



# **THE ACADEMY OF INNOVATIVE LEARNING**

**P. S. 65**

## **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 065R**  
**ADDRESS: 98 GRANT STREET**  
**TELEPHONE: (718) 981-5034**

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**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
        CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:**  P.S.65  **SCHOOL NAME:**  The Academy of Innovative Learning

**SCHOOL ADDRESS:**  98 Grant Street

**SCHOOL TELEPHONE:**  (718) 981-5304  **FAX:**  (718) 981-6109

**SCHOOL CONTACT PERSON:**  Liz Rodriguez  **EMAIL ADDRESS:**  erodriguez@scho  
ols.nyc.gov.

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**  Daniel Reich & Cheryl Gobin

**PRINCIPAL:**  Sophie Scamardella

**UFT CHAPTER LEADER:**  Jessica Sanfilippo

**PARENTS' ASSOCIATION PRESIDENT:**  Eddie Wu

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:**  31  **CHILDREN FIRST NETWORK (CFN):**  409

**NETWORK LEADER:**  Neal Opromalla

**SUPERINTENDENT:**  Ermina Claudio

**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/ronlyres/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
Sophie Scamardella	*Principal or Designee	<i>Sophie Scamardella</i>
Jessica Sanfilippo	*UFT Chapter Chairperson or Designee	<i>Jessica Sanfilippo</i>
Eddie Wu	*PA/PTA President or Designated Co-President	<i>Eddie Wu</i>
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Daniel Reich	Member/	<i>Daniel Reich</i>
Cheryl Gobin	Member/	<i>Cheryl Gobin</i>
Liz Rodriguez	Member/	<i>Liz Rodriguez</i>
	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.

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Our mission at PS 65 is to meet the needs of the whole child. Children do not come in pieces. They live in families and communities and we feel that their involvement is crucial. We believe every child can and will learn. We commit to fulfilling this mission by enhancing each child's self-concept through academic and social growth; thereby preparing our children to function as responsible citizens in a rapidly changing world. We believe that students' basic emotional and physical needs must be addressed so that they are able to succeed in school and beyond. Children enter school with a two-sided mind. We will encourage them to use it to develop both types of thinking so that they will have access to the maximum potential and be life-long learners. We believe that arts infusion is an integral contributor to stimulating and enriching student learning.

PS 65 is a school in which students come eager and ready to develop their minds and their character and improve student achievement through the infusion of the arts into the core curriculum. For our students, the arts provoke thought, increase awareness, ignite passion, allow exploration and express emotion. Our Academy of Innovative Learning offers all students an atmosphere that is conducive to learning and a curriculum that is rigorous, consistent, sequential and individualized to meet the needs and the learning styles of each student with a focus on each student's intellectual, personal, social and physical development.

Our school has formed partnerships with **Sundog Theatre** as well as with **Studio in a School**. Each of these arts programs is infused into the core academic subjects thereby enhancing and enriching the students' learning while providing them with multiple ways of learning. We will tap into and highlight the individual strengths, talents and abilities that our students have in order to make them successful. We highlight the best in all of our students and use this information to accelerate their learning. Children are able to perform, sing, dance and design their own learning. Parents are continually invited to participate in school events, share in the authentic celebrations and be an active part of our community.

We continually assess students, identify their needs and then set up individualized goals to help students be successful. DRA-2 is used as our diagnostic tool for Literacy development. Our staff has been fully trained on how to use DRA-2 and we continually do Professional Development on Intervention strategies to use to increase student achievement in Literacy. We have utilize the **Earobics** technology program as well as the **Sonday Learning System** materials to address the needs of our students. Our staff is very familiar with the Early Literacy Standards as well as the systematic way in which reading should be taught. Additionally, we use Writing Process in our school and have ongoing Study Groups and Professional Development periods devoted entirely to improving Writing instruction as all research indicates that writing encompasses and intertwines many, if not all, of the standards and significantly improves student performance in all areas.

Our school uses the Balanced Literacy model in our Literacy instruction. The classrooms are equipped with leveled libraries and the staff is familiar with matching students to text. We use the Reading Workshop model wherein the students are taught the reading skill/strategy in the mini-lesson, work independently practicing that skill/strategy and then share out with the rest of the class.

The teachers do Guided Reading every day and keep Guided Reading logs to note students' specific reading behaviors. Reading Centers are used during Guided Reading so that the teacher may work with groups of students while other students work at Centers aligned to their specific needs. Reading Conference notes are also taken while the children are reading independently so that teachers may note specific reading behaviors. We are currently using the **Good Habits/Great Readers** reading program (Pearson) which outlines the day-to-day lessons in both the Shared Reading (Reading Workshop) and the Guided Reading components of Balanced Literacy.

We are now using Harcourt Mathematics which is a research-based K-6 mathematics program. It provides thorough coverage of state and national standards and provides teachers the flexibility to customize the program for state and local courses of study. The program is designed to build conceptual understanding, skill proficiency, problem solving facility, and logical reasoning. Harcourt Math carefully develops concepts within and across the mathematics strands. Instruction begins with clear visual representations and concrete experiences, moves to guided practice, and then provides appropriate independent practice to develop proficiency and to apply concepts to problem solving. It builds upon the strong foundation of a balanced approach to instruction.

The pedagogy and content of this program are built on these principles, which emerged from research and practice:

All children can become proficient in mathematics.

- Sound, balanced instruction emphasizes practice for mathematical proficiency, concrete and visual representations for conceptual understanding, and application to develop problem solving strategies and skills.
- Mathematical reasoning is fundamental to developing conceptual understanding and mathematical proficiency. Mathematical reasoning should permeate all aspects of mathematics instruction.
- Math is a language requiring focused instruction for vocabulary.
- Assessing children's prior knowledge is important for determining a starting point for new learning.
- Tools for intervention should be prescriptive—providing clear steps to apply when individualizing instruction.
- A strong partnership among school, home, and community significantly helps students succeed in mathematics.
- Children's competence in mathematics should be assessed through a variety of tools that are consistent, ongoing, and aligned with instruction.
- Computer-assisted instruction used with teacher-assisted instruction can increase student achievement.

We have identified the needs of all of our students, including those who require academic intervention as well as those who need enrichment. We are a very diverse Early Childhood community. We respect and value each other and recognize that we all learn from each other. We continually recognize the positive attributes in everyone and use that to motivate and inspire people. We do this by making children as well as adults feel good about themselves. A positive self-image is crucial to success. We are embedded in the belief that, "All children can learn", and, as such, we hold every student to high expectations. We study and analyze students, trends, teaching strategies and research in an ongoing effort to provide the highest quality education we can to all of our children.

**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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	P. S. 65 The Academy of Innovative Learning				
<b>District:</b>	31	<b>DBN #:</b>	31R065	<b>School BEDS Code:</b>	353100010065

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	X Pre-K	X K	X 1	X 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			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K		36	35				TBD		
Kindergarten		84	61						
Grade 1		28	88	<b>Student Stability: % of Enrollment</b>					
Grade 2		0	30	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3						97.3	TBD		
Grade 4									
Grade 5	<b>Poverty Rate: % of Enrollment</b>								
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7						37.8	51.8		
Grade 8									
Grade 9	<b>Students in Temporary Housing: Total Number</b>								
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11						0	0		
Grade 12									
Ungraded	<b>Recent Immigrants: Total Number</b>								
				(As of October 31)	2007-08	2008-09	2009-10		
Total		148	214			0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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		10	22						
No. in Collaborative Team Teaching (CTT) Classes		0	0	Principal Suspensions		1	3		
Number all others		4	10	Superintendent Suspensions		2	3		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(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		0	0
# in Trans. Bilingual Classes		0	0	Early College HS Participants		0	0
# in Dual Lang. Programs		0	0				
# receiving ESL services only		2	10	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs				(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		8	13
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals		3	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		5	5
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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
American Indian or Alaska Native		1.4	1.9	Percent more than two years teaching in this school		0.0	TBD
Black or African American		28.4	33.2	Percent more than five years teaching anywhere		25.0	TBD
Hispanic or Latino		16.9	21.5				
Asian or Native Hawaiian/Other Pacific Isl.		1.4	4.7	Percent Masters Degree or higher		63.0	TBD
White		37.8	30.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		66.7	TBD
Multi-racial		2.0	2.0				
<b>Male</b>		52.0	49.1				
<b>Female</b>		48.0	50.9				

2009-10 TITLE I STATUS				
<input checked="" 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 checked="" 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"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
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:	X	ELA:	
	Math:	X	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
<b>All Students</b>	X	X					
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
<b>Other Groups</b>							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	-	-					
<b>Student groups making AYP in each subject</b>	1	1					

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	Well-developed
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	<b>+</b>
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	<b>+</b>
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	<b>+</b>
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	<b>+</b>
Additional Credit		Quality Statement 5: Monitor and Revise	<b>+</b>
<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?

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The school has designed a variety of effective structures and tools that enable the principal and staff to collect and analyze a wide range of data in English language arts and math in order to review student progress and plan instruction. The administration and teachers have high expectations for student achievement that are evident in the displays and folders of student work that fill the classrooms. The principal, staff, and parents work as a united team to create a calm, respectful and orderly environment that is very conducive to the academic and personal growth of these young learners. Teachers use their data in English language arts and math to form ability groups to differentiate instruction. The school also uses various ways to communicate with parents about their children's progress.

Areas the school will work on:

- continuing the emphasis of professional development on whole faculty's use of assessment data to track and target student groups and improve planning for differentiation
- setting up rigorous procedures for school leaders to regularly monitor and evaluate student outcomes and progress towards achieving goals
- including measurable outcomes and interim checkpoints in all goals across the school to monitor progress and growth
- refining all goal setting, both for individual students and groups of students across the school, so that they clearly detail measurable interim checkpoints for monitoring and revision
- establishing a systematic approach to the gathering, analysis, dissemination and use of data for whole school, grade and individual student level and extend the analysis to examine patterns and trends in all relevant sub-groups in order to take timely action
- continuing to determine the strengths, weaknesses and learning styles of all students and using that information to inform our instruction
- continuing to infuse the arts into the curriculum to provide students with additional resources to strengthen their academics

## Student Performance Trends:

Currently, PS 65 services students in Grades Pre-K- Grade 3. The school began in September 2008 and will grow one grade each year. Currently, we do not have any standardized test data; however, we can look at performance trends from data that we do collect at the school. The following conclusions can be made after our study of the test data that we have collected:

- need to provide more academic intervention to our students as they enter grades 1 & 2  
Although 86% of our students in Grade K have achieved Level B or above in ELA, we are having difficulty moving them to Level K by the end of Grade 1 and Level M by the end of Grade 2
- more academic intervention needs to be provided to our ELL population, particularly our ELL special needs students
- utilize a new approach to providing special needs students with more services as we are a Phase I school and may diversify the services we provide
- provide more academic intervention services in mathematics with an emphasis on problem-solving in extended math problems
- the teachers as well as the administration will meet weekly on and across to develop specific programs to address each students' needs

## 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.

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School goals are:

1. Design a school-wide process where teachers systematically examine a wide range of reliable data to inform instruction and diversify their instruction to meet the learning needs and outcomes of all students, including our organic subgroup populations. - 100% of classroom teachers will administer periodic assessments in reading (DRA-2), writing prompts (scored according to standards based rubrics) and math (Harcourt Math pre-and-post-assessments) - 100% of classroom teachers will administer and record informal ongoing assessments in reading, writing and math within and across grades. - 100% of teachers will engage in professional development around differentiated instruction. - 100% of teachers will work on developing student-friendly rubrics in all content areas.
  
2. Formalize a system for teachers and students to develop measurable and differentiated long-term learning goals in reading, writing and math that students can articulate and explain. 100% of classroom teachers monthly will generate learning goals for individual students and groups of students based on student performance data and grade level standards that students can articulate and explain.
  
3. To provide professional development opportunities strategically targeted to improving student performance by focusing on teachers' needs with an emphasis on how to effectively infuse arts into the curriculum to increase student achievement. - 100% of classroom teachers will complete a "Needs Analysis Survey" at the onset of the school year. - 100% of classroom teachers will receive an "Individualized Professional Development Plan (IPP)" which will be completed jointly with the principal and will contain mid-year goals and end-of-year reflections.

Smart Goals:

- By June 2011, 90% of students in Grades K-3, including special needs and ESL, will move 2 DRA-2 levels.
  
- By June 2011, 90% of students in Grades K-3, including special needs and ESL students, will be able to accurately solve complex mathematical extended response problems and explain their processes in writing.

**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):** ELA & MATH

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Design a school-wide process where teachers systematically examine a wide range of reliable data to inform instruction and diversify their instruction to meet the learning needs and outcomes of all students, including our organic subgroup populations.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>-- 100% of classroom teachers will administer periodic assessments in reading (DRA-2), writing prompts (scored according to standards based rubrics) and math (Harcourt Math pre-and-post-assessments) - 100% of classroom teachers will administer and record informal ongoing assessments in reading, writing and math within and across grades. - 100% of teachers will engage in professional development around differentiated instruction. - 100% of teachers will work on developing student-friendly rubrics in all content areas.</b></p> <p>Develop learning goals based on student performance data and grade level standards to improve student performance in reading, writing and math.</p> <ul style="list-style-type: none"> <li>- Schedule weekly grade/staff meetings designed to study grade level performance standards in reading, writing and math and identify benchmark expectations for student performance.</li> <li>- Establish criteria to use in November, February and May for evaluating the school's performance in supporting student progress in reading, writing and math.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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><b>Tax Levy – FSF</b> <b>Title 1 ARRA – SWP</b></p> <ul style="list-style-type: none"> <li>- all classroom teachers</li> <li>- - ELA/Math coach</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- Schedules/agendas/minutes of all data/differentiation meetings to understand the needs and outcomes of all students.</li> <li>- Schedules/agendas/minutes from meetings designed to study grade level performance standards in reading, writing and math and identify benchmark expectations for student performance.</li> <li>- Ongoing student assessment artifacts, such as conference notes, student work samples.</li> <li>- Learning goals based on student performance data from ongoing and periodic assessments and grade level standards to improve student performance in reading, writing and math.</li> <li>- Evidence of differentiation of instruction in classrooms during formal and informal observations</li> </ul> <p><b>100% of teachers will demonstrate differentiated instruction strategies in observed lessons and walkthroughs.</b></p>
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**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): Reading, Writing & Math

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Formalize a system for teachers and students to develop measurable and differentiated long-term learning goals in reading, writing and math that students can articulate and explain.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>- <b>100% of classroom teachers will generate learning goals for individual students based on student performance data and grade level standards that students can articulate and explain.</b></li> <li>- <b>Classroom teachers will meet weekly to examine student work samples and other data, to collaborate on assessment, developing grouping strategies and instructional planning</b></li> <li>- <b>Administration will allocate one additional prep period weekly for teachers to analyze data to understand the needs and outcomes of all students and identify benchmark expectations for student performance.</b></li> <li>- <b>Administration and teachers will use student performance data to determine interventions and materials to maximize student progress.</b></li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>- <b>Tax Levy – FSF Title 1 ARRA – SWP - all classroom teachers - - ELA/Math coach</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- <b>Monthly collection of data in reading, writing and mathematics to determine if students have met the benchmarks and track their performance.</b></li> <li>- <b>Individual ‘DO NOW’ folders for every student to delineate goals and evidence of mastery of goals.</b></li> <li>- <b>Ongoing student assessment artifacts, such as conference notes, student work samples.</b></li> </ul>

**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):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To provide professional development opportunities strategically targeted to improving student performance by focusing on teachers’ needs with an emphasis on how to effectively infuse arts into the curriculum to increase student achievement. -</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>- All classroom teachers will complete a “Needs Assessment Survey” at the onset of the school year.</li> <li>- An “Individualized Professional Development Plan (IPP)” will be created with principal/classroom teacher and contain clear mid-year goals and end-of-year reflections</li> <li>- Classroom teachers will receive feedback from the principal for both formal and informal observations to help inform instruction.</li> <li>- Classroom inter-visitation with specific focus sheets and feedback sessions will be scheduled.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<ul style="list-style-type: none"> <li>- Tax Levy – FSF - Title 1 ARRA SWP - All classroom teachers, including cluster teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- Professional development agendas and sign-in sheets</li> <li>- Inter-visitation focus sheets and notes from feedback sessions.</li> <li>- “Needs Assessment Survey” for every classroom teacher</li> <li>- “Individualized Professional Development Plan (IPP)” for every classroom teacher.</li> </ul>

## **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	14	14	N/A	N/A	8	N/A	N/A	N/A
1	15	15	N/A	N/A	4	N/A	N/A	N/A
2	23	23	N/A	N/A	15	N/A	N/A	N/A
3	7	7	N/A	N/A	5	N/A	N/A	N/A
4								
5								
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p><b>Earobics Technology Program – computer-based program used to address the Early Literacy components of: phonological awareness, phonemic awareness, decoding, fluency, comprehension, oral-language and process skills – provided during the school day; classroom-based; one-to-one.</b></p> <p><b>Sonday System Program – text-based program also used to address the Early Literacy components of letter recognition, phonics and phonemic awareness – provided during the school day; small group.</b></p> <p><b>ELA Tutorial Skills Program – computer-based program that addresses Early Literacy skills.</b></p> <p><b>These interventions are provided during the school day.</b></p>
<b>Mathematics:</b>	<p><b>Math Options is an intervention program which focuses on developing students’ problem-solving skills. It teaches problem-solving skills using real-life, hands-on activities and literature. It is a research-based program, which integrates literature, Mathematics and family involvement.</b></p> <p><b>Math Tutorial Skills Program – computer-based program that addresses basic math skills and concepts.</b></p> <p><b>This intervention is provided during the school day.</b></p>

**At-risk Services Provided by the Guidance Counselor:**

**Students are seen either individually or in groups by the full-time guidance counselor who works with the research-based Resiliency program with them. Children are provided with “protective factors” with which they may use when they are in crisis. Our purpose and our mission is to develop the “whole child”. The counselor will support the students and their families. She also works alongside the teachers in the classrooms to support all of the students emotionally as well as academically.**

**This intervention is provided during the school day.**

**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.

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**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**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.

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**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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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**

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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.
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.

#### **Part B: Strategies and Activities**

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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.
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.
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>.

## 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:	\$96,610	\$5,799	\$102,409
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$966		\$966
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,831	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$9,661	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_ N/A
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.

## **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.

**We will conduct a comprehensive needs assessment of the entire school that is based on information about the performance of the students in the school. We will review the testing data that is obtained from: DRA-2, Harcourt Math Assessments, Teacher Conference notes, Teacher observations, Guided Reading Logs, student work and classroom assessments. We will use the data that is obtained from each of these assessment6s to determine which students need AIS services. Additionally, this data will inform the teachers on grouping in their classrooms. We will turnkey this information to our School Leadership Team, our PTA and to our staff.**

2. Schoolwide reform strategies that:

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

**The AIS provider will have regular meetings with the teachers of the children who are being serviced to ensure that there is continuity in instruction. Goals will be outlined for every student in all content areas so that everyone is working in conjunction to scaffold instruction for the students and that the instruction is connected and meaningful.**

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:  
**As per the UFT contract, PS 65 provides an additional 37 ½ minutes of AIS instruction four days a week to our at-risk students. These children receive the benefit of a longer instructional day. In this way, we can meet the educational needs of each of these students.**

**We also address the needs of the children at risk of not meeting the state standards through a very rigorous standards-based, research-based curriculum both inside and outside the classroom. In addition to our Core Curriculum, we use the research-based Earobics and Soliday Learning System programs to address the Early Literacy concepts of: phonological awareness, phonemic awareness, decoding, fluency, comprehension, oral-language and processing skills. These will be provided to the students both inside their classroom and in a small group setting with a certified AIS teacher.**

3. Instruction by highly qualified staff.  
**All of our teachers are highly qualified and certified.**
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.  
**We have established professional learning communities here at PS 65. the entire staff and community is working in "Study Groups" which focus mainly on: looking at student work and establishing goals (or benchmarks), developing the Writing Process using the Lucy Caulkins' Units of Study and we have begun to engage parents in workshops to assist their children at home with the essential components that they will need to be successful in both Literacy and in Mathematics. This includes all student populations, ESL, special needs and general education students. We have established goals in each of the content areas and will familiarize and work with the parents on these.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**N/A**
6. Strategies to increase parental involvement through means such as family literacy services.  
**Our ESL teacher has done several workshops with parents assisting them in understanding the standards and the goals for each of the students. We have a "Reading Volunteer Parent" in which many of our parents are involved in reading to our students. We have engaged our parents in many school/community-related activities such as: Parent/Teacher Conference Workshop, Core Curriculum Workshop, the Standards, arts' integration into the curriculum, Parent Professional Development on the Goals, our "Family Reading Program", the Resiliency Program and many parents are involved in our after-school program as well as our "at-risk" guidance program (Career Day). Also parents are often visible in our classrooms lending their wonderful talents to the classroom teachers and teaching our youngsters many of their own skills and talents, such as: Origami, music, cooking, designing, and much more! We also have tapped into their talents to work with our children in after-school and in our upcoming School Enrichment Program.**

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.  
**Open House, Parent/Child Orientations, collaboration with Education Directors at the Head Start and day care centers.**
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.  
**Multiple common prep periods for teachers to collect, analyze and interpret data.**
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.  
**Data is collected monthly by the administration, looked over by the core academic team, including the AIS teacher and further interventions are applied. Classroom teachers/service providers are included in the conversations.**
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.
  - **S.I. Mental Health Reading Volunteer Program**
  - **collaboration with Head Start Centers**
  - **partnership with Sundog Theatre**
  - **collaboration with Wagner College**
  - **collaboration with Snug Harbor Cultural Center.**

## **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" <sup>1</sup> 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 <sup>2</sup> 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	X					
Title I, Part A (ARRA)	Federal	X					
Title II, Part A	Federal	X					
Title III, Part A	Federal	X					
Title IV	Federal	X					
IDEA	Federal	X					
Tax Levy	Local	X					

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

**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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**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.

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

## 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>

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### **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.)  
**2**
2. Please describe the services you are planning to provide to the STH population.  
**Counseling for the student as well as his/her parent by the guidance counselor as well as referrals for their need (clothing, jobs, housing, etc.)**

### **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**

<b>School Name:</b>	P.S. 65 The Academy of Innovative Learning					
<b>District:</b>	31	<b>DBN:</b>	31R065	<b>School</b>	353100010065	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	35	37				NR
Kindergarten	84	61	56				
Grade 1	28	88	65				
Grade 2	0	30	87				
Grade 3	0	0	25	(As of June 30)	2007-08	2008-09	2009-10
Grade 4	0	0	0			97.3	95.4
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 8	0	0	0			51.8	63.1
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 12	0	0	0			2	4
Ungraded	0	0	1				
Total	148	214	271	(As of October 31)	2007-08	2008-09	2009-10
						0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	22	31	Principal Suspensions		1	4
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions		2	2
Number all others	4	10	15				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		8	15
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		3	4
# receiving ESL services only	2	10	TBD				
# ELLs with IEPs	0	3	TBD				

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

Number of Educational Paraprofessionals		5	9
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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	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		25.0	33.3
<b>Ethnicity and Gender - % of Enrollment:</b>							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		63.0	73.3
American Indian or Alaska Native	1.4	1.9	1.5	% core classes taught by "highly qualified" teachers		66.7	88.9
Black or African American	28.4	33.2	31.7				
Hispanic or Latino	16.9	21.5	26.6				
Asian or Native Hawaiian/Other Pacific	1.4	4.7	3.7				
White	37.8	30.4	36.2				
<b>Male</b>	52.0	49.1	50.6				
<b>Female</b>	48.0	50.9	49.4				

#### 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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		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:		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**	
<b>All Students</b>	v	v					
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **PS 65 Parent Involvement Policy 2010/2011**

1. PS 65 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 - Local Educational Agency Plans of the ESEA:

Parents on the SLT, the principal and school counselor will collaborate together to develop the PIP and Compact.

2. PS 65 will take the following actions to involve parents in the process of school review and improvement under Section 116 - Academic Assessment and Local Educational Agency and School Improvement of ESEA:

The SLT will devote part of each monthly meeting for informal assessment of parental involvement. The School Counselor, in alignment with the principal, will maintain an open-door policy and welcome parents who would like to express concerns or share ideas.

3. P.S. 65 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

Using such program as the Parent Reading Volunteer Program, we will encourage parent involvement in helping our struggling readers. Monthly Parent Workshops and visits to classrooms will be facilitated by the School Counselor, the Literacy Coach and the Parent Coordinator. *Family Reading Program* will be kept daily so that families may read together and their separate responses will be published monthly in the *Dolphin Splash Newspaper*. Parents will be involved as volunteers in the school so that students can see good role models of cooperation between parents and teachers, such as in the morning for Stop and Drop, for school-wide activities and for arts events. As needed, there will be referrals made by the School Counselor to ESOL classes for non-English speaking parents as well as GED classes sponsored by the Jewish Community Center at the school.

4. PS 65 will take the following actions to conduct, with the involvement of the parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of 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.

The evaluation will be conducted by the School Leadership Team and the Executive Board of the PTA. They will assess attendance at all meetings, workshops, Parent Teacher conferences and other school involvement functions.

Members of the School Leadership Team in conjunction with the School Counselor will be responsible for evaluating the current programs and reaching out to the community to increase parent involvement. The School Leadership Team will review the attendance outcomes at their April meeting and the results will be shared at the April or May PTA meeting.

5. P.S. 65 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- *The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph -*
  - i. *The State's academic content standards;*
  - ii. *Teachers will share with parents early childhood assessments (K-2) such as DRAII*
  - iii. *The requirements of Title I, Part A;*
  - iv. *How to monitor their child's progress; and*
  - v. *How to work with educators.*

We will continue to build parent knowledge and empower them with tools to assist their students by conducting Parent Workshops. These workshops are held during the day and at night and will be translated for our Spanish speaking population.

P.S. 65 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

We will continue to encourage parents to attend workshops. We will continue to invite parents into classrooms for author celebrations and to share a skill or interest. We will continue to provide parents with information at monthly PTA meetings, monthly *Dolphins Splash Newspaper*, and bimonthly *Dolphins News Splash Newsletter*.

6. P.S. 65 will, with the assistance of the DOE and parents, educate its teachers, pupil services personnel, administrator(s) and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

Parent outreach and involvement remains a priority at PS 65. We will provide teachers with bi-monthly professional development, which will address content, pedagogy and how to engage parents as partners. Fall curriculum day and night sessions will inform parents of grade curriculum and expectations. Monthly *Dolphins Splash Newspaper* and bi-monthly *Dolphins News Splash Newsletter* will keep parents informed concerning the specific needs of their child's class and how they can assist. They will also keep parents up to date on the curriculum. Class parents will provide a conduit for communication between home and school.

- a. P.S. 65 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, S.I. Mental Health Reading Volunteer Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

With the assistance of our School Counselor, Parent Coordinator and Pre-K Social Worker, parents will be encouraged to attend publishing parties, book clubs or be trained to volunteer. Learning Leaders and S.I. Mental Health Reading Program helps train parents to work in classrooms and with struggling students.

- b. P.S. 65 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Monthly calendars, flyers, the monthly *Dolphins Splash Newspaper* and bi-monthly *Dolphins News Splash Newsletter* prepared by our School Counselor are distributed to the entire community and translated to meet the needs of our Spanish-speaking parents.

#### Adoption

This School Parental Involvement Policy and the School Parent Compact have been developed with the parents of the School Leadership Team as evidenced by committee meeting with PTA president, principal and school counselor.

**This policy will be adopted by P.S. 65 on October 7, 2010 and will be in effect for the period of Sept 2010-June 2011. The school will distribute this policy to all parents of participating Title I Part A children on or before October 11, 2011.**

Principal's Signature *Sophie Scamardella* electronically signed



**School Parent Compact  
2010/2011**

**School Responsibilities**

School *Public School 65* will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

*Through the implementation of the New York City mandated curriculum for all grades, Pre-Kindergarten through grade 3 and through the implementation of the whole child concept along with the Resiliency Program.*

- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*Parent Teacher Conferences will be held in November and in March that include daytime and evening hours. Additional conferences will be scheduled as needed throughout the school year.*

- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

*Parents will be informed of educational goals for students and their child's progress or lack of progress in meeting these goals through correspondence and parent conferences. Reports to K-3 parents will be distributed during formal, scheduled parent teacher conferences in November, March and June.*

- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*Parents may request a conference with their child's' teacher by emailing the teacher, by leaving a message with the secretary in the main office, by contacting the School Counselor, Liz Rodriguez and/or our Parent Coordinator, Norma Santaliz.*

- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

*Parents will be invited to children's' classrooms for school publications, art celebrations, Curriculum Conference Days in September and Open School Week. Parents may volunteer in the school after having been trained and certified through Staten Island Mental Health Reading Volunteer Program. This program will be coordinated by the School Counselor, Liz Rodriguez.*



**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 <b>Empowerment</b>	District <b>31</b>	School Number <b>065</b>	School Name <b>Academy of Innovativ</b>
Principal <b>Sophie Scamardella</b>		Assistant Principal <b>No AP on staff</b>	
Coach <b>Carolyn Reilly</b>		Coach <b>Only 1 coach on staff</b>	
Teacher/Subject Area <b>Mariel Covino, ESL</b>		Guidance Counselor <b>Elizabeth Rodriguez</b>	
Teacher/Subject Area <b>Crystal Soto, Grade 1</b>		Parent <b>Ed Wu, PTA President</b>	
Teacher/Subject Area <b>Denise Dulligan, Kindergarten</b>		Parent Coordinator <b>Norma Santaliz</b>	
Related Service Provider <b>Joyce Burdo, AIS</b>		Other <b>Diane Lopez, Spanish</b>	
Network Leader <b>Neal Ompromalla</b>		Other <b>Lori Anderson, AIS</b>	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>270</b>	Total Number of ELLs	<b>8</b>	ELLs as Share of Total Student Population (%)	<b>2.96%</b>
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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.

Paste response to questions 1-6 here

1. At registration, parents are administered the HLIS in the parent's language of choice. The ESL teacher is present to explain the HLIS to the parent. The New York State - certified ESL teacher conducts an informal interview in English with the parent and child to identify those students who may possibly be ELLs. Staff who are fluent in the family's native language are also present to conduct an informal interview in the native language, or the DOE Over-the-Phone Interpretation Service may be utilized. Through this process, the ESL teacher is able to identify those children who may possibly be ELLs. Next, the ESL teacher administers the LAB R to students that are eligible for testing within the first ten days of enrollment in the New York City Public School system. Native Spanish speakers who are determined to be eligible for English Language Learner services are also administered the Spanish LAB.

On the first day of the school year each September, the ESL teacher obtains the NYSESLAT Exam History Report from ATS to evaluate the progress of ELLs that had taken the NYSESLAT in May of the previous school year. Based on this information, a schedule is created to ensure that all students are in compliance with the NYS CR Part 154 mandated number of units of support. Services are provided through a combination Push In/Pull Out model of ESL.

The ESL teacher obtains a current DOE Testing Calendar once it is posted online. The ESL teacher drafts a testing schedule for the school, which is then given to the principal for her approval. Once the principal approves a testing schedule, the ESL teacher informs the principal and classroom teachers of ELLs of the NYSESLAT testing dates. Parents are given the testing dates at the November and March Parent Teacher conferences, and are reminded again both orally and in writing one month and one week prior to testing. The principal ensures that no school trips or fire drills are scheduled for those dates. The ESL teacher reserves a vacant classroom in which to conduct testing on those dates. The ESL teacher is responsible for placing the order for and returning used NYSESLAT testing materials, as well as submitting answer documents to the Integrated Service Center.

2. On the day that it has been determined that the child is an English Language Learner based on the score the child received on the LAB R, the parent receives the Entitlement Letter (Appendix C), Parent Brochure, and the Parent Survey and Program Selection Form (Appendix D) in the language that the parent indicated in Part 3 Parent Information section of the HLIS. The Entitlement Letter includes the date, time and place for the Parent Orientation. Additionally, the Pupil Accounting secretary is provided with this information. This cycle is ongoing throughout the school year as new students who are eligible for English Language Learner services are admitted.

The ESL teacher and Parent Coordinator conduct the Parent Orientation. Parents are provided an agenda for the orientation and view the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. The ESL teacher explains that the child is mandated to receive services and that the parents must select an option. It is explained that although the school does not have a TBE program, a class will be opened if the parents of 15 or more ELLs across two contiguous grades indicate that this is the option that they want for their children. It is also explained that research indicates that remaining in the same ELL program for the duration of the school year is more beneficial to the academic success of the child. Further questions and concerns are addressed by the ESL teacher and Parent Coordinator to ensure that all parents understand all three program choices. Staff that are fluent in the home languages of the parents are present to interpret if necessary, or the DOE Over-the-Phone Interpretation Service will be utilized. The parents then complete the Survey and Program Selection Form and submit it to the ESL teacher.

If a parent is unable to attend the scheduled Parent Orientation, the ESL teacher or Parent Coordinator contacts the parent by phone and a make-up session is scheduled for the earliest date that is convenient for the parent. At the make up session, the parent views the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. Further questions and concerns are addressed by the ESL teacher and Parent Coordinator to ensure that the parent understands all three program choices. Staff that are fluent in the home languages of the parents are present to interpret if necessary, or the DOE Over-the-Phone Interpretation Service will be utilized. The parent then completes the Survey and Program Selection Form and submits it to the ESL teacher.

3. The ESL teacher prepares and distributes the Entitlement Letters and Parent Survey and Program Selection forms. It is indicated on the Program Selection side of Appendix D that the form is to be returned to the ESL teacher on the day of the scheduled Parent Orientation. Since PS 65 does not have sufficient numbers of students to sustain a Transitional Bilingual Education program, students whose parents do

not return the form are placed in our Freestanding English as a Second Language program until a make-up session can be scheduled and the parent can make an informed decision about program choice.

4. Once an ELL has been identified, the parent attends the Parent Orientation and is informed of the three program choices available in their native language if requested.

When parents indicate that their preference is a bilingual program, the ESL teacher explains that the school does not have a bilingual program. It is explained that although the school does not have a TBE program, a class will be opened if the parents of 15 or more ELLs across two contiguous grades indicate that this is the option that they want for their children. The parents are given the options to either A) keep their child in the school with the understanding that the child will receive ESL services in place of bilingual instruction or B) transfer their child to a school that has an open seat in a bilingual program. If a parent did choose to have their child transferred to a school with a bilingual program, the ESL teacher and Parent Coordinator would assist the family in finding a school.

5. During the 2008-2009 school year, the trend in program choice that parents requested was ESL. In the 2009-2010 school year, the trend shifted towards TBE. In the 2010-2011 the parents of all three new ELLs opted for ESL as their first choice. Please refer to the chart below for specific numbers.

Program Choices, 2008-2011

	ESL	TBE	DL
2008-2009	4	0	0
2009-2010	1	4	1
2010-2011	4	0	0

Based upon these numbers, our current ELL program is aligned with parent choice.

6. The only program model offered at this point in time is ESL, which is aligned with about half of our parent requests. School administration is aware that we are legally required to form TBE classes when there are 15 or more ELLs of the same language in two contiguous grades. However, at this point in time we do not have enough ELLs of the same language across two contiguous grades to form a bilingual program. The ESL teacher maintains the Appendix K ELL Admissions Program Data to track parent choices so that in time the school may build alignment between parent choice and program offerings.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% →</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

75%:25%)														
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	8	8	8	0	0	0	0	0	0	0	0	0	0	24
<b>Total</b>	8	8	8	0	0	0	0	0	0	0	0	0	0	24

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	8	<b>Newcomers (ELLs receiving service 0-3 years)</b>	8	<b>Special Education</b>	4
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	0	<b>Long-Term (completed 6 years)</b>	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									Total
	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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	8	0	4	0	0	0	0	0	0	8
<b>Total</b>	8	0	4	0	0	0	0	0	0	8

Number of ELLs in a TBE program who are in alternate placement: 4

**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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

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	3	2	1	0	0	0	0	0	0	0	0	0	0	6
Chinese	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## 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
Polish	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>8</b>									

## 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.

Paste response to questions 1-4 here

1. Our ELLs are serviced through a combination of Pull Out and Push In services for a total number of 8 units of service per week. Please see the LAP Narrative contained in Appendix 2 for sample student schedules in the Beginner, Intermediate, and Advanced levels.

a) Our students are serviced through a combination of Pull Out and Push In services. The ESL teacher collaborates with the classroom teacher in order to plan and implement instruction during scheduled Push In periods. For Pull Out services, students are grouped heterogeneously within a three grade span. All students receive the full amount of their NYS CR part 154 mandated number of units of service of support.

In order to move our current ELLs into a Push In model for the 2011-2012 school year, administration plans to structure next year's class lists so that all of the ELLs on a grade will be placed in the same classroom, to the fullest extent possible. In this way, the ESL teacher may service the majority of students through a Push In model.

b) Students are grouped heterogeneously within a three grade span for Pull Out services. For Push In services, students of mixed proficiency levels are serviced by grade.

2) Students are grouped heterogeneously within a three grade span for ESL pull out classes. The remaining minutes for students who are mandated to receive 360 minutes of services per week are met through Push In services.

a) Explicit ESL instructional minutes are delivered through a combination of push in and pull out services to ensure that the specific

mandate for each student is met. ALL ELA work done at PS 65 is presented in the workshop model using a comprehensive literacy approach for instruction. This will comprise the explicit ELA instruction for ELLs. Materials and resources such as books in the students' native languages are utilized in the ESL classroom to provide mandated native language support. Additionally, Alternate Placement Paras travel with their ELL students to Pull Out ESL sessions.

3. The ESL teacher is state certified in ESL instruction by New York State. In addition, she is licensed in Early Childhood by New York State. The current instructional program includes the use of sheltered instruction in the content areas, TPR, hands-on activities, manipulatives, pictures, music and movement, frequent access to ESL software such as Kidspiration and various online educational websites, and employs a broad range of literacy strategies to support the ELL students. In addition, resources that align with Foundations and Harcourt Math are utilized to reinforce what the children are learning in class.

Classroom teachers collaborate with the ESL teacher to ensure that content is made comprehensible to ELLs through appropriate application of ESL language learning methods and strategies, such as those described above. The ESL program includes a Push In component that has been implemented to ensure that students receive the necessary support during content area instruction.

4. Instruction is differentiated based on the individual child's English language proficiency in each of the four modalities, as well as what is developmentally appropriate for the child's age and grade level. The coach and AIS teacher offer assistance in differentiating instruction to meet the needs of a multi-age class with mixed proficiency levels.

a) We are currently not servicing any SIFE students. In the event that we need to provide service to a SIFE student, the student will be assessed and provided with the required ESL instruction in addition to any other intervention services found necessary. Additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program (Sunday, Raz Kids, Aha! Math, and/or Earobics), inclusion in the Extended Day program, parent support workshops or other available support services.

b) Newcomers receive targeted instruction in the four modalities through Push In and Pull Out services. We do not currently have any ELLs in testing grades. However, in the event that the school enrolls any Newcomers in the testing grades, the students would receive support through participation in the extended day program or other intervention services that are available at the school. Parent meetings will also be conducted to ensure that parents are aware of the testing requirements. Newcomers in testing grades would also receive the testing accommodations mandated for ELLs. Since NCLB now requires ELA testing for ELLs after one year, additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program (Sunday, Raz Kids, Aha! Math, and/or Earobics), inclusion in the extended day program, parent support workshops or other available support services.

c) PS 65 does not currently have any ELLs who have been receiving services for 4 to 6 years. However, in the event that the school admits any students who have been receiving services for 4 to 6 years, an examination of the students' results in the four modalities as assessed by the NYSESLAT to determine the area(s) of least proficiency. Targeted instruction in the language area(s) would be delivered. Classroom teachers and the ESL teacher would work in collaboration with the coach and AIS teacher to improve ELL progress in the area(s) of least proficiency by developing individual goals for each student based on an analysis of performance on the NYSESLAT as well as classroom performance. Both the ESL teacher and classroom teacher would provide differentiated instruction designed to enable each student to achieve individual goals. Additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program (Sunday, Raz Kids, Aha! Math, or and/or Earobics), inclusion in the extended day program, parent support workshops or other available support services.

d) PS 65 does not currently have any Long Term ELL students. In the event that we need to provide service to a LTE student, the student would be provided with the required ESL instruction in addition to any other intervention services found necessary. Additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program (Sunday, Raz Kids, Aha! Math, or and/or Earobics), inclusion in the extended day program, parent support workshops or other available support services.

e) ELLs who have been identified as having special needs have been placed in accordance with his/her IEP, which indicates specific ESL instruction in addition to any special education services needed. ESL instruction is differentiated in order to meet the needs of individual students and support academic achievement. Paraprofessionals assigned to Special Education ELLs accompany their students during pull out ESL services. Additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program (Sunday, Raz Kids, Aha! Math, or and/or Earobics), inclusion in the extended day program, parent support workshops or other available support services.

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

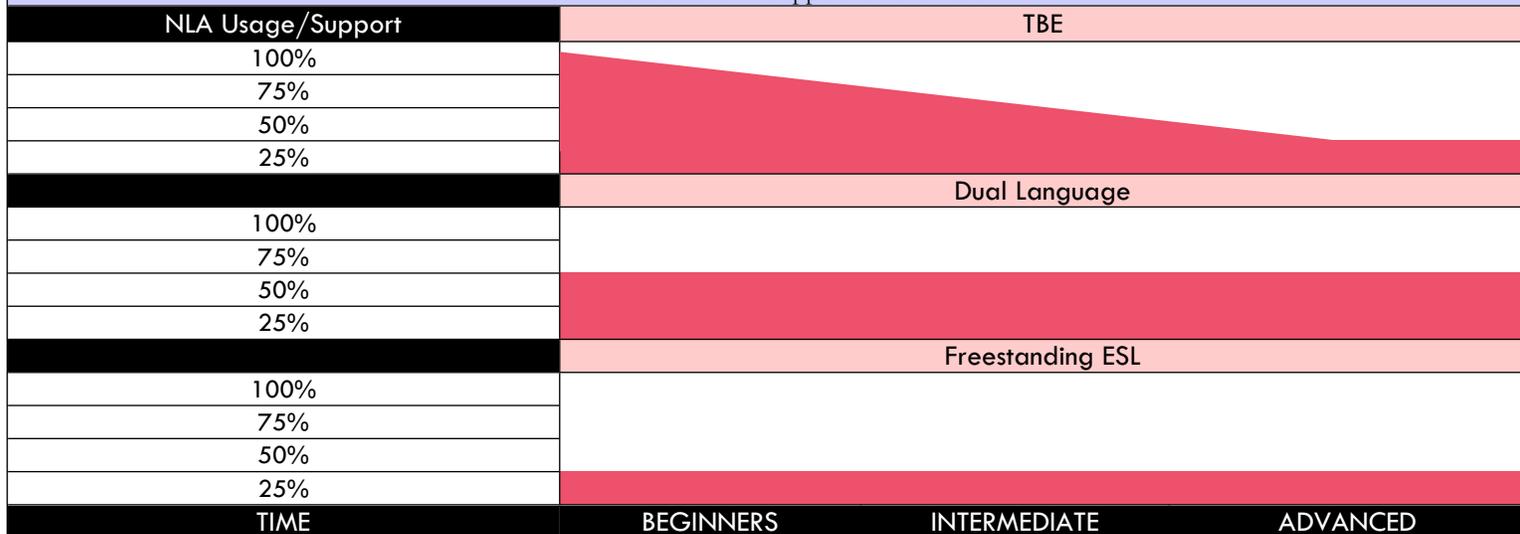
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.  
Please note that NLA support is never zero.



## B. Programming and Scheduling Information--Continued

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?

Paste response to questions 5-14 here

5. The AIS teacher and coach provide targeted intervention services in English through the AIS program. AIS programs include Sonday and interactive software that provides differentiated instruction in early literacy and numeracy skills. Such software programs utilized in the AIS program include Raz Kids, Aha! Math and Earobics. Additional intervention services available include one-to-one tutoring through the Reading Volunteer Program and inclusion in the Extended Day program. Parent support workshops are also offered periodically. All ELLs in need of intervention may participate in any or all of these available services. Newcomers, SIFE students, LTEs, and ELLs with special needs will be recommended based upon individual needs.
6. Teachers of ELLs who have reached proficiency on the NYSESLAT continue to employ ESL strategies in the classroom. In addition, these students are entitled to the mandated two year extension of testing modifications.
7. PS 65 has restructured its Extended Day program so that it now occurs before regular school hours. In addition, PS 65 is piloting a math tracking program on Grade 1 this school year.
8. PS 65 continues to provide the same programs and services for ELLs that have been in place from previous years.
9. All ELLs and former ELLs may participate in all school programs, including Extended Day, Reading Volunteer Program, and AIS programs. All school bulletins, notices and permission forms, including those that pertain to school programs, are distributed in English as well as the native languages of our ELL families. Additionally, such information is posted in the native languages of our families on the school website. These measures ensure that equal access to all school programs is afforded to our ELLs and that their full participation in such school programs is encouraged and supported by all school staff.
10. The current instructional program includes the use of sheltered instruction in the content areas, TPR, hands-on activities, manipulatives, pictures, music and movement and employs a broad range of literacy strategies to support the ELL student. In addition, resources that align with Foundations and Harcourt Math are utilized to reinforce what the children are learning in class. Sonday materials and interactive software such as Earobics, Raz Kids, and Aha! Math are utilized to support the academic progress and achievement of ELLs. ELLs also use Kidspiration, a literacy and numeracy software designed for English Language Learners.
11. Materials in the students' native languages are utilized in the ESL classroom to provide the mandated native language support.
12. Yes. Required services support and resources correspond to ELLs' age and grade levels. Teachers who provide academic intervention services to ELLs consult the ESL teacher to ensure that all services and resources are appropriate for each student's individual age, grade levels, and language learning needs. When appropriate, instruction is differentiated and resources are modified to meet the needs of the learners.
13. In the event that the school is aware of an incoming ELL student prior to the beginning of the school year, opportunities such as inclusion in parent workshops, school tour, program review, and access to supplemental materials appropriate for the child are made available. Oral and written communication will be provided in the parent's language of choice.

14. All PS 65 students, including ELLs, participate in a weekly Spanish class.

### 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)?

Paste response to questions 1-5 here

N/A: PS 65 does not offer a Dual Language Program.

### 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.

Paste response to questions 1-3 here

1. PS 65 provides Professional Development and support for all school staff. The ESL teacher will develop a personal professional development plan for the 2010-2011 school year which will be supported by the administration. In addition, professional development for all personnel working with ELLs (including ESL teacher, common branches teachers, special education teachers, subject area teachers, paraprofessionals, guidance counselor, psychologist, occupational/physical therapists, speech therapists, secretaries, parent coordinator, and administrators) will take place during available time throughout the year including designated professional development days, monthly faculty and grade conferences, preparation periods, and after school workshops.

Below is a tentative calendar of in-house Professional Development scheduled for the 2010-2011 school year. PD workshops will be implemented by the ESL teacher. Common branches teachers, special education teachers, subject area teachers, paraprofessionals, guidance counselor, psychologist, occupational/physical therapists, speech therapists, secretaries, parent coordinator, and administrators will be encouraged to attend.

- November - December: Incorporating ESL strategies into Instruction in the Classroom

-March - April: Strategies for preparing ELLs for the NYSESLAT (Parents of ELLs will also be encouraged to attend this session)

-June: Strategies for assisting ELLs in maintaining progress throughout the summer break (Parents of ELLs will also be encouraged to attend this session)

2. As of 2010 -2011, PS 65 houses Pre K through Grade 3. A Grade 5 class will be added for the 2012-2013 school year. In the event that PS 65 has any ELLs in Grade 5 in the 2012-2013 school year, staff members may participate in professional development sessions held either at school or presented by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC that focus on assisting ELLs as they transition from elementary school to middle school. Support that will be provided as we transition our ELLs to middle school will include meetings with the ELL staff members at the various middle schools to which we will send our students. These meetings will involve in-depth discussions of how we provide instruction to our ESL students as well as an intensive look at their data. These meetings will involve the administration, ESL staff at our school and the ESL staff at the middle school level.

3. As per Jose P., all staff will receive at minimum 7.5 hours of ELL training through participation in Professional Development sessions with issues related to ELLs, either in-house or provided by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC.

### 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?

Paste response to questions 1-4 here

1. In December 2010, PS 65 welcomed Ms. Norma Santaliz as our new Parent Coordinator. Ms. Santaliz is a fluent speaker of Spanish and is always available to provide translation and interpretation services when necessary. Additionally, Ms. Santaliz works closely with the ESL teacher to reach out to our ELL families and encourage parental involvement. PS 65 distributes all school bulletins, notices, and permission forms in both English and the native languages of our families. Additionally, information on the school website is posted in the native languages of our families. Staff fluent in the native languages other than Spanish of our families are available to interpret when necessary. These measures ensure that the parents of ELLs will be kept abreast of all activities in which parental involvement is encouraged. Such activities include, but are not limited to: attendance at parent-teacher conferences, participation in the PTA, class parent roles and responsibilities, and attendance at monthly school assemblies and other in-house activities (ex: classroom publishing parties). The ESL teacher also conducts workshops for parents on topics such as the NYSESLAT and strategies for supporting the academic success of the ELL child at home. In addition, plans are currently in progress to implement an adult ESL class for parents at the school.

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teacher maintains a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teacher is responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teacher aims to submit the Translation Request Forms and the file(s) to be translated to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov) as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teacher aims to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

The Parent Coordinator translates written school bulletins, notices and forms into Spanish. English/Spanish bulletins, notices and forms are routinely distributed. In addition, the Parent Coordinator updates the school website with important information in Spanish. A paraprofessional fluent in Chinese translates written school bulletins, notices, and forms into Chinese for our two families that speak Chinese. Parent volunteers who can translate written school information into Arabic and Sinhalese are actively being sought.

The Parent Coordinator provides oral interpretation services in Spanish. A paraprofessional provides oral interpretation services in Chinese. Parent volunteers who are fluent in Arabic and Sinhalese and willing to provide oral interpretation services during Parent Teacher conferences and other school events are actively being sought. In the event that a staff member or parent volunteer is not available to translate, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov) .

2. The school partners with the Staten Island Mental Health Society and the College of Staten Island to provide services to all parents, including ELL parents.

3. Parent needs are evaluated through utilizing the Learning Environment Surveys, which are offered in English as well as the home language. In addition, the ESL teacher evaluates the needs and interests of ELL parents through the use of surveys to obtain feedback from

the parents on the resources and services offered. For example, a survey is being utilized to determine the level of interest that our ELL parents have in participating in the proposed adult ESL class to be held at the school.

4. Based on the needs of the parents as indicated in the Learning Environment Survey and surveys distributed by the ESL teacher, parental involvement activities are created to educate and encourage parents in supporting their child's education at home.

## 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	1	0	0	0	0	0	0	0	0	0	0	0	3
Intermediate(I)	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Advanced (A)	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Total	5	2	1	0	0	0	0	0	0	0	0	0	0	8

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

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and	0	0	0	0

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

### 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Classroom teachers utilize DRA 2, running records, conference notes and informal observations to assess the early literacy skills of ELLs. The current reading level as indicated by DRA 2 assessment for each ELL student is as follows:

Kindergarten: 5 students total  
 AA: 1 Kindergarten student  
 A: 1 Kindergarten student  
 B: 1 Kindergarten student\*  
 C: 1 Kindergarten student\*

As of January 2011, the DRA 2 Reading Level data shows that only three out of eight ELLs are currently reading at or above grade level. The implication for this year's LAP is to utilize data from the DRA 2 assessments in order to focus instruction in the ESL program and in classrooms with ELLs towards raising performance levels in reading to grade level or above for all ELLs.

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2. The LAB R results show that the three incoming Kindergarten students are at the Beginner/Intermediate level in Speaking/Listening and Reading/Writing. Two of our current Kindergarteners are hold overs from the 2009-2010 school year. One student returned to his native country early in 2010 and therefore did not take the 2010 NYSESLAT. His 2009 LAB R score is the only exam result that we have for this child, which shows that the child is at the Advanced level. The other Kindergarten student that has been held over scored Beginner/Intermediate on the 2010 NYSESLAT. One first grade ELL scored Advanced in Speaking/Listening and Intermediate in Reading/Writing on the 2010 NYSESLAT, and therefore received a decision of Intermediate. Another 1<sup>st</sup> grade ELL entered the ESL program this year at the Beginner/Intermediate level in both Speaking/Listening and Reading/Writing. Our 2nd grade ELL scored Proficient in Speaking/Listening and Intermediate in Reading/Writing on the 2010 NYSESLAT, and therefore received a decision of Intermediate.

This data reveals highly diverse language needs of our current ELLs. Instruction is differentiated based upon each student's individual needs.

3. 2010 NYSESLAT data indicates that the language needs of our current ELLs varies greatly across proficiencies and grades. Therefore, a combination Push In/Pull Out model of ESL instruction has been implemented in order to support the language acquisition and academic success of each child. Students receive one-to-one support in the classroom from the state certified ESL teacher during Push In periods. The ESL teacher collaborates with the classroom teachers in order to develop instruction that parallels the classroom instruction and is differentiated to best support the language and academic learning needs of each child during Pull-Out services. Individual ESL goals in Reading/Writing and Speaking/Listening are set and continually revised by the ESL teacher as each child progresses.

4. a. LAB R results show that the three incoming Kindergarten students are at the Beginner/Intermediate level in Speaking/Listening and Reading/Writing. Two of our current Kindergarteners are hold overs from the 2009-2010 school year. One student returned to his native country early in 2010 and therefore did not take the 2010 NYSESLAT. His 2009 LAB R score is the only exam result that we have for this child, which shows that the child is at the Advanced level. The other Kindergarten student that has been held over scored Beginner/Intermediate on the 2010 NYSESLAT. One 1st grade ELL scored Advanced in Speaking/Listening and Intermediate in Reading/Writing on the 2010 NYSESLAT, and therefore received a decision of Intermediate. Another 1st grade ELL entered the ESL program this year at the Beginner/Intermediate level in both Speaking/Listening and Reading/Writing. Our 2nd grade ELL scored Proficient in Speaking/Listening and Intermediate in Reading/Writing on the 2010 NYSESLAT, and therefore received a decision of Intermediate.

The ESL teacher, classroom teachers, AIS instructors, and coach have analyzed the student results and identified patterns across proficiencies and grades as indicated by the Spring 2010 NYSESLAT and Fall 2010 LAB R. This data reveals highly diverse language needs of our current ELLs. Instruction is differentiated and resources and materials are modified based upon each student's individual academic and linguistic needs. Since PS 65 currently offers only an ESL program, there is no basis for comparison of NYSESLAT results to other ELL programs. Additionally, none of the ELLs are in the testing grades, and therefore we do not have any data on native language exams.

b; c. Since we only have seven ELLs in grades K-2 combined, we do not administer the ELL Periodic Assessments.

5. N/A PS 65 does not have a DL program.

6. The success of the ESL program is evaluated based upon student performance on the NYSESLAT, as well as progress documented through DRA 2, conference notes, running records, and informal observations by the ESL teacher and classroom teachers.

### **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.

## Additional Information

Large empty rectangular area for providing additional information.

## 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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

### **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**

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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.

At registration, all parents are administered the Home Language Identification Survey. The parent may select to complete the form in either English or the native language. The ESL teacher and Parent Coordinator, who is fluent in Spanish, are present to explain the purpose of the HLIS to the parent. If necessary, school staff fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized.

In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. The ESL teacher uses data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL teacher then updates the record of parent language preferences, which is maintained and continually updated by the ESL teacher throughout the school year. Primary language information is shared with the administration and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL teacher and Parent Coordinator work together to provide translated school notices and forms, as well as arranging for any interpretation services that may be required at face-to-face meetings such as Parent Teacher Conferences and IEP meetings. Learning Environment surveys in various languages other than English are made available to parents and guardians. In addition, the ESL Teacher evaluates the needs and interests of ELL families through the use of surveys to obtain feedback from the parents on resources and services offered. For example, a survey is being utilized to determine the level of interest that our ELL parents have in participating in a proposed adult ESL class to be held at the school.

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

We currently have eight ELLs and need to provide translation and interpretation in Spanish, Chinese, Sinhalese and Arabic. The parents of our ELL who speaks Polish have indicated in Section 3 of the HLIS that they prefer to communicate in English with school staff. The ESL teacher maintains a record of which parents have selected to communicate in another language. This information is shared with the administration and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to

communicate in another language are notified. The ESL teacher and Parent Coordinator work together to provide translated school notices and forms, as well as arranging for any interpretation services that may be required at face-to-face meetings such as Parent Teacher Conferences and IEP meetings.

## **Part B: Strategies and Activities**

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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.

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teacher maintains a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teacher is responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teacher aims to submit the Translation Request Forms and the file(s) to be translated to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov) as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teacher aims to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

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

The Parent Coordinator provides oral interpretation services in Spanish. A paraprofessional provides oral interpretation services in Chinese. Parent volunteers who are fluent in Arabic and Sinhalese and willing to provide oral interpretation services during Parent Teacher conferences and other school events are actively being sought. In the event that a staff member or parent volunteer is not available to translate, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov) .

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, each parent/guardian who is in need of language assistance will receive a copy of the DOE's Bill of Parent's Rights and Responsibilities in the primary language, including information regarding the parental right to translation and interpretation services. Signs indicating the availability of translation and interpretation services will be prominently displayed in the Main Office. In addition, the school's safety plan will include procedures for ensuring that parents will not be prevented from communicating with school staff solely due to a language barrier.