



P.S. 065 - THE CESIAH TORO MULLANE SCHOOL

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 19K065
ADDRESS: 700 JAMAICA AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 19K065 **SCHOOL NAME:** P.S. 065- The Cesiah Toro Mullane School

SCHOOL ADDRESS: 700 Jamaica Avenue

SCHOOL TELEPHONE: 718-235-2223 **FAX:** 718-235-2033

SCHOOL CONTACT PERSON: Daysi Garcia **EMAIL ADDRESS:** DGarcia8@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Leonardo Tabbita

PRINCIPAL: Daysi Garcia

UFT CHAPTER LEADER: Wendy Glash

PARENTS' ASSOCIATION PRESIDENT: Karina Cevallos

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 309

NETWORK LEADER: Martha Rodriguez-Torres
Patricia Tubridy

SUPERINTENDENT: Rose-Marie Mills

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Daysi Garcia	*Principal or Designee	
Wendy Glash	*UFT Chapter Chairperson or Designee	
Karina Cevallos	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Estella Arroyo	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mary Maraldo	Member/UFT	
Elizabeth Volpe	Member/UFT	
Leonardo Tabbita	Member/UFT	
Kerri Gallagher	Member/ UFT	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 65, Cesiah Toro Mullane School, located in the Cypress Hills community of Brooklyn is housed in a beautiful newly built facility located on Jamaica Avenue. It is fully equipped with a science laboratory, art studio with a kiln, music studio, a state of the art auditorium, library, and gymnasium.

P.S. 65 is a learning community in which students, staff members, parents, administrators and community work collaboratively towards achieving success. There is a strong focus on staff development in order to address the needs of new and experienced teachers in developing their growth as professionals in order to inspire teaching and learning experiences for all students. We are working towards developing high academic standards in all our students in order for them to achieve their fullest potential. The school tone reflects a nurturing and caring environment where students are encouraged to believe in themselves and to develop a sense of responsibility towards their academic work in order to become lifelong learners. As an integral part of the district's initiative we are committed to a standards-based curriculum that is demanding in reflecting rigor and in providing clear expectations for both student performance and parental involvement.

As a school whose principal is a graduate of the New York City Leadership Academy, there are various connections to the academy that provide the school with current information to new city wide implementations. Networking opportunities are plentiful and allow for contact with different schools and principals around the city.

The school is in its seventh year as a Reading First school. Grades K – 3 continues to follow the structures put in place from the Reading First initiative. Although no longer federally funded, the program and all of its components are incorporated in our early childhood classrooms. The implementation is supported through part-time building coaches and the administration. Assessment driven instruction is a pivotal component of the Reading First program. Consistent progress monitoring and benchmark assessments are conducted through the use of the DIBELS and EClass-2 Reading assessments to provide explicit, systematic and differentiated instruction to all students.

We are a school in the Children First Network 309 which has at its basis the Core Knowledge curriculum. We chose this Childrens First Network 309 because of its rich academic exposure to the arts, language, and its thematic approach to learning. In each grade, students are exposed to a broad range of historical, scientific, and cultural topics that prepare students for later educational success. This wide array of subject matter not only develops cultural literacy but also builds the strong vocabulary necessary for reading comprehension. Data shows that English Language Learners participating in the program make tremendous gains in literacy.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code: 331900010065

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.0	91.8	TBD		
Kindergarten	82	82	75						
Grade 1	94	86	103	Student Stability: % of Enrollment					
Grade 2	89	103	93	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	98	98	108		90.3	91.7	TBD		
Grade 4	97	91	116						
Grade 5	88	99	89	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		85.0	85.0	94.8		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	110	TBD		
Grade 12	0	0	0						
Ungraded	1	1	0	Recent Immigrants: Total Number					
	549	560	584	(As of October 31)	2007-08	2008-09	2009-10		
Total					5	8	13		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	22	23	Principal Suspensions	1	8	TBD		
Number all others	30	22	28	Superintendent Suspensions	4	1	TBD		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	84	0	Early College HS Participants			
# in Dual Lang. Programs	79	84	61				
# receiving ESL services only	56	25	50	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	0	13	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	43	41	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	7	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	
	0	0	TBD				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.09	1.2	1.0	Percent more than two years teaching in this school	55.8	56.1	
Black or African American	20.8	22.0	19.7	Percent more than five years teaching anywhere	46.5	41.5	
Hispanic or Latino	67.4	65.9	67.8				
Asian or Native Hawaiian/Other Pacific Isl.	10.4	9.6	9.6	Percent Masters Degree or higher	77.0	76.0	
White	0.6	0.5	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.2	93.7	
Multi-racial							
Male	51.4	49.1	49.8				
Female	48.6	50.9	50.2				

2009-10 TITLE I STATUS

<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Other Groups							
Students with Disabilities	-	-	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	92.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	52.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

P.S. 65K is a thriving educational community school, which provides a rigorous and differentiated curriculum for all of its students. Collaboration is a central theme in the cultural dynamics of our school. Teachers, support staff and administrators work together to provide students with enriching and challenging instruction. They are collectively responsible for collecting, analyzing and sharing data. Data is used to drive instruction and differentiate lessons to meet the specific needs of individual students. In order to provide a diverse learning experience for our students, we maintain healthy working relationships with our parents, families and community members. All of these efforts have resulted in school wide progress on state examinations over the past five years.

Over the past three years, we have seen consistent growth in the academic achievement of our students. The percentage of students attaining levels 3 and 4 in Social Studies increased from 59% in 2007 to 91% in 2010. The percentage of students attaining levels 3 and 4 in Science increased from 82% in May 2008 to 93% in May 2010. In 2010, the State Standards were significantly raised, resulting in a decrease of ELA and Math scores Citywide. Although the scores at P.S.65 did decrease, our school performed better than 92% of all elementary schools citywide, as reflected on our 2009-2010 Progress Report.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
1) By June 2011, 65% of our 3rd, 4th and 5th grade students will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at level 3 & 4 on the NYSELA assessment.	<input type="checkbox"/> Performance goals for English Language Arts
2) By June 2011, 82% of our 3rd, 4th and 5th grade students will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at level 3 & 4 on the NYS Mathematics assessment.	<input type="checkbox"/> Performance goals on the New York State Mathematics Exam
3) By June 2011, 97% of our 4th grade students will perform at levels 3 & 4 on the New York State Science Exam and Science Practical according to the NYS standards.	<input type="checkbox"/> Performance goals on the New York State Science Exam
	<input type="checkbox"/>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1) By June 2011, 65% of our 3rd, 4th and 5th grade students will demonstrate progress towards achieving state standards as measured by a 6% increase in students scoring at level 3 & 4 on the NYSELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In order to meet the diverse needs of our poulation we plan to offer differentiated support to at-risk students in grades 3-5 in literacy. We will offer both a Morning Tutorial Program and an Extended Day Program. In addition, Saturday classes will be provided if the budget permits. The duration of the program would be 34 weeks. We have chosen to use the following materials for academic intervention: Ticket to Read, Harcourt Intervention, Florida Center for Reading Research Activities (FCRR) . Students in need of intervention in grades K-2 will receive additional support in the basic reading skills and strategies such as alphabetic awareness, decoding, fluency and comprehension using Starfall, FCRR activities and LeapFrog materials in small groups. Students will be monitored weekly for progress and modifications to instruction will be made to match individual needs. Classroom teachers will provide these services along with F-status push-in teachers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Teachers will participate in in-house professional development trainings for Reading First, Balanced Literacy, Ticket to Read, and Core Knowledge curricula. There will be weekly planning and data analysis meetings offered by literacy coaches and administrative personnel. The budget supports a literacy and writing enrichment teacher who instructs students in language arts skills.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Three times a year ITA ,Twice a year NYS Predictive exams, Ongoing In-house interim exams</p>
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Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> (2) By June 2011, 82% of our 3rd, 4th and 5th grade students will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at level 3 & 4 on the NYS Mathematics assessment</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to meet the diverse needs of our poulation we plan to offer differentiated support to at-risk students in grades 3-5 in Math. We will offer both a Morning Tutorial Program and an Extended Day Program. Additional differentiated support for students that address mathematic skills and growth of our students. An enrichment program would be offered to students in grades 3-5, three times a week in one-hour sessions. The duration of the program would be 30 weeks. The academic intervention we have chosen to implement for math is Kaplan.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Teachers will utilize technology as well as additional outside sources to make their classroom come alive. Teachers will design lesson plans, address content, meet state standards, and develop a "walking field trip" through tasks found in students' daily lives.</p>

<p><i>described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>P.S. 65 will use monthly benchmark assessments including past NYS Science Exams for interval and periodic review of 4th Grade students. In addition, ongoing in-house practice exams, and informal assessments will be used to monitor progress and Core Knowledge theme completion activities will be used to celebrate accomplishments. Ongoing in-house practice exams.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	2			
1	17		N/A	N/A	6			
2	18		N/A	N/A	5			
3	17		N/A	N/A	3			
4	23	15	14		2			
5	25	15		10	3			
6								
7								
8								
9								
10								
11								
12								

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

- 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.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	We provide a variety of services including Push-In during the 90 minute Literacy Block and pullout using Wilson Foundations, Wilson Reading System, and Voyager. We also use Leap Track, Leap Frog, and Ticket to Read, as additional resources. In addition we also provide additional support and intervention during the Extended Day Program.
Mathematics:	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
Science:	We provide Morning Tutorial to small groups of students in need of intervention
Social Studies:	We provide Morning Tutorial to small groups of students in need of intervention
At-risk Services Provided by the Guidance Counselor:	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.
At-risk Services Provided by the School Psychologist:	None
At-risk Services Provided by the Social Worker:	None
At-risk Health-related Services:	None

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 _____ Number of Students to be Served: 148 _____ LEP 528 Non-LEP

Number of Teachers 6 _____ Other Staff (Specify) 3 _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: P.S. 65K BEDS Code: 331900010065

Allocation Amount: \$20,460.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$ \$10,177.56 \$8,632.16 \$18,800.72	4 Teachers x 2 Hours x 37 Sessions x \$41.98= \$12,426
Purchased services - High quality staff and curriculum development contracts.	Funding Not Available	Non-Contractual Services \$2034.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	Funding Not Available	Supplies -Instructional \$6000.00
Educational Software (Object Code 199)	Funding Not Available	NA
Travel	Funding Not Available	NA
Other		
TOTAL	\$20,460	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.65K is a Kindergarten - 5th Grade that serves a community with a large number of parents who speak a language other than English at home. This diversity ensures a rich educational atmosphere for the Parents but also presents many challenges. P.S. 65K strives to eliminate communicational barriers between parents and the schools. When a student initially registers or transfers into the school, a parent or legal guardian will specify his or her home language. This data is carefully compiled and continuously updated into the computer system. In addition, to determine the unique translation and interpretation needs, conversations were held with students and parents who speak a language other than English at home. Meetings and discussions were held among staff (Administrator, Teachers, Guidance Counselor, Parent Coordinator, Secretaries, and Family Assistant) to identify communication issues and translation and interpretation needs of non - English speaking parents.

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

A careful analysis of family language data at P.S.65K in 2010- 2011 indicates that out of a school population of 691 students: 68% are Hispanic, 22% Black, 9.5 Bengali, and 1 Chinese student. This shows the need for translation and interpretation services. The school has staff that fluently speaks Spanish. These staff members currently provide assistance needed with translation and interpretation services. The school also has a Bengali speaking parent volunteer. Request for assistance are 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.65K population. This will contribute to the school goal of high students achievement and increased family involvement. These finding were shared with school staff in faculty meeting, with students

through school public announcements, and with parents through school letters, Parent Coordinator Workshops, Monthly Principal/Parent Breakfast meetings, and at Parent Association meetings

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 with the school, support a child's education at home and in school, and to ensure non-English speaking parents are as informed as any English - speaking parents, P.S. 65K has established procedures and created an in - house team to provide translation and interpretation services. The team consisting of staff members (Teachers, Principal, Aspiring Principal, Guidance Counselor, Parent Coordinator, Secretaries, and parent volunteers) will do the following. 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 parents 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 trip permission slips. All of the above will be used to provide written translation services to the parents of our students by in - house school staff, parent volunteers. 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.

Many conferences/discussions were 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 Emergency contact Oral interpretation services will be provided to the parents and students by in-house school staff and parent volunteers.

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

P.S.65K will follow the regulations and guidelines within Section VII of Chancellor's Regulations A-663. Some 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 inquiries will be presented to parents in English and in writing in the three most common primary languages. The data will be carefully compiled and continuously updated into the school computer system

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$625,978	\$140,642	\$0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,620		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$31,299	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____ 100.0% ____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P.S. 65K agrees to implement the following statutory requirements: P.S. 65K will put into operation programs, activities and procedures for the involvement of parents in this school. Those programs activities and procedures will be planned and operated with meaningful consultation with parents of participating children. P.S.65K will work with the parents to ensure that the required school-level parental involvement follows the Chancellor's Regulations P.S.65K will incorporate this school wide parental involvement policy into its CEP in carrying out the Title I, Part A parental involvement requirements to the extent practicable, P.S.65K will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. P.S.65K will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. P.S.65K will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities, including ensuring. (A) Parents play an integral role in assisting their child's learning; (B) Parents are encouraged to be actively involved in their child's education at school; © Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

1. P.S.65K will take the following actions to involve parents in the joint development of its school wide parental involvement plan. Consult with The PA.b. Consult with the Parent Coordinator. **2.** P.S.65 K will take the following actions to involve parents in the process of School Review. a. Meet with the School Leadership Team once a month. b. Principal/Parent Breakfast once a month. c. PA meetings once a month. **3.** P.S.65K will coordinate and integrate parental involvement strategies under the following programs: a. Learning Leaders Program. b. Saturdays Computer Classes. **4.** P.S. 65K will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). **5.** P.S.65 K school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies .a. Distribute Learning Environment Survey to all parents during school meetings. b. Distribute Learning Environment Survey to students. The class with the most number of surveys returned will be rewarded. **6.** P.S. 65K will build capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among P.S.65 K, parents, and the community to improve student academic achievement, through the following activities specifically described below: a. P.S.65 K will provide assistance to parents of children served by P.S.65 K as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -- The State's academic content standards, The State's student academic achievement standards, The State and local academic. How to monitor their child's

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Title I Funds have been allocated to provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The school accomplishes this by increasing the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. We will also lower class size, provide push-in and pull-out personnel and leveled libraries in our classrooms. Furthermore, we will help provide an enriched and accelerated curriculum with differentiated Instruction.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Through the title I funding high-quality and ongoing professional development will be provided for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the school-wide Program to meet the State's student academic standards. There will also be mentoring for Assistant Principals. Professional Development will be provided with 5% of the Title I funding

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

The school will use Title I funds to provide after school enrichment three times a week to all students in grades 3-5.

- o Help provide an enriched and accelerated curriculum.

Title I funds are used to enhance the curriculum to include applied learning in a rigorous learning environment.

- o Meet the educational needs of historically underserved populations.

Title I funding will be used to meet the educational needs of historically underserved populations by providing grade level books, vocabulary books, and mathematical literature.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Title I Funds have been allocated to provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The school accomplishes this by increasing the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. We will also lower class size,

provide push-in and pull-out personnel and leveled libraries in our classrooms. Furthermore, we will help provide an enriched and accelerated curriculum with differentiated instruction.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

The school will use Title I funds to attract high-quality and qualified teachers with professional development and educational grant opportunities, such as the Teaching American History and Government Grant.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Through the Title I funding high-quality and ongoing professional development will be provided for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the school-wide Program to meet the State's student academic standards. The programs being offered include but are not limited to the following:

Science 4th Grade Preparation Parent Workshop

Science Fair Parent Workshop

ELL Orientation Workshop (Parents)

ARIS Link Parent Workshop

ESL Classes Tutoring

Parent Book Club

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We offer assistance, high quality teacher mentoring, ongoing Professional Development, full access to a host of teacher resources. We have out-of-class resource people in place such as a data specialist, an A.I.S. teacher, Literacy and Writing Enrichment teacher, F-status teachers

and a fully staffed School Based Support Team (S.B.S.T.). In addition we have a state of the art Library, auditorim, state of the art science lab, an art studio equipped with a kiln and cutting edge Smartboard Technology.

6. Strategies to increase parental involvement through means such as family literacy services.

1% of the Title I funding will be designated for parental Involvement opportunities at the school. Some parent involvement opportunities include a monthly principal's breakfast and evening tea. ESL and technology classes are provided at the school for the parents. Student and parent learning are connected through enrichment trips that are aligned with the curriculum.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.



We developed and maintain a working relationship with Cypress Hills Pre-school, St. Peter's Lutheran Pre-school and various community based schools.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The Literacy Enrichment/Data Specialist works closely with the classroom teachers, clusters and support staff to monitor student progress and align instruction to meet academic needs.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Support is provided by the AIS teacher to assist classroom teachers with differentiated strategies to assist the individual needs of all students

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Parent workshops are provided on Domestic Violence, Stress Management, Nutrition Classes (Cornell University), and E.S.L. Classes

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	√			572,998		

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title I, Part A (ARRA)	Federal	√			150,439		
Title II, Part A	Federal			√			
Title III, Part A	Federal	√			20,460		
Title IV	Federal			√			
IDEA	Federal	√			79,458		
Tax Levy	Local	√			3,457,579		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: NA **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NA

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are currently seven students in temporary housing who are attending P.S. 65
2. Please describe the services you are planning to provide to the STH population.
We provide transportation, free school meals, school supplies, and uniforms for these students in need.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 065					
District:	19	DBN:	19K065	School		331900010065

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	v
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.0	91.8	91.9
Kindergarten	82	75	142				
Grade 1	86	103	103	Student Stability - % of Enrollment:			
Grade 2	103	93	112	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	98	108	102		90.3	91.7	88.9
Grade 4	91	116	122				
Grade 5	99	89	106	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		85.0	94.8	94.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	110	39
Grade 12	0	0	0				
Ungraded	1	0	2	Recent Immigrants - Total Number:			
Total	560	584	689	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	8	13

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	1	8	0
# in Collaborative Team Teaching (CTT) Classes	22	23	36	Superintendent Suspensions	4	1	4
Number all others	22	28	26				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	84	0	TBD	Number of Teachers	43	41	45
# in Dual Lang. Programs	84	61	TBD	Number of Administrators and Other Professionals	7	7	6
# receiving ESL services only	25	50	TBD				
# ELLs with IEPs	0	13	TBD	Number of Educational Paraprofessionals	2	2	5

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	94.6
				% more than 2 years teaching in this school	55.8	56.1	48.9
				% more than 5 years teaching anywhere	46.5	41.5	48.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	76.0	77.8
American Indian or Alaska Native	1.2	1.0	1.6	% core classes taught by "highly qualified" teachers	96.2	93.7	91.7
Black or African American	22.0	19.7	20.8				
Hispanic or Latino	65.9	67.8	69.2				
Asian or Native Hawaiian/Other Pacific	9.6	9.6	7.0				
White	0.5	0.7	1.0				
Male	49.1	49.8	48.8				
Female	50.9	50.2	51.1				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-			
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial						
Students with Disabilities	-	-	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	5	5	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	72.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment: <i>(Comprises 15% of the</i>	12.6	Quality Statement 2: Plan and Set Goals	
School Performance: <i>(Comprises 25% of the</i>	15.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress: <i>(Comprises 60% of the</i>	41.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit:	3	Quality Statement 5: Monitor and Revise	

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

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 in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Children First Network	District 19	School Number 065	School Name Cesiah Toro Mullane
Principal Ms. Daysi Garcia		Assistant Principal Ms. Letrice Johnson	
Coach Ms. Yvette Mejia/ Reading		Coach type here	
Teacher/Subject Area Ms. Maralado /SETTS		Guidance Counselor Ms. Desiree Sandoval	
Teacher/Subject Area Ms. Alarnick /ESL		Parent Mariluz Rodriquez	
Teacher/Subject Area Ms. Glash / Data Specialist		Parent Coordinator Ms. Edna Vega	
Related Service Provider Ms. Kima Johnson/speech		Other type here	
Network Leader Martha Rodriguez-Torres		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	691	Total Number of ELLs	148	ELLs as Share of Total Student Population (%)	21.42%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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 (NYSESLAT).
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.

A DESCRIPTION OF THE CRITERIA USED AND THE PROCEDURES FOLLOWED TO PLACE IDENTIFIED ELL STUDENTS IN BILINGUAL OR ESL INSTRUCTIONAL PROGRAMS AND THE STRUCTURES IN PLACE TO ENSURE THAT PARENTS UNDERSTAND ALL THREE PROGRAMS AVAILABLE IN THE NYC DEPARTMENT OF EDUCATION SYSTEM. INFORMATION PERTAINING TO THE DISTRIBUTION OF HILS, ENTITLEMENT LETTERS, PARENT SURVEY AND SELECTION FORM AND HOW THEY ARE RETURNED AND STORED.

1-4 All parents or guardians of newly enrolled students are required to complete a 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 school secretary reviews the HILs together with the ESL Coordinator, Ms. Alarnick, and an informal oral interview is conducted by the ESL Coordinator Ms. Alarnick (who is the trained pedagogue) in either English or Spanish as necessary. The trained pedagogue who determines LAB-R Eligibility is the ESL Coordinator, Ms. Alarnick. If a language other than Spanish is indicated arrangements will be made to have someone assist in conducting the interview. If the HLIS indicates that the child uses a language other than English, within 10 days of entering the school as a new admit, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) by the ESL Coordinator who is trained to administer it. The ELL Identification process must be completed within 10 days initial enrollment. Performance on this test determines whether the child is eligible to receive state-mandated ESL services. Students who score below proficiency on the LAB -R become eligible for ESL services are provided with the 3 following documents: Entitlement letter, Survey and Selection Form and a Placement Letter. The students who have taken the LAB-R, and whose home language is Spanish must (by law) also take a Spanish LAB (administered by a trained pedagogue, Ms. Alarnick) to determine underlying transferable skills in Spanish and language dominance it is similar to the English LAB-R. Parents of students who scored at or above Proficient on the LAB-R are sent 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. Ms. Alarnick, who is a trained ESL teacher, working together with the Parent Coordinator, Ms. Vega, arranges for the Parent Group Orientation meetings, which takes place shortly after administering the LAB-R. Informational question and answer sessions are provided through the Parent Group Orientation meetings and are addressed by Ms. Alarnick.

We select a day in which two such meetings are held, 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 keep track of parents who attend. During the Parent Group Orientation meeting translated materials in the home language are distributed i.e. Parent brochures and the Parent Survey and Selection Form. The brochure explains the three programs available in New York (TBE, Dual and Freestanding ESL). Along with the brochure we provide a video and/or oral presentation by Ms. Alarnick (ESL Coordinator) and Ms. Vega (Parent Coordinator) in the home language of the Parents, providing them with the necessary information to make an informed decision about the three programs when completing the Parent Survey and Selection Form. Time is taken to explain the differences between each of the programs. The parents are then informed of the ESL programs available here at PS 065. Information about schools offering alternatives to our program is also made available to them. Time is made for any questions or concerns that parents may have regarding the programs available. During this meeting the Parent Survey and Selection form is distributed and completed by the parents, with any questions about the survey being clarified by the ESL Coordinator and Parent Coordinator. To ensure that we have the Parent Survey and Selection forms, the Parent Survey and Selection Forms are collected by the ESL Coordinator at the meeting. The ESL and Parent Coordinators inform the parents that they are available after the meeting and can be reached by phone to address any further questions and concerns. 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 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 and/or the ESL Coordinator to arrange for a time 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 instructional program is based on the Parent Survey and Selection Form the parents received and filled out. If we do not have the desired program we inform the parents of schools that do. Throughout the year as new students become eligible for services, the Parent Coordinator, working together with the ESL Coordinator, will arrange to meet with 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 65 to ensure that all parents of ELL students are informed of what is available to them in terms of program selection and to honor the parents choice.

During the Spring all students who are identified as ELLs are administered the New York State English 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. Students whose overall level is at or above Proficient are sent home letters of Non-Entitlement/Transition. Those who continue to be 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 HILS, Parent's Survey and Selection Form, entitlement/non-entitlement letters, continued entitlement, and placement letters are placed. The original HILS and 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 in the ESL program and 30 percent Dual. PS 65 has programs that are in alignment with the request of the parents.

Part III: ELL Demographics

A. ELL Programs

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

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	5	3	5	4	5	5								27
Total	5	3	5	4	5	5	0	0	0	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	148	Newcomers (ELLs receiving service 0-3 years)	114	Special Education	10
SIFE	5	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language					0	0	0	0	0	0
ESL	105	5	3	43	0	8	0	0	0	148
Total	105	5	3	43	0	8	0	0	0	148

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 35 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 6 Asian: 1 Hispanic/Latino: 45
 Native American: 4 White (Non-Hispanic/Latino): 2 Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	45	11	23	18	25	25								147
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1													1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	46	11	23	18	25	25	0	0	0	0	0	0	0	148

Part IV: ELL Programming

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 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).
 - e. Describe your plan for ELLs identified as having special needs.

The organizational model that is currently in use: is the push-in / pull-out model. The majority of our students are serviced through the push-in / push-out model with beginners and intermediate students receiving 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 are used to make content comprehensible. 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 "cion" and the English "tion." F-status peadagogues, work with ESL materials to ensure that students are receiving additional help in the classroom. We are using Moving into English alongside our Reading First materials and the content is delivered in English. We are also using Finish Line for ELLs and the Empire ESL NYSESLAT. As a supplement for our ELLs we are using the computer program Rosetta Stone.

A schedule of the ESL teacher is posted outside her office and the teachers are given a schedule of when the ESL teacher will push-in to their classroom along with a list of the students who are ELLs. Teachers are also informed of when some of their students will be pulled out.

The classes are heterogeneous (mixed proficiency levels) in makeup and travel in groups. We engage in ongoing collaboration with the classroom teachers to discuss grouping, curriculum and assessments in order to more effectively meet the academic needs of the ESL students.

Here at P.S.65 we have a literacy program which includes at least 175 minutes of literacy instruction with a 120 minute block for all grades 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 students either one on one, or in a small group setting. To make content comprehensible and to enrich language development, differentiated instruction and scaffolding techniques are employed while incorporating ESL strategies, such as the use of realia, graphic organizers, journals and explicit instruction in vocabulary and the structure and use 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 pulled out and given assistance in areas such as language structure and literacy. Seventy five minutes of instructional time in math is provided every day, with at least 60 minutes in a single block.

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 the grades, proficiency levels and sub groups of ELLs, as this will also serve as a foundation to learning across all the content areas. Specific skills and strategies that will lead the students towards higher critical thinking across the content areas are modeled such as, asking clarifying questions, making text to self and text to text connections.

SIFE students, in addition to receiving ESL during the day, participate in the Morning Tutorial with the ESL teacher focusing on language acquisition across the four modalities. Our SIFE students participate in the mandated Extended Day Program which is for academic purposes. Taking into account their proficiency levels in English, foundational skills and strategies are taught in reading, writing and math in 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 vocabulary to promote the use and understanding of academic language in the classroom. Support is also provided by the ESL Teacher with native language as needed to make content comprehensible. Ongoing assessments are used to evaluate the progress of the

student's acquisition of English.

Newcomers, those in school less than three years, receive the mandated number of minutes for ESL services as per the LAB-R. To facilitate a smoother transition to academic life, the ESL teacher will work with them in a small group and/or individual setting during Morning Tutorial Program, instructing them in the strategies and skills necessary to begin moving them toward the acquisition of English through content based instruction. Students who have demonstrated literacy in their native language are provided with native language textbooks as a means of making content comprehensible. We are also implementing the use of Rosetta Stone Program, which is a computer based program students can independently use and which can be monitored by the ESL teacher. Since NCLB requires ELA testing for ELLs after one year, specific instruction will focus on using the skills and strategies of reading, writing and test taking strategies in preparation for the ELA. Newcomers will participate in the Extended Day Program and Morning Tutorial to continue strengthening their use of these newly acquired skills and strategies, as a way to further their preparation for the ELA. Students are also invited to attend Saturday Academic Academy, which focuses on ELA and Math testing strategies.

ELLs who are 4-6 years will continue to receive mandated ESL services according to their designated proficiency levels, as per their NYSESLAT designated proficiency levels across the four modalities. They will continue to be assessed both informally and formally across the four modalities, with a view toward helping them to close the gap in areas that are keeping them from advancing to the Proficient level. Although many of them pass the listening and speaking portion they still struggle in either reading or writing and so continue to remain in the ESL program. With this in mind, revisiting and reinforcing the skills and strategies of both reading and writing is the target of instruction. They will continue to participate in small group Morning Tutorial and mandated academic Afterschool program. Students will also be using the newly acquired computer language program, Rosetta Stone as a supplement to the ESL services they receive.

At present, although we do not have Long Term ELLs, in the event that we do, we would continue to provide additional support and monitor their progress in an effort to help them make gains across the four modalities of English Language Aquisition.

To assist newly enrolled ELL students before the beginning of the school year, we have developed and maintain a working relationship with Cypress Hill Pre-school, St. Peter's Lutheran Pre-school and various community based schools. What we have found to be encouraging and beneficial for our Kindergarten ELL students, is their participation in Pre-K programs such as these. They demonstrate, not only basic social English, but also a beginning grasp of early literacy skills, such as letter recognition.

Students with disabilities will continue to receive the mandated number of minutes per week as determined by their proficiency levels on the NYSESLAT. Their IEPs will serve as source for determining considerations in instruction and what modifications will be necessary when taking the NYSESLAT. The SETTS teacher will work with those who need a smaller setting pushing into the classroom or, as necessary, pulling- out. Targeted intervention strategies will include the use of Wilson Foundations and RTI strategies. Decisions regarding the academic needs of our students with disabilities will be discussed with the special education teacher and any other related service provider whose input will enhance and streamline instructional efforts to achieve greater understanding of academic language and content in English. Our students with disabilities are evaluated by a School Based Support team that provides the following bilingual staff: a psychologist, and social worker. In addition, we have a bilingual speech therapist and a school counsellor who is also fluent in Spanish. We consult with the occupational therapist, as needed, for example if a student needs an adaptive aid to enable them to write with more control.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

TARGETED INTERVENTIONS

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 is offered for grades 3-5 three times a week in one-hour sessions. 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, writing for the ELA as well as math. The intervention program for math is Kaplan. Targeted intervention for ELA includes, but is not limited to, the use of STARS (Strategies to Achieve Reading Success) which has a variety of activities including multiple choice to simulate ELA testing. Other targeted intervention includes the use of introducing at least 7-8 vocabulary words per week complete with pictures and opportunities to use the words contextually in reading and writing in the classroom. Other targeted interventions are Wilson Foundations, 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 the 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 more focused study. Programs such as Wilson Foundations, and RTI specific strategies are also used to close some of the academic gaps of our students. Since the majority of our ELL population 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 a 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 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.

A DESCRIPTION OF HOW ELLs ARE AFFORDED EQUAL ACCESS TO ALL SCHOOL PROGRAMS /A DESCRIPTION OF AFTER SCHOOL AND SUPPLEMENTAL SERVICES OFFERED TO ELLs IN OUR BUILDING.

All students, including ELL students, are offered equal access to all the programs we currently have here at P.S.65. Notifications about the programs are sent home to the parents in their home language and the Parent Coordinator also posts all school information in a visible location in the hallway at the entrance to the school. The Parent Coordinator and Teachers will also contact parents to encourage participation in the programs available for their children. All students, including ELLs, are encouraged to participate in the Saturday Academy Program and the 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 also participate in the Academic Extended Day Program which focuses on reading, writing and math, as well as promoting test readiness. P.S. 65 also partners with the 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 serves to help our ELL students acquire the English language.

INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLs.

We use a wide range of instructional materials throughout the day. Many of our classrooms are equipped with Smartboards and desktop computers as well as laptops. Students are encouraged to engage in proactive learning by using such web-site programs as Ticket-to-read and STARFALL. A variety of centers in the early grades are established including the use of Leap Frog products to foster learning. Students also have access to materials at our library, which is continuing to build a strong collection. Language materials include dictionaries, glossaries, books and websites in both Spanish and English. We are using the computer program Rosetta Stone for grades 3-5 to move our ELLs forward in an independent manner in their acquisition of English. This program allows the teachers to follow the progress of the students as well. The required services support our ELLs needs according to their grade and proficiency levels and our resources correspond to their age, grade level and language proficiency levels also. We use the NYSELAT and LAB-R to ensure we are targeting their specific language needs. We work along side the classroom teacher to further assess the needs of our ELL students and ongoing data is collected in forms of DIBELS for k-3, and running records for the upper grades as well as other interim assessments. The data gathered drives the instruction of our students.

Native language support is given by teachers and staff who are bilingual and a strong form of support comes in the form of peer-interactions. In addition, the ESL teacher will use Spanish as needed with the students.

All required services support and all of our resources correspond to the ELLs ages and grade levels. All of our ELL students receive support from the entire staff.

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)?

NA

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 attends ESL district meetings monthly facilitated by a (Childrens First Network) CFN specialist and other ESL specialists. The ESL teacher may also attend other DOE sponsored Professional Developements offered by the Department of English Language Learners. The ESL teacher is responsible for turn keying any pertinent information to other staff members. The information presented to the staff will serve toward helping those on staff to satisfy the 7.5 hours of ELL training. Staff members may also elect to attend professional development sessions provided by the DOE either online or at other location aside from the school. Information on workshops that support teachers who have ELL students in their classes, will also be made available by 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 awarded.

Common branch teachers, subject area teachers, special education teachers, paraprofessionals are provided with professional development by either a turn-key session with our ESL Coordinator or they are provided PDs through other personnel such as the reading coach, who provides in-house professional development training for Reading First, Balanced Literacy and Journeys. Staff members may also elect to attend professional development sessions provided by the DOE either online or at other physical locations outside our school.

The occupational therapist, speech teachers, psychologists and guidance counselors all receive professional development from their respective organizations.

Secretaries receive PDs such as how to access information on the ATS. If there is a new ATS document for ELLs this is how they will be

introduced to it.

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

Our staff PD's are mostly in-house and, as such, is still a work in progress. This year we have had PDs in math, Guided Reading, How to use the Smartboard, and the use of Four Square in writing. Our data inquiry teams have had PDs on how to read data.

The guidance counselor, parent coordinator and ESL Teacher are all available to assist parents and ELLs in questions they may have about moving onto Middle school. They are given advice as to whether the schools of their choice offer DL, TBE or an ESL program and assisted in securing answers to any questions or concerns they may have as they prepare to make the transition to 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?

A DESCRIPTION OF PARENTAL INVOLVEMENT ACTIVITIES AND HOW WE EVALUATE AND ADDRESS THE NEEDS OF 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 plays 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 whom have Spanish as their first language. 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 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 provides the parents with a variety of opportunities to attend workshops and is available to speak help address any concerns or issues a parent may have. She 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. They conduct a 3 day workshop for Parents who want to volunteer at the school. 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 sent home to the parents and posted in prominent location, where parents enter the building.

Parents are invited to participate in field trips with their child's class and they are provided translation of all materials pertaining to their children's ongoing education. Parents are notified of the Parent Teacher Conferences held 2 times a year and are provided with translation services in order to express their own concerns and questions during the conference.

We have parents on our school leadership team and parents trained to serve as volunteers in the classroom.

Teachers who need to make appointments with parents, whose first language is 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.

There is an open and ongoing dialogue between the parents and the school that has been established by our administration, the Parent Coordinator, the Parent Association, and the entire educational school staff.

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)	2	6	6	0	5	3								22
Intermediate(I)	0	3	5	10	4	11								33
Advanced (A)	0	0	11	7	14	11								43
Total	2	9	22	17	23	25	0	0	0	0	0	0	0	98

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	3	0	2	2							
	I	2	3	0	0	1	1							
	A	0	5	14	11	13	10							
	P	0	0	5	6	6	12							

READING/ WRITING	B	2	6	6	0	4	3							
	I	0	3	5	10	4	11							
	A	0	0	3	7	12	10							
	P	0	0	8	0	2	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	1	0	0	1
4	4	6	6	4	20
5	4	13	3	0	20
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		0		0		0		1
4	1		4		9		8		22
5	0		16		7		2		25
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		5		15		14		36
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6		2		7				15
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	5	12	8	2	1	5	4	5
Chinese Reading Test								

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, the following assessment tools are used 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 Principle 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. In addition, we have an Inquiry Team which regularly meets to review, analyze and disaggregate all student data (including LAB-R and NYSESLAT) to determine focus groups (such as newly arrived ELLs, SIFEs and those in the Dual Language Program).

Running Records are used by classroom teacher to individually 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 . We use Fontas and Pinnel as a targeted leveling system in conjunction with DRA books that have a correlated chart for Fontas and Pinnel. Teachers chart the individual progress of their student's reading levels.

These assessments allow us to do several things: Monitor the progress of our students as they work toward meeting grade level benchmarks in reading, identify students who are at risk and in need of supplemental instruction, arrange groupings within the classrooms, set up centers for students that address sub-skills, and guide us in planning differentiated and scaffolded instruction for the class as a whole. The information derived from these assessments are woven into all aspects of literacy instruction throughout the day, whether the teacher is doing a Read Aloud, shared or guided reading or setting up literacy centers.

Students who are ELLs especially benefit from these assessments because we can readily isolate and target the skills that they may, as of yet not aquired, or may be struggling with, in areas such as: phonological awareness , structure of the target language, and vocabulary; language skills which a native English speaker will more than likely already possess. For example, many of our ELL students do not hear the plural "s", and therefore, will omit it when speaking. They also struggle with subject verb agreement and often confuse the pronouns "he" and "she". These types of linguistic gaps affect the student's understanding in terms of meaning, syntax, comprehension and will also be reflected in their oral retelling and carry over into their writing. Understanding these and other language issues, alllows the ESL and classroom teachers to work collaboratively, creating a plan targeted for both small group and individual instruction, thus enabling gaps such as these to be closed.

In looking over the last 3 years of DIBELS data, which is administered 3 times a year, we are seeing a steady increase in the percentage of students who are achieving benchmark levels. In 2007-08, the percentages were as follows: (BOY) beginning of the year 43% , (MOY) middle of the year 66%, (EOY) end of the year 64 %. In 2008-09 the percentages were as follows: BOY: 48%, MOY 75% and EOY 77%. In 2009-10, at the BOY level we are at 55%. Based on the past 2 years we can project that MOY and EOY will continue to reflect the fact, that over time, more of our students are meeting the goals established for benchmark levels. Our ELL populatinon is incorporated into these

percentages.

The cutoff score for the LAB-R at the Kindergarten level is 26. Of the number of new admits tested at this grade level, 17 were at the beginner/intermediate level, while 27 were at the advanced level, the strongest modality was listening and speaking, as many of them have not either attained or moved past the stage of phonemic awareness and the alphabetic principle. Knowing this enables us to begin targeted instruction at a crucial point where the foundation for literacy and math is laid and developed. Of the students who took the NYSESLAT, the bulk of our beginners were at the Kindergarten and first grade levels, while our intermediate and advanced students were more dispersed throughout grades 2-5. When looking at the proficiency level across the four modalities, which are tested in NYSESLAT, we have observed that our students are stronger in terms of listening and speaking. The school leadership and teachers have as their focus, continued targeted instruction in reading and writing across the content areas. Students taking exams in English continue to need support in reading and math. In science and social studies, our students are doing very well, many achieving levels 3 and 4. These results apply across all of our ELL programs. Students in the Dual Language Program are assessed using the ELE and vary in levels of proficiency.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		