



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** ACADEMY OF INNOVATIVE LEARNING – P. S. 65

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 31R065

**PRINCIPAL:** SOPHIE SCAMARDELLA      **EMAIL:** SSCAMAR@SCHOOLS.NYC.GOV.

**SUPERINTENDENT:** EMIINIA CLAUDIO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Sophie Scamardella	*Principal or Designee	Signature on File
Jessica Sanfilippo	*UFT Chapter Leader or Designee	Signature on File
Ed Wu	*PA/PTA President or Designated Co-President	Signature on File
	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	
Liz Rodriguez	Member/Counselor	Signature on File
Mercedes Gillio	Member/Parent	Signature on File
Victoria Anderson	Member/Parent	Signature on File
Danielle Anzalone	Member/Teacher	Signature on File
Patrizia Vartanian	Member/Parent	Signature on File
	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- *To provide evidence-based, applicable feedback to teachers resulting from frequent classroom observations.*
- *To improve teacher effectiveness through feedback on classroom observations.*

### **Comprehensive needs assessment**

- *By June 2012, 100% of the teaching staff will have been observed through frequent cycles of classroom observation using components of the Danielson Framework for Teaching.*
- *By June 2012, 100% of the staff will have received evidence-based feedback to increase the rigor and effectiveness of their instruction.*

### **Instructional strategies/activities**

- *Teachers will self-assess based on components 1e, 2b, 2d, 3b, 3c and 3d of Danielson's Framework for Teaching rubric.*
- *Principal will set up and follow a schedule for teacher observation and feedback using the research-based Danielson rubric.*
- *Individual professional development plans for each teacher with steps for movement to the next level.*
- *Teacher self-assessments on selected components of the Danielson Framework for Teaching.*

### **Strategies to increase parental involvement**

Parents will be invited to the classrooms to observe lessons in literacy, math, science, social studies and the arts.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Professional development is ongoing and teachers are released to observe others in Best Practices.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

### **Budget and resources alignment**

Tax levy – FSF – Title 1 ARRA SWP – classroom teachers - Coach.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

<p><b>Annual Goal #2</b></p> <p><i>To strengthen the ELA and Mathematics curriculum in order to prepare all of our students for the rigorous performance expectations as outlined in the CCS.</i></p>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"><li>• <i>80% of all students in Grades K-4 will demonstrate Level 3 or higher on the Spring 2012 ELA tasks as measured by teacher-created rubrics aligned to the CCS and the DOK levels.</i></li><li>• <i>80% of all students in Grades K-4 will demonstrate Level 3 or higher on the Spring 2012 Math tasks as measured by teacher-created rubrics aligned to the CCS and the DOK levels.</i></li></ul>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>• <i>By June 2012, 100% of students in Grades K-4 will complete an ELA task that requires them to read and analyze informational texts and write opinions and arguments.</i></li><li>• <i>By June 2012, 75% of all students in Grades K-4 will demonstrate Level 3 or higher on the Spring 2012 ELA task as measured by a DOK aligned, teacher-created rubric.</i></li><li>• <i>By June 2012, 100% of students in grades K-4 will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.</i></li><li>• <i>By June 2012, 75% of all students in Grades K-4 will demonstrate a Level 3 or higher on the Spring 2012 Math task as evidenced by DOK aligned, teacher-created rubric.</i></li></ul>
<p><b>Strategies to increase parental involvement</b></p> <p>Workshops will be provided to parents on the new Common Core Standards as well as the new standardized ELA and Math.</p>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>• <i>100% of teachers will engage in professional development around the CCS and DOK-aligned ELA tasks.</i></li><li>• <i>100% of teachers will create rubrics aligned to the CCS and the DOK levels.</i></li><li>• <i>100% of teachers will engage in professional development activities around the CCS and DOK-aligned mathematics tasks.</i></li><li>• <i>100% of teachers will create rubrics aligned to the CCS and the DOK levels.</i></li></ul>
<p><b>Service and program coordination</b></p> <p>Staten Island Mental Health Reading Volunteer Program</p>
<p><b>Budget and resources alignment</b></p> <p>Title 1/ARRA - FSF</p>

**ANNUAL GOAL #3 AND ACTION PLAN**

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

**Annual Goal #3**

- *To strengthen the home/school communication systems so that parents/guardians are supplied with information pertaining to the school's goals and their child's learning.*
- *To increase parent engagement so that parents/guardians are actively engaged in a partnership with the school to increase student achievement.*

**Comprehensive needs assessment**

- *Monthly, all parents/guardians will receive information on what their child is learning and how they may assist their child at home.*
- *Parent Workshops will be offered at various times and interpretation services will be made available.*

**Instructional strategies/activities**

- *100% of parents will receive information on what their child is learning and how they may assist their child through: School website, Progress Reports and communication with the staff.*
- *100% of parents will complete a "Needs Analysis Survey" in order to determine what types of workshops they need and how we may assist them in their child's progress.*
- *Results on the NYC LES will increase from 65% "Strongly Agree" to 80% "Strongly Agree" in terms of clearly communicating expectations to the parents.*
- *Results on the NYC LES will increase from "62% "Strongly Agree" to 80% "Strongly Agree" in "providing workshops for parents that are available at different times of the day".*

**Strategies to increase parental involvement**

*At various times during the year, parent workshops will be offered and interpretation will be made available.*

**Strategies for attracting Highly Qualified Teachers (HQT)**

Professional Development for teachers on developing student goals on differentiating them to meet the needs of all students.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

**Budget and resources alignment**

Tax Levy Parent Coordinator – Title 1 for parents money

### ANNUAL GOAL #4 AND ACTION PLAN

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

#### Annual Goal #4

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 subgroups

#### Comprehensive needs assessment

- 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 Reading, Writing and Math.
- 80% of students in Grades K-4, including special needs and ESL students, will move 3 DRA-2 levels by June 2012.
- 80% of students in Grades K-4, including special needs and ESL students, will be able to accurately solve complex mathematical Extended Response problems and explain their processes in writing.
- 90% of students in Grade 4 will score Level 3 or higher on the standardized ELA test (increase from 84%)
- 80% of all students in Grade 4 will score Level 3 or higher on the standardized Math test (increase from 72%)

#### Instructional strategies/activities

- Develop learning goals based on student performance data and grade level standards to improve student performance in reading, writing and math
- Schedule weekly grade/staff meetings designed to study grade level performance standards in reading, writing and math and identify benchmark expectations for student performance
- Establish criteria to use in November, February and May for evaluating the school's performance in supporting student progress in reading, writing and math
- Schedules/agendas/minutes of all data/differentiation meetings to understand the needs and outcomes of all students
- Schedules/agendas/minutes from meetings designed to study grade level performance standards in reading, writing and math and identify benchmark expectations for student performance
- Data obtained from periodic assessments to track student performance in reading (*DRA-2*) writing (rubrics based on NYS performance standards) and math (Harcourt pre- and post-assessments)
- Ongoing student assessment artifacts, such as conference notes, student work samples
- 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
- Evidence of differentiation of instruction in classrooms during formal and informal observations
- 100% of teachers will demonstrate differentiated instruction strategies in observed lessons and walkthroughs

#### Strategies to increase parental involvement

Parent Workshops on understanding the Rubrics so that they can assist their children at home.

#### Strategies for attracting Highly Qualified Teachers (HQT)

100% of the teachers will participate in Professional Development around differentiating instruction.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

**Budget and resources alignment**

Tax Levy, FSF Title 1 ARRA, SWP – all classroom teachers – ELA/Math Coach

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	<b>13</b>	<b>11</b>	<b>N/A</b>	<b>N/A</b>	<b>5</b>	-	-	-
<b>1</b>	<b>10</b>	<b>9</b>	<b>N/A</b>	<b>N/A</b>	<b>4</b>	-	-	-
<b>2</b>	<b>10</b>	<b>5</b>	<b>N/A</b>	<b>N/A</b>	<b>2</b>	-	-	-
<b>3</b>	<b>18</b>	<b>9</b>	<b>N/A</b>	<b>N/A</b>	<b>5</b>	-	-	-
<b>4</b>	<b>7</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>2</b>	-	-	-
<b>5</b>								
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<b>11</b>								
<b>12</b>								

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b><u>RAZ-KIDS</u></b>- computer-based program that works on reading skills in fluency and comprehension using online leveled book library: one-to-one.</p> <p><b><u>Sonday System Program</u></b> – 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.</p> <p><b><u>Great Leaps</u></b> - research-based program which works on phonics and reading fluency to improve student’s individual reading level: one-to-one.</p> <p><b><u>Spector Phonics</u></b> - a multi-sensory language program – reading, writing, spelling and comprehension.</p> <p><b><u>DIBELS NEXT</u></b> - focuses on nonsense word fluency, oral reading fluency, phoneme segmentation and progress monitoring.</p> <p><b><u>Wilson Reading Program</u></b> - is a research-based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. It teaches students fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, it also includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension.</p> <p>All these interventions are provided during the school day and/or extended day am.</p>
Mathematics	<p><b><u>Math Options</u></b> 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.</p> <p><b><u>Great Leaps – Math</u></b> – focuses on building fluency in the basic facts, including addition, subtraction, multiplication, and division. It features concrete lessons (using manipulative objects) and representational lessons (using student drawings) to help the student understand math operations. Once student demonstrates understanding through the concrete and representational lessons, fluency-building lessons begin through one minute timings of oral and written student responses to math facts.</p> <p><b><u>Moving with Math</u></b> – is a scientific approach where students gain a solid understanding of underlying math concepts through hands-on learning activities. These activities provide a</p>

	<p>firm, memorable foundation for more abstract, symbolic operations - uses manipulatives to introduce every objective.</p> <p>All interventions are provided during the school day and are in a small group and/or one-to-one basis.</p>
<b>Science</b>	<b>None</b>
<b>Social Studies</b>	<b>None</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>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 collaborates with the teachers to support all of the students emotionally as well as academically. Classroom guidance lessons are also provided in connection with teachers’ recommendations or needs of students.</p> <p>This intervention is provided during the school day.</p>
<b>At-risk Services provided by the School Psychologist</b>	<b>None</b>
<b>At-risk Services provided by the Social Worker</b>	<b>None</b>
<b>At-risk Health-related Services</b>	<b>None</b>

## **PS 65 Parent Involvement Policy 2011/2012**

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 and the whole P. S. 65 school community 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, Pre-K Social Worker and 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 helpers 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-4) 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. Notices are also sent home on paper and electronically in their native language.

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*, e-blast emails and ps65.org website.

6. P.S. 65 will, with the assistance of the DOE, parents, and Student Council, 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 conferences will inform parents of grade curriculum and expectations. Monthly *Dolphins Splash Newspaper* and daily eblast emails 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, Pre-K Social Worker and Parent Coordinator, 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*, eblast emails are distributed to the entire community and translated in their native languages.

#### 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 November 30, 2011 and will be in effect for the period of Sept 2011-June 2012. The school will distribute this policy to all parents of participating Title I Part A children on or before December 7, 2011.**

Principal's Signature Sophie Scamardella electronically signed

**School Parent Compact  
2011/2012**

**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 4 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-4 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, or by contacting the School Counselor, Liz Rodriguez and/or Parent Coordinator.*

- ⇒ 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 Literacy, Math and Science as well as P.E. 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  
2011-12**

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

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Chris Groll/ Neal Ompromalla</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>065</b>
School Name <b>The Academy of Innovative Learning</b>			

### B. Language Allocation Policy Team Composition [i](#)

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>
ESL Teacher <b>Mariel Covino</b>	Guidance Counselor <b>Liz 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>Lori Anderson, AIS</b>	Other <b>Diane Lopez, Spanish Teacher</b>
Network Leader <b>Neal Ompromalla</b>	Other <b>Kelly Newman, SE Teacher</b>

### C. Teacher Qualifications [i](#)

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 education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>329</b>	Total Number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>3.04%</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. 

1. At registration, parents are administered the HLIS in the parent's language of choice. The Home Language Identification Survey (HLIS) is completed only once by the student's parent/guardian when the student is first enrolled in the New York City public school system. On the HLIS form, parent(s)/guardian(s) answer questions about which language(s) the student speaks, reads, writes and understands in order to determine a child's LAB R eligibility. The HLIS form in English and additional languages can be downloaded from the NYC DOE website: <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm>. The ESL teacher also maintains a binder of the HLIS in English and all other available translated versions. These resources are utilized whenever a child is first enrolled in the NYC public school system.

The ESL teacher and other school staff are present to explain the HLIS to the parent. At registration, if a child is being admitted to the NYC school system for the first time, the ESL Teacher explains the purpose of the HLIS to the parent(s)/guardian(s). Staff who are fluent in the native language of the family are also present to explain the purpose of the HLIS. If there is no staff member present that speaks the native language of the family, the NYC DOE Over-The-Phone Translation and Interpretation Unit is contacted. Additionally, an oral interview of the parent(s)/guardian(s) and child is conducted either in English (by the ESL Teacher) and/or the native language of the family (by staff fluent in the native language or through the use of the NYC DOE Over-The-Phone Translation and Interpretation Unit) in order to determine the dominant language(s) that the child speaks, reads, writes, and understands. The parent(s)/guardian(s) are provided the option to complete the HLIS and interview in English and/or the native language. The school must have the parent/guardian complete the HLIS and interview in the language of choice as selected by the parent.

Once the HLIS is completed and the interviews have been conducted, the ESL Teacher reviews the HLIS and records the appropriate OTELE code on the HLIS document and signs and dates the HLIS. In addition to what has been revealed about the child's home language(s) through the informal oral interview with the parent/guardian and child in English and/or the native language, if the parent/guardian has checked "Other" for at least one box in the first section (questions 1-4) AND at least two boxes in the second section (questions 5-8), then the student is considered to have a home language other than English and must legally be tested with the Language Assessment Battery Revised (LAB-R). The original HLIS is filed in the child's cumulative record folder. If the child is eligible for LAB R testing, the ESL Teacher includes a copy of the child's HLIS in the ESL Compliance Binder.

If it is determined that a child is eligible to be administered the LAB R based upon the responses on the HLIS and the informal interviews with the parent/guardian and child in English and the native language, the child is administered the LAB R within the first ten days of enrollment. The ESL Teacher administers the LAB R individually. Once the test has been administered, the ESL Teacher totals the number of correct answers utilizing the standard scoring mask obtained from the Testing Office located at the Integrated Service Center. The child's score is compared to the cut score range for the student's grade according to the cut score chart found in the current school year's NYC DOE LAB R Assessment Memo. The cut score chart is utilized to determine if the child has scored at the beginning/intermediate, advanced or proficient level. If the student's score falls within the beginning/intermediate or advanced range, the child is eligible to receive ELL services (ESL, TBE or DL).

If a child scores at the beginning/intermediate or advanced level and the child's home language is Spanish, the child is administered the Spanish LAB R to determine the student's proficiency in Spanish. This exam is also administered within the first ten days of enrollment.

Copies of all English and Spanish LAB R answer documents are maintained in the ESL Compliance binder. All English and Spanish LAB R answer documents are delivered to the ISC by the date and time on which they are due according to the current DOE testing calendar.

On the first day of the school year each September, the ESL teacher obtains the RNMR and RLAT reports from ATS to evaluate the progress of ELLs that had taken the NYSESLAT in May of the previous school year. Overall NYSESLAT proficiency results are examined and a modality analysis is conducted in order to identify the language areas in need of improvement. Based on this information, a **This school serves the following grades (includes ELLs and EPs)**  1  2  3  4  5  6  7  8  9  10  11  12  Check all that apply. Students are in compliance with the NYS CR Part 150 mandated number of units of support. Service In/Pull Out model of ESL. Current ELLs are newly enrolled in the NYC school system, identified as an ELL through the process described above, serviced in an ELL program, and have already been administered the LAB R (as a new admit) and the NYSESLAT (during the first spring after initial enrollment and placement in an ELL program). During September and October, depending upon when the NYSESLAT scores have been posted on ATS, the ESL Teacher obtains ATS reports that provide information on each student's eligibility and exam history. The RLER report is utilized to determine which students are eligible to take the LAB R. The RLAT report provides a NYSESLAT exam history of all ELLs administered the NYSESLAT the previous spring. The RNMR report provides a NYSESLAT combined modality analysis, which is utilized to evaluate the progress made in the four modalities and areas of greatest/least English proficiency for scheduling and instructional purposes. The REXH report provides an exam history of all students in the school, including the NYSESLAT scores of students who have tested at the beginning, intermediate, advanced, or proficient level as determined by the NYSESLAT score achieved by the student during the previous spring. Students whose most recent LAB R or NYSESLAT score is at the beginning (B), intermediate (I), or advanced (A) level are eligible for continued ELL services and are eligible to be administered the upcoming NYSESLAT. Students whose most recent NYSESLAT score is proficient (P) are no longer eligible to receive ELL services and are no longer mandated to be administered the NYSESLAT. The NYC DOE-issued scale score conversion charts are utilized to confirm the final decision about a student's proficiency level.

The ATS reports described above are utilized to ensure that all ELLs eligible to receive ELL services are provided continued ELL services and are administered the upcoming NYSESLAT.

The ESL Teacher creates a roster of all current ELLs (as determined by the NYSESLAT) and newly enrolled ELLs (as determined by the LAB R), which is organized by grade and class and includes information on each child's proficiency level. This information is shared with school staff, including the administration, Pupil Accounting Secretary, Testing Coordinator and classroom teachers.

The ESL teacher obtains a current DOE Testing Calendar once it is posted online. The ESL teacher drafts a NYSESLAT 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 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 for Newly Enrolled ELLs. All information shared (oral and written) is made available in the parents' languages of choice, either with the assistance of staff members fluent in the parent's language of choice or through the use of the DOE Over-the-Phone Interpretation Service. This cycle is ongoing throughout the school year as new students who are eligible for English Language Learner services are admitted.

The ESL teacher, Parent Coordinator, and staff fluent in the parents' languages of choice conduct the Parent Orientation. Parents are provided an agenda for the orientation in their language of choice. Parents are informed that at the conclusion of the orientation they

must select one of three ELL programs offered, as the school is mandated to provide ELL services to the child based upon his or her ELL status as determined by the LAB R. It is also explained that language acquisition 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. Next, parents view the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. Questions and concerns are addressed by the ESL Teacher, Parent Coordinator, and staff fluent in the parents' languages of choice to ensure that all parents understand all three program choices (Transitional Bilingual Education, Dual Language, and ESL). If necessary, the school will utilize the DOE Over-the-Phone Interpretation Service to facilitate this process.

Parents are encouraged to indicate their first, second and third programs of choice, even if the program is not currently offered at PS 65. At the current time, fewer than 15 ELL families across two contiguous grades who speak the same home language have requested TBE or DL as their first program choice on the Parent Survey and Program Selection Form. It is explained to the parents that once sufficient numbers are attained a TBE and/or DL class will be opened. Alternatively, parents are provided a transfer option if their first program choice is not currently offered at PS 65, with the understanding that the parents would be notified if a TBE and/or DL class were to open based upon sufficient requests and that the family would also be provided the option to transfer their child back to PS 65 and into the TBE or DL class should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 65 with the understanding that the child will be placed in ESL services, as opposed to TBE or DL, until such time that sufficient numbers to sustain such a program are attained and a TBE or DL class is opened. At such a time, the parents may accept or decline the option to have their child remain in ESL or enter the TBE or DL program.

Further questions and concerns are addressed by the ESL teacher and Parent Coordinator. 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. Once a parent's questions and concerns have been addressed, the parent completes and signs the Survey and Program Selection Form, indicating their first, second, and third ELL program choices for their child.

Completed and signed Parent Survey and Program Selection Forms are submitted to the ESL Teacher. For each ELL student, the original form is filed in the child's cumulative record folder and a copy is kept on file in the ESL Compliance Binder in the ESL Room. The ESL Teacher also ensures that the original Appendix D of all transfer students is sent to PS 65 from the child's previous school and that it is placed in each child's cumulative record folder at PS 65.

If a parent is unable to attend the scheduled Parent Orientation, the ESL Teacher, Parent Coordinator, or a staff member fluent in the home language of the family contacts the parent by phone and a make-up session is scheduled for the earliest date that is convenient for the parent. If necessary, the DOE Over-the-Phone Interpretation Service will be utilized to facilitate this process. An orientation as described above is conducted at the make up session, including a viewing of the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice and the question/answer/discussion portion of the meeting among the parent, ESL Teacher, Parent Coordinator, and staff fluent in the parent's language of choice to ensure that the parent understands all three program choices and can make an informed decision for their child's placement in an ELL program. Again, the DOE Over-the-Phone Interpretation Service will be utilized if necessary. The parent then completes and signs the Parent Survey and Program Selection Form. The ESL teacher collects the form, files it in the child's cumulative record folder, and maintains a copy of the form in the ESL Compliance Binder in the ESL Room. As of Fall 2011, the ESL Teacher then enters the parent program selection as indicated on each child's completed and signed Appendix D into the ELPC function on ATS.

The ESL Teacher utilizes the DOE's Appendix K in order to maintain a record of each parent's first, second and third ELL program of choice, as indicated on the completed and signed Parent Survey and Program Selection Form. As described above, once the families of 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form, a TBE or DL class will be opened. Beginning in the Fall of 2011, data collected from the Parent Survey and Program Selection Form is entered on the ELPC function on ATS.

3. The ESL teacher prepares and distributes the Entitlement Letters and Parent Survey and Program Selection Forms in each parents' language of choice as indicated on the Parent Information section of the HLIS on the day that it is determined that the child is an ELL based upon his or her score on the LAB R. 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. If the parent cannot attend the orientation and thus the Parent Survey and Program Selection Form is not returned indicating an ELL program choice, the ESL Teacher, Parent Coordinator, or a staff member

fluent in the home language of the family contacts the parent by phone and a make-up orientation session is scheduled for the earliest date that is convenient for the parent. If necessary, the DOE Over-the-Phone Interpretation Service will be utilized to facilitate this process. Since PS 65 does not have sufficient numbers of students to sustain a Transitional Bilingual Education program, students whose parents do not attend the orientation or 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. An orientation (as described above in response to question #2) is conducted at the make up session, including a viewing of the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice and the question/answer/discussion portion of the meeting among the parent, ESL Teacher, Parent Coordinator, and staff fluent in the parent's language of choice to ensure that the parent understands all three program choices and can make an informed decision for their child's placement in an ELL program. The DOE Over-the-Phone Interpretation Service will be utilized if necessary. Again, all oral and written information shared with the parent at the make-up session of the orientation will be transmitted in the parent's language of choice as indicated in the Parent Information section of the HLIS. The parent then completes and signs the Parent Survey and Program Selection Form. The ESL teacher collects the form, files it in the child's cumulative record folder, and maintains a copy of the form in the ESL Compliance Binder in the ESL Room.

4. Once an ELL has been identified based upon his or her score on the LAB R, the parent attends the Parent Orientation and is informed of the three ELL program choices available. Again, all oral and written information shared with the parent at the orientation is transmitted in the parent's language of choice. When a parent selects ESL as their first program choice, the child is serviced through a combination of Push In and Pull Out ESL services.

As stated above (in response to question #2), parents are encouraged to indicate their first, second, and third programs of choice, even if the program is not currently offered at PS 65. At the present time, the families of fewer than 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first ELL program choice on the Parent Survey and Program Selection Form. Once sufficient numbers are attained to sustain a TBE and/or DL class, a TBE and/or DL class will be opened. Parents who indicate that TBE or DL are their first ELL program choice are provided a transfer option if their first program of choice is not currently offered at PS 65, with the understanding that the parents would be notified when a TBE and/or DL class will be opened based upon sufficient requests and that the family would be provided the option to transfer their child back to PS 65 and into the TBE or DL program should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 65 with the understanding that the child will be placed in the ESL program, until such time that sufficient numbers to sustain a TBE or DL program have been attained. At such a time, parents may accept or decline the option to have their child remain in ESL services or enter the TBE or DL program.

5. During the 2009-2010 school year, the trend in ELL program choice that parents requested was TBE. In the 2010-2011 school year, the trend shifted towards ESL. In the 2011-2012 the parent of the sole new ELL student opted for ESL as her first choice. To date, all parents who have selected TBE or DL as their first program choice have declined the transfer option offered by the school and have instead decided to keep their child enrolled at PS 65, with the understanding that the child will be placed in the ESL program until such time that sufficient numbers are attained in order to implement a TBE and/or DL program. Please refer to the chart below for specific numbers.

Program Choices, 2009-2011

	ESL	TBE	DL
2009-2010	1	4	1
2010-2011	4	0	0
2011-2012	1	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 more than half of our parent requests. The ESL Teacher continues to utilize Appendix K in order to maintain a record of each parent's first, second, and third ELL program choice, as indicated on the completed and signed Parent Survey and Program Selection Form, as well as the ELPC function in ATS to maintain a record of each parent's first program choice. Once the families of 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first program choice on the Parent Survey and Program Selection Form, a TBE or

DL class will be opened. Additionally, to build alignment between parent choice and program offerings, administration may budget for a TBE and/or DL program in the future and encourage teachers to obtain bilingual extensions.

## 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●

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	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>	1	2	1	1	0	0	0	0	0	0	0	0	0	5
<b>Total</b>	1	2	1	1	0	0	0	0	0	0	0	0	0	5

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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	
TBE	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	0	7	0	0	0	0	0	0	10
Total	10	0	7	0	0	0	0	0	0	10

Number of ELLs in a TBE program who are in alternate placement: 5

### 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>	<b>0</b>													

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	
	EL	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): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 0

Native American: 0      White (Non-Hispanic/Latino): 0      Other: 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
Spanish	1	3	2	2	0	0	0	0	0	0	0	0	0	8
Chinese	0	1	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
Polish	0	1	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>1</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>10</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 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 Appendix 2: Program Delivery for English Language Learners (ELLs) for sample student schedules.

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 heterogenously within a three grade span. Since the ESL Teacher is itinerant, our organizational model must rely on Pull Out services for a portion of the program in order to ensure that students receive the full amount of their NYS CR part 154 mandated number of units of service of support.

In order to move towards an organizational model more reliant upon Push In for the 2011-2012 school year, administration structured this 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 is able to service students through Push In services. However, since the ESL Teacher is itinerant, our organizational model must rely somewhat upon Pull Out services for a portion of the program in order to ensure that students receive the full amount of their NYS CR part 154 mandated number of units of service of support. The administration plans to continue to structure future class lists so that all the ELLs on a grade are placed in the same classroom, to the fullest extent possible, in order to ensure that the majority of ELL students can be serviced through a Push In model.

b) Students are grouped heterogenously 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 serviced through a Push In model. The remaining minutes for students who are mandated to receive 360 minutes of services per week are grouped heterogenously within a three grade span for ESL Pull Out classes.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 24
75%	
50%	
25%	
0%	

## A. Programming and Scheduling Information

Paraprofessionals travel with their ELL students to Pull Out ESL sessions.

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. The AIS teacher and coach provide targeted intervention services in ELA and math through the AIS program. All AIS instruction is delivered in English. AIS programs include Sonday, Spector Phonics, and interactive software that provides differentiated instruction in early literacy and numeracy skills. Such interactive software programs utilized in the AIS program include Raz Kids, Aha! Math, Earobics, and LEXIA. 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.

9. PS 65 provides continuing transitional support for up to two years after an ELL reaches proficiency on the NYSESLAT. In accordance with the NYSED requirement, former ELL students are entitled to the mandated two year extension of testing modifications. Teachers of ELLs who have reached proficiency on the NYSESLAT continue to employ ESL strategies in the classroom. Additionally, the ESL Teacher periodically meets with the former ELLs and teachers of former ELLs to informally monitor progress, assess needs, and offer academic and linguistic support if necessary. PS 65 will not receive Title III funds this year, based upon the total number of ELLs enrolled last year. However, in the event that the school is granted Title III funds in the future, former ELLs will be invited to participate in all Title III programs offered.

10. PS 65 has implemented Spector Phonics and LEXIA, a reading software program that supports the teaching of primary reading skills in school and at home.

11. No ELL services or programs have been discontinued. PS 65 continues to provide the same programs and services for ELLs that have been in place from previous years.

12. All ELLs and former ELLs may participate in all before- and after-school programs and supplemental services, 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. Since PS 65 enrolled fewer than 30 ELLs during the previous school year, PS 65 was not granted funds to operate a Title III program this school year. Therefore, the only after school and supplemental services available to ELLs are those described above, which are open to all PS 65 students regardless of ELL status.

13. The current instructional program includes the use of sheltered instruction in the content areas, TPR, hands-on activities, manipulatives, realia, 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. Spector Phonics, Sonday, and interactive software such as LEXIA, Earobics, Raz Kids, and Aha! Math are utilized to support the academic progress and achievement of ELLs. ELLs also have access to a variety of language learning software such as Kidspiration, a literacy and numeracy software designed for English Language Learners, all of which is compatible with Smartboard technology.

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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17. What language electives are offered to ELLs?

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8. The AIS teacher and coach provide targeted intervention services in ELA and math through the AIS program. All AIS instruction is delivered in English. AIS programs include Sonday, Spector Phonics, and interactive software that provides differentiated instruction in early literacy and numeracy skills. Such interactive software programs utilized in the AIS program include Raz Kids, Aha! Math, Earobics, and LEXIA. 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.

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14. Books, dictionaries, and materials in the students' native languages are utilized in the ESL classroom to provide the 25% of Native

## B. Programming and Scheduling Information--Continued

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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. The AIS teacher and coach provide targeted intervention services in ELA and math through the AIS program. All AIS instruction is delivered in English. AIS programs include Sunday, Spector Phonics, and interactive software that provides differentiated instruction in early literacy and numeracy skills. Such interactive software programs utilized in the AIS program include Raz Kids, Aha! Math, Earobics, and LEXIA. 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.

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14. Books, dictionaries, and materials in the students' native languages are utilized in the ESL classroom to provide the 25% of Native Language Support that is mandated to be integrated into the ESL program. Additionally, whenever possible, newcomers are assigned a

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

### Courses Taught in Languages Other than English

#### 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 2011-2012 school year which will be supported by the administration. In addition, professional development for all personnel working with ELLs (including the ESL Teacher, General Education teachers, Special Education teachers, cluster teachers, AIS teachers, coach, 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 2011-2012 school year. PD workshops will be developed and presented by the ESL teacher. General Education teachers, Special Education teachers, cluster teachers, AIS teachers, coach, 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 2011 -2012, PS 65 houses Pre K through Grade 4. 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 analysis of their data. These meetings will involve the administration, ESL staff at our school and the ESL staff at the middle school level. Additionally, arrangements may be made to have PS 65 staff, including the ESL Teacher, accompany the Grade 5 students and their parents on a visit to the middle school to which the students will transition the following year, during which time the students and parents would take a tour of the building and meet the staff, including the middle school ESL Teacher.

3. As per Jose P., all staff will receive at minimum 7.5 hours of ELL training (10 hour requirement for Special Education teachers) 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. The school will maintain a record of each staff member's attendance at such workshops.

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## E. Parental Involvement

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

Paste response to questions 1-4 here

1. Ms. Norma Santaliz will maintain her position as Parent Coordinator during the 2011-2012 school year. 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

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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 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 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).

Several times each year, the ESL Teacher and Parent Coordinator conduct workshops and meetings for the parents of ELLs and former ELLs, with the assistance of staff who are fluent in the parents' languages of choice or the DOE's Over-the-Phone Interpretation Services if necessary. These sessions include, but are not limited to, the following: Parent Orientation of Newly Enrolled ELLs, Fall Workshop on ESL Program Expectations, Spring Workshop on Strategies for Preparing Students for the NYSESLAT, and June Workshop on Strategies for Assisting ELLs in Maintaining Progress Throughout the Summer. In previous years, Adult ESL workshop series on Family Literacy and We Are New York (from New York City Mayor's Office Of Adult Education) have been presented. The Adult ESL workshops are

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**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 Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

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

Paste response to questions 8-17 here

8. The AIS teacher and coach provide targeted intervention services in ELA and math through the AIS program. All AIS instruction is delivered in English. AIS programs include Sonday, Spector Phonics, and interactive software that provides differentiated instruction in early literacy and numeracy skills. Such interactive software programs utilized in the AIS program include Raz Kids, Aha! Math, Earobics, and LEXIA. 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

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8. The AIS teacher and coach provide targeted intervention services in ELA and math through the AIS program. All AIS instruction is delivered in English. AIS programs include Sonday, Spector Phonics, and interactive software that provides differentiated instruction in early literacy and numeracy skills. Such interactive software programs utilized in the AIS program include Raz Kids, Aha! Math, Earobics, and LEXIA. 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.

9. PS 65 provides continuing transitional support for up to two years after an ELL reaches proficiency on the NYSESLAT. In accordance with the NYSED requirement, former ELL students are entitled to the mandated two year extension of testing modifications. Teachers of ELLs who have reached proficiency on the NYSESLAT continue to employ ESL strategies in the classroom. Additionally, the ESL Teacher periodically meets with the former ELLs and teachers of former ELLs to informally monitor progress, assess needs, and offer academic and linguistic support if necessary. PS 65 will not receive Title III funds this year, based upon the total number of ELLs enrolled last year. However, in the event that the school is granted Title III funds in the future, former ELLs will be invited to participate in all Title III programs offered.

10. PS 65 has implemented Spector Phonics and LEXIA, a reading software program that supports the teaching of primary reading skills in school and at home.

11. No ELL services or programs have been discontinued. PS 65 continues to provide the same programs and services for ELLs that have been in place from previous years.

12. All ELLs and former ELLs may participate in all before- and after-school programs and supplemental services, 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. Since PS 65 enrolled fewer than 30 ELLs during the previous school year, PS 65 was not granted funds to operate a Title III program this school year. Therefore, the only after school and supplemental services available to ELLs are those described above, which are open to all PS 65 students regardless of ELL status.

13. The current instructional program includes the use of sheltered instruction in the content areas, TPR, hands-on activities, manipulatives, realia, 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. Spector Phonics, Sonday, and interactive software such as LEXIA, Earobics, Raz Kids, and Aha! Math are utilized to support the academic progress and achievement of ELLs. ELLs also have access to a variety of language learning software such as Kidspiration, a literacy and numeracy software designed for English Language Learners, all of which is compatible with Smartboard technology.

14. Books, dictionaries, and materials in the students' native languages are utilized in the ESL classroom to provide the 25% of Native

## B. Programming and Scheduling Information--Continued

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14. Books, dictionaries, and materials in the students' native languages are utilized in the ESL classroom to provide the 25% of Native Language Support that is mandated to be integrated into the ESL program. Additionally, whenever possible, newcomers are assigned a

## Additional Information

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

Paste additional information here

## 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 2011-2012 school year which will be supported by the administration. In addition, professional development for all personnel working with ELLs (including the ESL Teacher, General Education teachers, Special Education teachers, cluster teachers, AIS teachers, coach, 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 2011-2012 school year. PD workshops will be developed and presented by the ESL teacher. General Education teachers, Special Education teachers, cluster teachers, AIS teachers, coach, 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 2011 -2012, PS 65 houses Pre K through Grade 4. 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 analysis of their data. These meetings will involve the administration, ESL staff at our school and the ESL staff at the middle school level. Additionally, arrangements may be made to have PS 65 staff, including the ESL Teacher, accompany the Grade 5 students and their parents on a visit to

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3. As per Jose P., all staff will receive at minimum 7.5 hours of ELL training (10 hour requirement for Special Education teachers) 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. The school will maintain a record of each staff member's attendance at such workshops.

## 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. Ms. Norma Santaliz will maintain her position as Parent Coordinator during the 2011-2012 school year. 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

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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 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 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).

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# 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)	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Advanced (A)	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Total	5	3	2	0	0	0	0	0	0	0	0	0	0	10

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

NYS Math									
Grade	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
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

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
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	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 Government	0	0	0	0
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	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.

Paste response to questions 1-6 here

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: (\* indicates student is reading below grade level)

October 2011 DRA 2 Reading Levels

Kindergarten: 1 student

Pre A\*

First Grade: 5 students total

A: 1 student\*

B: 1 student\*

C: 2 students\*

F: 1 student

Second Grade: 2 students total

F: 1 student\*

J: 1 student\*

Third Grade: 2 students total

J: 1 student\*

M: 1 student\*

As of October 2011, the DRA 2 Reading Level data shows that 9 out of 10 ELLs are currently reading below 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.

- The Fall 2011 LAB R results show that the incoming Kindergarten student is at the Beginner level in Speaking/Listening and Reading/Writing, as he received a total raw score of 3 on the exam.

The following is a data analysis on the proficiency of our ELLs as determined by the 2011 NYSESLAT. Data reports have been obtained

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 31R065      **School Name:** Academy of Innovative Learning

**Cluster:** Neal Ompromalla      **Network:** CFN 409

**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, Pupil Accounting secretary, and Parent Coordinator. 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 was 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 22 families that require Spanish translation and interpretation services, two families that require Chinese translation and interpretation, and one family that requires translation and interpretation services in Arabic.

The ESL teacher utilizes the Parent Information section of the HLIS to identify the parent language of choice of all newly enrolled and transfer students. The ESL maintains a record of parents who have indicated in the Parent Information section of the HLIS that they need to communicate with the school orally and/or in writing in a language other than English. The list is continually updated as new students are enrolled. This information is shared with the administration and Pupil Accounting secretary, and classroom teachers of students whose parents have selected to communicate in another language are notified. Additionally, the Parent Coordinator is provided the list so that she may collaborate with the ESL Teacher to ensure that the family receives all school notices, forms, and other written information in the native language, as well as to ensure that arrangements are made for any interpretation services (either by a staff member fluent in the home language or through the DOE's Interpretation and Translation Service Unit) 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.

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 are actively being sought.

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 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.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Part A: School Information	
Name of School: Academy of Innovative Learning	DBN: 31R065
Cluster Leader: Chris Groll	Network Leader: Neal Ompromalla
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy      *Other: N/A
Total # of ELLs to be served: 0 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 0 # of certified ESL/Bilingual teachers: 0 # of content area teachers: 0

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

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Since PS 65 enrolled fewer than 30 ELL students during the 2010-2011 school year, PS 65 has not been awarded funding for a Title III program during the 2011-2012 school year.

**Part C: Professional Development**

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

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

Begin description here: Since PS 65 enrolled fewer than 30 ELL students during the 2010-2011 school year, PS 65 has not been awarded funding for a Title III program during the 2011-2012 school year.

**Part D: Parental Engagement Activities**

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

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

Begin description here: Since PS 65 enrolled fewer than 30 ELL students during the 2010-2011 school year, PS 65 has not been awarded funding for a Title III program during the 2011-2012 school year.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>	0	0
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>	0	0
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	0	0
Educational Software (Object Code 199)	0	0
Travel	0	0
Other	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>