual Language (ELLs/EPs)

#### 9-12

#### Number of ELLs by Grade in Each Language Group

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### This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):
A. Programming and Scheduling Information

1. How is instruction delivered?
   a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
   b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

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

5. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6 years).

6. 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?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?
The organizational model that is currently in use is the Pull-out/Push-in model. Beginners and intermediates students receive the mandated 360 minutes per week and those at the advanced level receiving the mandated 180 minutes per week. ESL methodology and instructional strategies and materials used to make content comprehensible. Textbooks and many other books are available in Spanish. The school library has books in Spanish as well. Native language support is used to aid in content comprehension. For example, we introduce our students to cognates and similar endings such as the Spanish 'ción' and the English 'tion.' F-Status pedagogues provide help provide support for ESL teacher and ELLs, working with ESL materials to ensure that students are receiving additional help in the classroom. We are also using Moving into English alongside our Journey's materials and the content is delivered in English. Journey's materials provide suggestions for ELL support as well as provide the stories for each unit in Spanish on the website. We are using Finish Line for ELLS and the Empire ESL NYSESLAT. As a supplement for our ELLS we use the computer program Rosetta Stone, which helps the students learn English intensively.

The ESL Teachers' Schedule is posted outside of her office and all of the teachers in the building have a copy as well. The teachers who receive push-in ESL support are aware of the times and days that’s the ESL Teacher will be pushing into the classroom.

The classes are heterogenous (mixed proficiency levels) in makeup and are serviced in heterogenous groups. The materials are differentiated to the language ability level. We engage in on going collaboration with the classroom teachers to discuss grouping, curriculum, and assessment in order to most effectively meet the academic needs of the ESL Students at P.S. 065.

We have a literacy program at the school that includes at least 180 minutes of literacy/ELA instruction with a 120 minute block for all grades, which takes place in the morning. The 120 minute block includes elements of Balanced Literacy/Reader's workshop which focuses on read aloud, guided reading, shared reading, and independent reading. As part of the push-in schedule, the ESL Teacher comes in during the literacy time to work with the students in small groups or sometimes one-on-one. To make content more comprehensible and enrich language development, differentiated instruction and scaffolding techniques are employed while incorporating ESL strategies, such as the use of reali, graphic organizers, journals, and explicit instruction in vocabulary and the structure and uses of the English language across the four modalities of listening, speaking, reading, and writing. Students in the upper grades who are in need of more intensive academic help are worked with during morning tutorial. Seventy-five minutes of instructional math time is provided daily, with at least sixty minutes in a single block.

The ESL teacher provides content area support for ELLs in Science, Math, and Social Studies. The ESL Teacher's schedule varies so that she is pushing in during various content teaching. The ESL Teacher pushes in during literacy block but also during Math, Science, and Social Studies, as the weekly schedule varies everyday. We have native language textbooks available and the ESL Teacher provides native language support when necessary when the student is seeking clarification. For science instruction, hands on materials are used such as science kits which have many experiments and observable materials such as soil, rocks, plants, etc. Social studies incorporates the use of maps, globes, and primary documents for the students to observe and use as a reference when creating their own maps. In Math, many manipulatives are used to create a hands-on experience for the students. Targeted interventions are identified through observations and recommendations of parents and teachers. For S.S. and Science include flooding, flexible grouping, comprehensible input, making the content more accessible, contextualized language by highlighting key language features, and encourage active involvement.

Staff ensures that all students receive the mandated minutes of ELA instruction and to further prepare our ESL students for the ELA, particular attention is given to literacy across all grades, proficiency levels and sub groups of ELLS, as this will also serve as a foundation to learning across all content areas. Specific skills and strategies that lead students to higher critical and logical thinking across the content areas are modeled such as, asking and clarifying questions, making text to sel and text to text connections. As for ELLS-SWD whose IEP mandates bilingual instruction are now receiving their required ESL services, 180 or 360 minutes per week. Those students who were previously 'X-Coded' by New York City Schools, are now being seen and their instruction is being reported in SESSIS. We create targeted interventions are identified through observations and recommendations of parents and teachers. For S.S. and Science include flooding, flexible grouping, comprehensible input, making the content more accessible, contextualized language by highlighting key language features, and encourage active involvement.

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A. Programming and Scheduling Information

Taking into account their proficiency levels in English, foundational skills and strategies are taught in reading, writing, and math in a way that is scaffolded, progressively moving the students closer to their grade appropriate level. Classroom content is used to embed Tier 2 and Tier 3 intervention, allowing for activities to be done in the classroom. Students who are ELLs in need of targeted intervention in ELA, math, and other content areas, will continue to participate in the Morning Tutorial Program and a mandated Extended Day Program offered for grades 3-5 three times per week in a one-hour session. Differentiated support is provided in each of these programs. These programs are mandated for ELLs. Both of these academic programs provide targeted instruction in the skills and strategies associated with reading and writing for the ELA as well as Math examinations. The intervention program for math is Kaplan. Targeted interventions for ELA include but are not limited to, STARS (strategies to Achieve Reading Success) which has a variety of activities including multiple choice to simulate ELA testing. Other targeted interventions include the use of introducing 7-8 vocabulary words per week complete with pictures and opportunities to use the words contextually in reading and writing in the classroom. Additionally, we use Wilson Fundations, Wilson Reading system, and Voyager. We also use Leap Track, Leap Frog, and Ticket-to-Read. Students needing help with test preparation are invited to attend Saturday Academy Program, in which our ELL students are strongly encouraged to participate. In addition to these programs, students can be seen by the AIS teacher, who will either push-in or take a small group to another classroom for focused study. Programs such as Wilson Fundations, and RTI specific strategies are also used to close some of the academic gaps of our students. Since the majority of our ELL populations has Spanish as their first language, we use bilingual materials such as textbooks and dictionaries and glossaries. We also provide them with knowledge regarding the language structures that share relationship to Spanish, such as cognates, to help them more readily grasp the English language.

Students who are ELLs in need of targeted intervention in ELA, math, and other content areas, will continue to participate in the Morning Tutorial Program and a mandated Extended Day Program offered for grades 3-5 three times per week in a one-hour session. Differentiated support is provided in each of these programs. These programs are mandated for ELLs. Both of these academic programs provide targeted instruction in the skills and strategies associated with reading and writing for the ELA as well as Math examinations. The intervention program for math is Kaplan. Targeted interventions for ELA include but are not limited to, STARS (strategies to Achieve Reading Success) which has a variety of activities including multiple choice to simulate ELA testing. Other targeted interventions include the use of introducing 7-8 vocabulary words per week complete with pictures and opportunities to use the words contextually in reading and writing in the classroom. Additionally, we use Wilson Fundations, Wilson Reading system, and Voyager. We also use Leap Track, Leap Frog, and Ticket-to-Read. Students needing help with test preparation are invited to attend Saturday Academy Program, in which our ELL students are strongly encouraged to participate. In addition to these programs, students can be seen by the AIS teacher, who will either push-in or take a small group to another classroom for focused study. Programs such as Wilson Fundations, and RTI specific strategies are also used to close some of the academic gaps of our students. Since the majority of our ELL populations has Spanish as their first language, we use bilingual materials such as textbooks and dictionaries and glossaries. We also provide them with knowledge regarding the language structures that share relationship to Spanish, such as cognates, to help them more readily grasp the English language.

Our former ELL students are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to State memo and we make arrangements to ensure that to ensure that they are provided these accommodations. They will continue to have their progress monitored and given transitional help as previously mentioned.

We are always seeking to enrich and enhance our programs to meet the needs of our ELL population. This year we have added the use of a computer based language program for students by Rosetta Stone. The rationale for implementing this program is that it will further facilitate the acquisition of English (both social and academic), while fostering independence and use of technology by our ELL population.

HOW ELLS ARE AFFORDED EQUAL ACCESS TO ALL SCHOOL PROGRAMS/DESC. OF AFTER SCHOOL & SUPPLEMENTAL SERVICES OFFERED TO ELLS

All students, including ELL students, are offered equal access to all programs we currently have here at PS 065. Notifications about the programs are sent home to the parents in their home language and the Parent Coordinator posts all school information in a visible location in the hallways or at the entrance to the school (in both English and Spanish). The Parent Coordinator and Teachers also contact parents to encourage participation in programs available for their children as well as for them, the parent. The Parent Coordinator offers English classes to the parents during school hours, after school hours, and on weekends. All students, including ELLs, are encouraged to partipate in the Saturday Academy Program and Afterschool Enrichment Program run by our school (when funding permits), which allows students to engage in social activities such as basketball, chess, chorus, as well as art, math, science, and technology. ELLs participate in Academic Cypress Hills Local Development Corporation, which uses our building to run an After School Program where a large number of our students including ELLs, receive support with homework, are instructed in Art and Music, and engage in various other academic and social activities all which serve to help our ELL students acquire English.

INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLS

- Bilingual materials such as textbooks and dictionaries and glossaries
- Knowledge regarding the language structures that share relationship to Spanish, such as cognates, to help them more readily grasp the English language.
- Wilson Fundations, Wilson Reading system, and Voyager
- Leap Track, Leap Frog, and Ticket-to-Read
- Saturday Academy Program
- Afterschool Enrichment Program
- Academic Cypress Hills Local Development Corporation

Students and parents are notified about these programs through letters and phone calls.
B. Programming and Scheduling Information--Continued

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

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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

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

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

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

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

15. Do required services support, and resources correspond to ELLs’ ages and grade levels?

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

17. What language electives are offered to ELLs?

Students who are ELLs in need of targeted intervention in ELA, math, and other content areas, will continue to participate in the Morning Tutorial Program and a mandated Extended Day Program offered for grades 3-5 three times per week in a one-hour session. Differentiated support is provided in each of these programs. These programs are mandated for ELLs. Both of these academic programs provide targeted instruction in the skills and strategies associated with reading and writing for the ELA as well as Math examinations. The intervention program for math is Kaplan. Targeted interventions for ELA include but are not limited to, STARS (strategies to Achieve Reading Success) which has a variety of activities including multiple choice to simulate ELA testing. Other targeted interventions include the use of introducing 7-8 vocabulary words per week complete with pictures and opportunities to use the words contextually in reading and writing in the classroom. Additionally, we use Wilson Fundations, Wilson Reading system, and Voyager. We also use Leap Track, Leap Frog, and Ticket-to-Read. Students needing help with test preparation are invited to attend Saturday Academy Program, in which our ELL students are strongly encouraged to participate. In addition to these proram, students can be seen by the AIS teacher, who will either push-in or take a small group to another classroom for focused study. Programs such as Wilson Fundations, and RTI specific strategies are also used to close somet of the academic gaps of our students. Since the majority of our ELL populations has Spanish as their first language, we use bilingual materials such as textbooks and dictionaries and glossaries. We also provide them with knowledge regarding the language structures that share relationship to Spanish, such as cognates, to help them more readily grasp the English language.

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INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLS

We use a wide range of instruction materials throughout the day. Many of our classrooms are equipped with SmartBoards, desktop
**B. Programming and Scheduling Information--Continued**

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

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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We are always seeking to enrich and enhance our programs to meet the needs of our ELL population. This year we have added the use of a computer-based language program for students by Rosetta Stone. The rationale for implementing this program is that it will further facilitate the acquisition of English (both social and academic), while fostering independence and use of technology by our ELL population.

**HOW ELLS ARE AFFORDED EQUAL ACCESS TO ALL SCHOOL PROGRAMS/DESC. OF AFTER SCHOOL & SUPPLEMENTAL SERVICES OFFERED TO ELLS**

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**INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLS**

We use a wide range of instruction materials throughout the day. Many of our classrooms are equipped with SmartBoards, desktop computers, and laptop computers. Students engage in proactive learning by using website programs such as Ticket-to-Read and StarFall. A
### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher regularly attends ESL district meetings facilitated monthly by the CFN Specialist and other ESL specialists. The ESL teacher also attends other DOE sponsored Professional Development and Technical Assistance Sessions and Meetings offered by the Department of English Language Learners. The ESL teacher is responsible for turn keying any pertinent information from the meetings and PDs to administrators and other staff members. Ther information presented to the staff will serve toward helping those on staff to satisfy the 7.0 hours of ELL training. Staff members may also elect to attend professional development sessions provided by the DOE online or at another location to meet the required hours. Information about workshops that support teachers who have ELLs will also be made available to the ESL teacher. Many of our teachers are long time staff members who have completed the required training. Teachers sign in for all staff development meetings and certificates may be awarded upon completion.

Common branch teachers, subject area teachers, special education teachers, and paraprofessionals are provided with professional development by either a turn-ley session with the ESL Coordinator or they are provided PD's through other personnel. Staff members may also elect to attend professional development sessions provided by the DOE online or at another location.

The Occupational Therapist, Speech Pathologist, and Guidance Counselor all receive professional development from their respective organizations.

Secretaries receive PD's such as how to access information on ATS. If there is a new ATS document for ELLs they view the News screen on ATS and also receive email correspondence.

Our Parent Coordinator attends all informational meetings provided by the DOE specifically for all Parent Coordinators.

Our staff PD's are mostly in-house and are still a work in progress. This year we have had PDs in math, Journeys, CCLS, SmartBoard, 6+1 Trait Crate, exemplary teaching, and FourSquare. Our data inquiry teams meet weekly and have PDs on how to read data.

The guidance counselor, parent coordinator, and ESL teacher are all available to assist parents and ELLs in question they may have about moving from Elementary to Middle School. They are given advice as to whether the schools offer DL, TBE, or an ESL program and assist in securing answers to any questions or concerns they may have as they prepare to make the transition into Middle School. Materials are provided in the home language of the families to enable them to make an informed decision as they choose a middle school for their child.

### E. Parental Involvement

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

At P.S. 65 we actively seek to have strong parental involvement among all the parents of our students. To this end, our administration, along with School Based Support Team (SBST), Parent Coordinator, and Parent Association (PA) work closely to list school and home activities and events which are shared with parents.

We have parents on our school leadership team and parents trained to serve as classroom volunteers. Parents are invited to participate in field trips with their child’s class and they are provided translation or all materials pertaining to their child.

Workshops addressing the following have been conducted: Guiding parents in the use of ARIS (this is an online system available through the DOE website) and how to access information on ATS.

The Occupational Therapist, Speech Pathologist, and Guidance Counselor all receive professional development from their respective agencies, such as Learning Leaders. We also partner with The Cypress Hills Local Development Corporation, which provides not only a strongly attended afterschool program, but services such as counseling in obtaining housing, and assistance in obtaining services for those in need.

A monthly calendar of events is posted and made available to the parents. Teachers who need to make appointments with parents, who only speak Spanish, can make arrangements with the Parent Coordinator, who will serve as a translator. We also have a Parent Association that meets monthly and actively works to support the school. All parents are invited to participate.

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Parents of ELLs are given equal contact and access to information. Working closely with the ESL Coordinator, arrangements are made for ELL Parent Orientation meetings. A majority of whose home language is Spanish. The Principal attends our ELL Parent Orientation meetings and on a monthly basis hosts a meeting for the ELL parents in their home language to discuss school events and how they may help their child.

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Our Principal is able to communicate in both Spanish and English, and can therefore speak directly to the parents of our ELL students, the majority of whose home language is Spanish. The Principal attends our ELL Parent Orientation meetings and on a monthly basis hosts a Principal/Parent breakfast with an open discussion format for parents to present ideas, questions and concerns. At this time the Principal may also share information that would be of interest to the Parents. Parents can also meet with the Principal aside from this forum. Our office staff has several personnel, including the secretary, who directly interact with the parents on a daily basis and can therefore address concerns as well as explain and provide pertinent information to them.

Teachers communicate with parents keeping them current on the progress of their students, addressing any academic concerns they may mutually have regarding their children, not only during the two Parent Teacher Conferences, but during other times as well. We are in the process of creating individual classroom pages at our school website which may be accessed by the Parents of our students. Throughout the school year, parents along with their children are invited by their teachers to attend and participate in field trips, which serve as a means of providing an extended and enriching experience to the academic and social life of our students.

We have a School Based Support Team that includes a bilingual Psychologist and Social Worker who can provide support in the home language of the parents of our ELL population, whose children may need to be evaluated for IEP related issues. Additionally, we have a full-time bilingual guidance counselor that is available to meet with any of our ELL Parents to address any concerns regarding their children.

Our Parent Coordinator, who is also bilingual, provides a great deal of support to the parents of our ELL students by way of personal contact and access to information. Working closely with the ESL Coordinator, arrangements are made for ELL Parent Orientation meetings, and follow ups with phone calls of those unable to attend. Parents are given forms such as the Parent Survey and Selection form, a form used by parents to make a program choice for their children who are eligible to receive ESL services.

The Parent Coordinator conducts a survey to assess the needs of all the parents and creates workshops in accordance with their concerns. Workshops addressing the following have been conducted: Guiding parents in the use of ARIS (this is an online system available through the DOE, available in several languages), How to Understand the ELA and Math city wide tests and Transitioning from Elementary to Middle school. The school had a Science Fair, which also included workshops for parents. Parents of ELL students are notified of special citywide Department of Education (DOE) Events in which specific issues and concerns relating to ESL are addressed. Arrangements are made by the Parent Coordinator to accompany a group of parents who are interested in attending.

For parents interested in learning English, the Parent Coordinator arranges for basic ESL classes which are held here at the school. Outside agencies, such as Learning Leaders are invited to come in and conduct workshops. Parents who want to volunteer at the school can take a 3 day workshop in which they come in as presenters. We also partner with The Cypress Hills Local Development Corporation, which provides not only a strongly attended afterschool program, but services such as counseling in obtaining housing, and assistance in achieving career and education goals. Parents are also given resources by the Parent Coordinator on where to get outside counseling. A monthly calendar of events is posted and made available to the parents. Teachers who need to make appointments with parents, who only speak Spanish, can make arrangements with the Parent Coordinator, who will serve as a translator. We also have a Parent Association that actively works to support the school. All parents are invited to participate.

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**B. Programming and Scheduling Information--Continued**

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

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

15. Do required services support, and resources correspond to ELLs’ ages and grade levels?

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

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Students who are ELLs in need of targeted intervention in ELA, math, and other content areas, will continue to participate in the Morning Tutorial Program and a mandated Extended Day Program offered for grades 3-5 three times per week in a one-hour session. Differentiated support is provided in each of these programs. These programs are mandated for ELLs. Both of these academic programs provide targeted instruction in the skills and strategies associated with reading and writing for the ELA as well as Math examinations. The intervention program for math is Kaplan. Targeted interventions for ELA include but are not limited to, STARS (strategies to Achieve Reading Success) which has a variety of activities including multiple choice to simulate ELA testing. Other targeted interventions include the use of introducing 7-8 vocabulary words per week complete with pictures and opportunities to use the words contextually in reading and writing in the classroom. Additionally, we use Wilson Fundations, Wilson Reading system, and Voyager. We also use Leap Track, Leap Frog, and Ticket-to-Read. Students needing help with test preparation are invited to attend Saturday Academy Program, in which our ELL students are strongly encouraged to participate. In addition to these programs, students can be seen by the AIS teacher, who will either push-in or take a small group to another classroom for focused study. Programs such as Wilson Fundations, and RTI specific strategies are also used to close some of the academic gaps of our students. Since the majority of our ELL populations has Spanish as their first language, we use bilingual materials such as textbooks and dictionaries and glossaries. We also provide them with knowledge regarding the language structures that share relationship to Spanish, such as cognates, to help them more readily grasp the English language.

Our former ELL students are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to State memo and we make arrangements to ensure that to ensure that they are provided these accommodations. They will continue to have their progress monitored and given transitional help as previously mentioned.

We are always seeking to enrich and enhance our programs to meet the needs of our ELL population. This year we have added the use of a computer based language program for students by Rosetta Stone. The rationale for implementing this program is that it will further facilitate the acquisition of English (both social and academic), while fostering independence and use of technology by our ELL population.

**HOW ELLS ARE AFFORDED EQUAL ACCESS TO ALL SCHOOL PROGRAMS/DESC. OF AFTER SCHOOL & SUPPLEMENTAL SERVICES OFFERED TO ELLS**

All students, including ELL students, are offered equal access to all programs we currently have here at PS 065. Notifications about the programs are sent home to the parents in their home language and the Parent Coordinator posts all school information in a visible location in the hallways or at the entrance to the school (in both English and Spanish). The Parent Coordinator and Teachers also contact parents to encourage participation in programs available for their children as well as for them, the parent. The Parent Coordinator offers English classes to the parents during school hours, after school hours, and on weekends. All students, including ELLS, are encouraged to partipate in the Saturday Academy Program and After school Enrichment Program run by our school (when funding permits), which allows students to engage in social activities such as basketball, chess, chorus, as well as art, math, science, and technology. ELLS participate in Academic Cypress Hills Local Development Corporation, which uses our building to run an After School Program where a large number of our students including ELLS, receive support with homework, are instructed in Art and Music, and engage in various other academic and social activities all which serve to help our ELL students acquire English.

**INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLS**

We use a wide range of instruction materials throughout the day. Many of our classrooms are equipped with SmartBoards, desktop computers, and laptop computers. Students engage in proactive learning by using website programs such as Ticket-to-Read and StarFall. A variety of centers in the early grades are established to enhance phonics knowledge such as Leap Frog. Students have access to materials at computers, and laptop computers. Students engage in proactive learning by using website programs such as Ticket-to-Read and StarFall. A
Additional Information
Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

The Overall NYSESLAT Prof. Results in Kindergarten includes this year’s first grade NYSESLAT results + this years newly admitted LAB-R scores. The 5th grade scores are this years 6th graders (no longer in the building). The same goes for NYESLAT Modality, NYS ELA and Math. Students who are newly re-admitted to the program (Former X-Coded students) are now being serviced and are counted in the data.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher regularly attends ESL district meetings facilitated monthly by the CFN Specialist and other ESL specialists. The ESL teacher also attends other DOE sponsored Professional Development and Technical Assistance Sessions and Meetings offered by the Department of English Language Learners. The ESL teacher is responsible for turn keying any pertinent information from the meetings and PD's to administrators and other staff members. Ther information presented to the staff will serve toward helping those on staff to satisfy the 7.0 hours of ELL training. Staff members may also elect to attend professional development sessions provided by the DOE online or at another location to meet the required hours. Information about workshops that support teachers who have ELLs will also be made available to the ESL teacher. Many of our teachers are long time staff members who have completed the required training. Teachers sign in for all staff development meetings and certificates may be awarded upon completion.

Common branch teachers, subject area teachers, special education teachers, and paraprofessionals are provided with professional development by either a turn-ley session with the ESL Coordinator or they are provided PD's through other personnel. Staff members may also elect to attend professional development sessions provided by the DOE online or at another location.

The Occupational Therapist, Speech Pathologist, and Guidance Counselor all receive professional development from their respective organizations.

Secretaries receive PD's such as how to access information on ATS. If there is a new ATS document for ELLs they view the News screen on ATS and also receive email correspondence.

Our Parent Coordinator attends all informational meetings provided by the DOE specifically for all Parent Coordinators.

Our staff PD's are mostly in-house and are still a work in progress. This year we have had PD's in math, Journeys, CCLS, SmartBoard, 6+1 Trait Crate, exemplary teaching, and FourSquare. Our data inquiry teams meet weekly and have PD's on how to read data.

The guidance counselor, parent coordinator, and ESL teacher are all available to assist parents and ELLs in question they may have about moving from Elementary to Middle School. They are given advice as to whether the schools offer DL, TBE, or an ESL program and assist in securing answers to any questions or concerns they may have as they prepare to make the transition into Middle School. Materials are provided in the home language of the families to enable them to make an informed decision as they choose a middle school for their child.
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E. Parental Involvement

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

At P.S. 65 we actively seek to have strong parental involvement among all the parents of our students. To this end, our administration, teachers, School Based Support Team (SBST), Parent Coordinator and Parent Association (PA) each play a distinct and vital role, while also working in a complimentary manner in reaching out to the parents, providing them with a variety of opportunities for participating, not only in the education of their children, but also in addressing their own needs and concerns as well. Parents of ELLs are given equal opportunity and access to all activities and information in their home languages, both in writing and through the use of interpreters.

Our Principal is able to communicate in both Spanish and English, and can therefore speak directly to the parents of our ELL students, the majority of whose home language is Spanish. The Principal attends our ELL Parent Orientation meetings and on a monthly basis hosts a Principal/Parent breakfast with an open discussion format for parents to present ideas, questions and concerns. At this time the Principal may also share information that would be of interest to the Parents. Parents can also meet with the Principal aside from this forum. Our office staff has several personnel, including the secretary, who directly interact with the parents on a daily basis and can therefore address concerns as well as explain and provide pertinent information to them.

Teachers communicate with parents keeping them current on the progress of their students, addressing any academic concerns they may mutually have regarding their children, not only during the two Parent Teacher Conferences, but during other times as well. We are in the
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We have a School Based Support Team that includes a bilingual Psychologist and Social Worker who can provide support in the home language of the parents of our ELL population, whose children may need to be evaluated for IEP related issues. Additionally, we have a full-time bilingual guidance counselor that is available to meet with any of our ELL Parents to address any concerns regarding their children.

Our Parent Coordinator, who is also bilingual, provides a great deal of support to the parents of our ELL students by way of personal contact and access to information. Working closely with the ESL Coordinator, arrangements are made for ELL Parent Orientation meetings, and follow ups with phone calls of those unable to attend. Parents are given forms such as the Parent Survey and Selection form, a form used by parents to make a program choice for their children who are eligible to receive ESL services.

The Parent Coordinator conducts a survey to assess the needs of all the parents and creates workshops in accordance with their concerns. Workshops addressing the following have been conducted: Guiding parents in the use of ARIS (this is an online system available through the DOE, available in several languages), How to Understand the ELA and Math city wide tests and Transitioning from Elementary to Middle school. The school had a Science Fair, which also included workshops for parents. Parents of ELL students are notified of special citywide Department of Education (DOE) Events in which specific issues and concerns relating to ESL are addressed. Arrangements are made by the Parent Coordinator to accompany a group of parents who are interested in attending.

For parents interested in learning English, the Parent Coordinator arranges for basic ESL classes which are held here at the school. Outside agencies, such as Learning Leaders are invited to come in and conduct workshops. Parents who want to volunteer at the school can take a 3 day workshop in which they come in as presenters. We also partner with The Cypress Hills Local Development Corporation, which provides not only a strongly attended afterschool program, but services such as counseling in obtaining housing, and assistance in achieving career and education goals. Parents are also given resources by the Parent Coordinator on where to get outside counseling. A monthly calendar of events is posted and made available to the parents. Teachers who need to make appointments with parents, who only speak Spanish, can make arrangements with the Parent Coordinator, who will serve as a translator. We also have a Parent Association that actively works to support the school. All parents are invited to participate.

Parents are invited to participate in field trips with their child's class and they are provided translation or all materials pertaining to their children's education. Parents are notified of the Parent Teacher Conferences held two times per year and are provided with translation services in order to express their own concerns and questions during the conference.
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We have parents on our school leadership team and parents trained to serve as classroom volunteers.
**Part V: Assessment Analysis**

**A. Assessment Breakdown**
Enter the number of ELLs for each test, category, and modality.

| Overall NYSESLAT* Proficiency Results (*lab-r for new admits) |
|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                     | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | TOTAL |
| Beginner (B)        | 33  | 7   | 0   | 2   | 3   | 3   |     |     |     |     |     |     |     | 48  |
| Intermediate (I)    | 23  | 3   | 9   | 2   | 10  | 2   |     |     |     |     |     |     |     | 49  |
| Advanced (A)        | 17  | 4   | 12  | 13  | 13  | 9   |     |     |     |     |     |     |     | 68  |
| Total               | 73  | 14  | 21  | 17  | 26  | 14  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 165 |

**NYSESLAT Modality Analysis**

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<td>8</td>
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<tr>
<td>NYSAA Bilingual</td>
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</table>

### New York State Regents Exam

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of ELLs Taking Test</th>
<th>Number of ELLs Passing Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Native Language</td>
</tr>
<tr>
<td>Comprehensive English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 2/Trigonometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
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<td>Chemistry</td>
<td></td>
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</tr>
<tr>
<td>Earth Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Living Environment</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Global History and Geography</td>
<td></td>
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<tr>
<td>US History and Government</td>
<td></td>
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</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td></td>
</tr>
<tr>
<td>Other</td>
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<td></td>
</tr>
<tr>
<td>NYSAA ELA</td>
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<tr>
<td>NYSAA Mathematics</td>
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<tr>
<td>NYSAA Social Studies</td>
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<tr>
<td>NYSAA Science</td>
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</tbody>
</table>

### Native Language Tests
The table shows the number of ELLs and EPs (dual lang only) scoring at each quartile based on percentiles:

<table>
<thead>
<tr>
<th></th>
<th>Q1 1-25 percentile</th>
<th>Q2 26-50 percentile</th>
<th>Q3 51-75 percentile</th>
<th>Q4 76-99 percentile</th>
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</thead>
<tbody>
<tr>
<td>ELE (Spanish Reading Test)</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Chinese Reading Test</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

4. For each program, answer the following:
   a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

5. For dual language programs, answer the following:
   a. How are the English Proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

At P.S. 65 we use the following assessment tools in grades K-3 to assess early literacy skills: DIBELS and ECLAS-2. The DIBELS is comprised of a developmental sequence of one-minute measures: recognizing initial sounds, naming the letters of the alphabet, segmenting the phonemes in a word, reading nonsense words, oral reading of a passage, retelling, and word use. The measures assess phonological awareness, the alphabetic principle, accuracy and fluency in reading text, and vocabulary. It is based on state standards and benchmarks and is adaptable for all learners. ECLASS 2 is a city-wide untimed assessment that we use as a compliment to DIBELS, providing the teachers with a way to further assess the students, especially in terms of reading comprehension.

Each teacher is given a Palm Pilot that allows them to upload the results of both assessments to the M-Class web-site, where the classroom teachers, Data Specialist, Reading Coach, and Assistant Principal can readily access the information. The stored data can be analyzed in various ways, enabling those who have access, to obtain an individualized and / or class picture of how the students are doing in terms of the skills and strategies needed to continue making gains in early literacy.

Running Records are used by classroom teacher to assess whether the child is engaging in or struggling with, the use of meaning, syntax, and visual cues while reading such as, substituting logical words that do not disrupt meaning or demonstrating 1:1 correspondence of words in the text. We use Fontas and Pinnel as a targeted leveling system with DRA books that have a correlated chart for Fontas and Pinnel. Teachers chart the individual progress of their students reading levels.

These assessments allow us to do several things: identify students who are at risk and in need of supplemental instruction, arrange groupings within the classrooms, and guide us in planning for differentiated instruction to the class as a whole.

Students who are ELLs especially benefit from these assessments because we can readily isolate and target the skills that they may be missing or struggling with, such as aspects of phonological awareness, which a native English speaker may already possess. For example, many of our ELL students do not hear and therefore do not orally use the plural “s”, they also struggle with subject verb agreement and often confuse the pronouns “he” and “she”. These linguistic gaps affect the student’s understanding in terms of meaning and syntax and comprehension and will also be reflected in their oral retelling and carry over into their writing. The ESL and classroom teachers can then collaborate to create a plan of targeted instruction, both for small group and individual students, enabling these gaps to be closed.

Looking over the last 3 years of DIBLES data, which is administered 3 times yearly, we are seeing a steady increase in the percentage of students achieving benchmark levels. In 2007-2008, the percentages were as follows: (BOY) beginning of the year, 43%, (MOY) middle of the year, 66%, EOY(End of the Year), 64%. In 2008-2009, the percentages were as follows, BOY: 48%, MOY: 75%, EOY: 77%. In 2009-2010, the BOY level was at 55%. Based on the past three years data, we can project that the BOY, MOY, and EOY for this school year will continue to reflect growth and that over time, more students are meeting the establish goals for benchmark levels. Our ELL population is
Additional Information

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

The Overall NYSESLAT Prof. Results in Kindergarten includes this year's first grade NYSESLAT results + this years newly admitted LAB-R scores. The 5th grade scores are this years 6th graders (no longer in the building). The same goes for NYESLAT Modality, NYS ELA and Math. Students who are newly re-admitted to the program (Former X-Coded students) are now being serviced and are counted in the data.

Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Daysi Garcia</td>
<td>Principal</td>
<td></td>
<td>10/21/11</td>
</tr>
<tr>
<td>Ms. Letrice Johnson</td>
<td>Assistant Principal</td>
<td></td>
<td>10/21/11</td>
</tr>
<tr>
<td>Ms. Edna Vega</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/21/11</td>
</tr>
<tr>
<td>Ms. Courtney Metelitz</td>
<td>ESL Teacher</td>
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<td>10/21/11</td>
</tr>
<tr>
<td>Ms. DeLeon</td>
<td>Parent</td>
<td></td>
<td>10/21/11</td>
</tr>
<tr>
<td>Ms. Lopez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/21/11</td>
</tr>
<tr>
<td>Ms. Maraldo</td>
<td>Teacher/Subject Area</td>
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<td>10/21/11</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
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<tr>
<td></td>
<td>Coach</td>
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<tr>
<td></td>
<td>Guidance Counselor</td>
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<td></td>
<td>Network Leader</td>
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<tr>
<td>Ms K. Johnson</td>
<td>Other Speech Path</td>
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<tr>
<td>Ms. Cardenas</td>
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<td>Other</td>
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</tbody>
</table>
Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children’s educational options, and parents’ capacity to improve their children’s achievement.

Part A: Needs Assessment Findings

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

P.S. 065 is a K-5 school that serves the community with a large number of parents who speak a language other than English at home. The majority of the population in Spanish speaking. This diversity ensures an atmosphere rich with culture for our students but can also present many challenges in terms of communicating with parents. P.S. 065 strives to eliminate communicational barriers between parents and teachers and administrators. When a student initially registers at our school, a parent or legal guardian will specify their home language on the HLIS form. The form is evaluated by a trained pedagogue and an informal interview in the home language is conducted between the pedagogue and the parent along with their child. If the parent/child speak a language that is not spoken by any staff member in our building, the translation/interpretation unit is contacted. Upon completion of the HLIS and the information interview, the data is carefully entered into the computer system.

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

A careful analysis of family language data at P.S. 065K in 2011-2012 school year indicates thus far that out of a population of 688 students, 68% are Hispanic, 17% are Black, 5% are Asian or Pacific Islander (which includes Bengali), 2 students are White (Non-Hispanic Origin), 3 students are American Indian or Alaskan Native, and 2 students are Native Hawaiian or other Pacific Islander. This shows the need for translation and interpretation services because of the many students who are new to the country and do not speak English. The school has multiple staff members that are fully bilingual in Spanish and English. They provide the translations for the parent letters, notifications, and weekly newsletters. Our Parent Coordinator is Spanish speaking and she is available to make phone calls home to parents or to translate letters home if needed. Additionally, we have teachers who speak Edo, Italian, Quechua, Portuguese, Creolese, and Russian. These staff members provide assistance needed with translation and interpretation services. Request for assistance is often forwarded to the NYCDOE Translation Unit to receive the desired translations and phone translation services. Supplementary translation and interpretation service funds...
will help support parent outreach and strengthen the communication needs of the P.S. 065 population. This will contribute to the schools’ goal of high student achievement and an increase in family involvement

**Part B: Strategies and Activities**

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

To facilitate parental involvement (for both English and non-English speaking parents) with the school and support for their child's education, P.S. 65K has established procedures and created an in-house team to provide translation and interpretation services. The team consists of staff members (Teachers, Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, Secretaries, and parent volunteers). Based on Section VII of Chancellor’s Regulations A-663, students whose primary language is a covered language will have documents translated pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms. City and State test information will be distributed in the family’s home language so parents will know the importance of the tests, the schedules of the exams, and how children can prepare for the examinations. Report cards are sent home in parent requested languages. School policies and procedures will be translated into the family's home language. Letters and forms about the middle school application process will be translated into the family's language to ensure parents have adequate information to make informed decisions. Letters and documents from the school will be translated into the family's home language, such as upcoming city/state exams, discipline notices, potential holdover notices, notice of important parent meetings, workshops, and permission slips. Both bilingual teachers and support staff are used to provide written translation services to the parents of our students. When translation or interpretation needs arise, the school staff/teachers will notify the school office with request. The services will then be arranged in a timely fashion.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
Conferences/discussions are frequently held with parents, teachers, the parent coordinator, family worker, secretaries, and the school administration. Through these conferences and meetings, the following situations were determined to be in need of oral interpreters: Parent - Teacher Conferences, Administration /parent meetings, Parent orientation meetings, Parent Association meetings, Academic guidance issues, Registration periods, and Emergency contact. For all situations oral interpretation services will be provided to the parents and students by in-house school staff which include both trained pedagogues and support staff as well as and parent volunteers and our Parent Coordinator.

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

P.S.65K follows the regulations and guidelines within Section VII of Chancellor's Regulations A-663. Many of the guidelines are already in place. There is currently a sign indicating the school office location at the front entrance of the building in three major primary languages. There is also a sign in three primary languages in front of the main office informing parents that translation services are available at their request. According to A-663, parents will receive a written notification of their rights regarding translation and interpretation services and instructions on how to obtain such services. When a student initially registers or transfers into the school, a parent or legal guardian will be asked to specify his or her primary language and whether they require language assistance. Such inquires will be presented to parents in English are available in a multitude of languages on the DOE website. The data is carefully compiled and continuously updated into the school computer system.
Title III Supplemental Program for ELLs

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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**Part A: School Information**

Name of School: Cesiah Toro Mullane, P.S 065  
DBN: 19065K  
Cluster Leader: Charles Amundsen  
Network Leader: Tubridy, Patricia  
This school is (check one):  
- conceptually consolidated (skip part E below)  
- NOT conceptually consolidated (must complete part E below)

---

**Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):

- Before school  
- After school  
- Saturday academy  
- Other: Spring Academy

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 6  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 3
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The language instruction education program at PS 065 funded under Title III, Part A, of NCLB, $18,392 is designed to help LEP students attain English proficiency while meeting State academic achievement standards. The program is designed in context with the school’s Free Standing ESL Program.

Program teachers may use both English and the student’s native language (for those teachers who are bilingual in both Spanish and English) to ensure active student participation and comprehension. In addition, students, both ELLs and English proficient students work together in all instructional activities within the framework of a push-in ESL program and Native Language support, as needed. The PS 065 Title III Instructional program for ELLs includes two important components to ensure all students benefit from supplementary services.

- Title III Programs for ELLs with an emphasis on preparing for the ELA, NYSESLAT and Math New York State examinations.

In an effort to move our students forward, in terms or meeting state academic achievement standards, we are seeking to engage our students academically, through programs that focus on strengthening their application and use of the necessary skills and strategies needed, in both literacy and math. All of our ELLs and English Proficient students in grades 3-5 participate in a nine week Saturday Academy Program as well as an intensive four day Spring Academy with focus on preparing for the NYS tests, specifically, ELA, NYSESLAT, and Math. Both programs are taught by six teachers who are Common Branch certified, these teachers team teach with ESL or Bilingual Extension Certified teachers. The teachers will collaborate and plan instruction together. The two teachers help to lower the students to teacher ratio and are able to provide differentiated instruction in a small group setting. Dependent on the delivery of the material and the material itself, the teachers will either co-teach, or one teacher will teach a larger group and the ESL teacher can pull a smaller, more beginner ESL group of students in the back to provide differentiation of instruction as well as materials, if necessary. The ESL teacher can help to elaborate specific points and or retell parts of the lesson. The teachers will establish a cooperative learning environment that helps to establish and foster socialization among the students. All of the ESL students in the 3rd, 4th, and 5th grade will participate in the program. This is approximately 50 students. The Academic Saturday will meet for nine consecutive weeks in three hours sessions. The Spring Academy will meet for 5 hours for four consecutive days during the Spring Vacation in April of 2011. There will be one to two classes per grade, depending on the number of students participating in the program. Each class will have 15-20 students. The instruction language will be English with additional native language support from teachers, as needed. Test preparation materials will be purchased for these programs.
Part C: Professional Development

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

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

Begin description here:

Professional Development:

Since P.S. 065 has such a large ELL population, professional development is offered school wide to add teachers. Teachers have met or are working towards meeting the required 7 hours of PD towards teaching ELLs. Teachers and staff understand that ELLs need intensive and rigorous instruction to succeed. Careful attention and a data analysis focus, allows teachers to monitor student progress and to plan for further success. Teachers are aware of student needs and create action plans in order to move students academically. Additionally, grade level meetings and common planning periods are conducted weekly to support collaboration and the teachers discuss how they will implement ways to support ELLs.

On going professional development is provided to all teachers in:

- Differentiated Instruction
- Incorporating technology to meet individual student needs
- Meeting the ELA, ESL, and CCLS Standards for ELLs
- NYSESLAT Assessment
- 6+1 Trait Crate Writing
- Children's First Network (CFN) District PD's for ESL Providers who then go back and inform/instruct other teachers on strategies and techniques learned or information given at the PD.
- PDs for grade level data inquiry teams: Understanding how to use data to drive instruction

The professional development sessions are conducted as part of the school day during common planning sessions, grade level or faculty conferences. Outside opportunities for professional development for ESL providers are also frequently available, such as participation in a BETAC workshop, identifying ELLs with disabilities, and CFN PDs. The information is always turn-keyed in-house. This is of no cost to the Title III program.
Part D: Parental Engagement Activities

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

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

Begin description here:

Parent Engagement activities:

Here at P.S. 065 we make every effort to get our parents involved in their child’s education as well as into the community. Because many parents are new to the country and do not speak English, we offer ESL Tutoring given bi-weekly. The course is taught by our Parent Coordinator, Ms. Edna Vega. Additionally, we offer and invite all parents to attend community outings which include visits to the Museum of Natural History, the local Public Library, etc. Parent workshops and PTA Meetings are also offered frequently throughout the month. The workshops seek to educate parents about ARIS, Child Safety Prevention, Parenting Skills, etc. We hold Principal’s Breakfast’s in which the parents can come and discuss any concerns they have with our building principal. We hold a meeting in which the parents can come and discuss choosing the best middle school for their 5th grader graduates from P.S. 065 this upcoming June. This meeting is given by our school guidance counselor. We notify parents by sending home a notice in both English and the home language. Additionally, we call and remind parents of upcoming meetings. Our meetings usually last one to two hours and all parents are welcome, including parents of ELLs. This past school year, we have formed an ELL committee in which we seek to continue to support integration of our ELL student’s and families into the community. We are holding field trips for students and parents on the weekends which are chaperoned by the ESL Teacher. We ensure that the field trip location has an interpreter on staff to help translate for our parents.

The Title III parent activities are:
- English language classes
- ESL Parent/child trips

Part E: Budget

For schools not conceptually consolidated only. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

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**Part E: Budget**

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per session</td>
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<tr>
<td>Per diem</td>
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<td></td>
</tr>
<tr>
<td>Purchased services</td>
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<td></td>
</tr>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
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<td></td>
</tr>
<tr>
<td>Must be supplemental.</td>
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<td>Additional curricula, instructional materials.</td>
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<td></td>
</tr>
<tr>
<td>Must be clearly listed.</td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Other</td>
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</tbody>
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**TOTAL**