



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 65 – THE ACADEMY OF INNOVATIVE LEARNING

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

PRINCIPAL: SOPHIE SCAMARDELLA

EMAIL: SSCAMAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ERMINIA 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	<i>Signature on file</i>
Christine Ferragano	*UFT Chapter Leader or Designee	<i>Signature on file</i>
Nick Chiaia	*PA/PTA President or Designated Co-President	<i>Signature on file</i>
	DC 37 Representative, if applicable	<i>Signature on file</i>
	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/UFT	<i>Signature on file</i>
Danielle Anzalone	Member/UFT	<i>Signature on file</i>
Joanne Gigante	Member/UFT	<i>Signature on file</i>
Ed Wu	Member/Parent	<i>Signature on file</i>
Gail Ullah	Member/Parent	<i>Signature on file</i>
John Ullah	Member/Parent	<i>Signature on file</i>
Shea Ryan	Member/Parent	<i>Signature on file</i>

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, the percentage of students scoring at or above the proficiency level in ELA will increase 5% as measured by the 2013 NYS ELA Assessment, inclusive of SWD, ELL, and economically disadvantaged.

Comprehensive needs assessment

Based on our NYC Progress Report, we received an “A” on Student Performance. We received a 22.8 out of a possible 25 points.

Instructional strategies/activities

- **Professional Development**: Ongoing professional development will be provided on: CCS for ELA, Alignment of Rubrics to the ELA CCS, Curriculum Mapping, infusing Science and Social Studies into the CCS, task development to meet the citywide expectations in ELA, UDL, DoK, Differentiation, Questioning Techniques, RTI, Assessment, including formative and summative, and student self-assessment in ELA
- Classroom teachers, Cluster teachers, Related Service providers, the Coach and the administration
- Weekly data meetings with staff, monthly grade and faculty conferences, and Lunch & Learn sessions
- September, 2012 – June, 2013

- **Academic Intervention Services** are offered to targeted students during the school day and after-school addressing specific student needs
- Students in all sub-groups
- Classroom teachers, Cluster teachers, and Related Service providers
- September, 2012 – June, 2013

- **Academic Tracking During Guided Reading** is provided to students during the mandated guided reading period 5 days per week.
- Students in all sub-groups
- Classroom teachers, Cluster teachers, and Related Service providers
- September, 2012-June, 2013

- **Looking at Student Work** is ongoing. Both teachers and students look at pieces of student work to assess it with a CCS-aligned ELA rubric and determine “next steps” to develop a Level 4 piece.
- Classroom teachers, Cluster teachers, Related Service providers, and all students
- Inquiry sessions and classroom sessions
- September, 2012 – June, 2013

Strategies to increase parental involvement

- Parents/Guardians are invited into the classrooms during “Literacy Week” so that they may observe “best practices” in order for them to replicate these at home.
- “Family Literacy Program” will provide parents/guardians with Literacy assistance.
- Parent Workshops that focus on specific skills/strategies for comprehension are conducted at PTA meetings, during school and after-school.
- “Family Reading Log” is in place to provide parents and their children with an opportunity to read and respond together in the “Family Reading Journal”

Budget and resources alignment

- Indicate your school’s Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- PS 65 has an ongoing partnership with the JCC who offers homework help to our students as well as Literacy classes to support families in addressing their child’s ELA needs
- PS 65 partners with the Goodhue Center which provides academic assistance and homework assistance to the students.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, there will be a 5% increase in students performing at or above proficiency level in mathematics, as measured by the 2013 NYS Mathematics Assessment, including SWD, ELL and economically disadvantaged.

Comprehensive needs assessment

Based on our NYC Progress Report, we received an “A” on Student Performance. We received a 22.8 out of a possible 25 points.

Instructional strategies/activities

- Professional Development: Ongoing professional development will be provided on: CCS for Mathematics, Alignment of Rubrics to the Mathematics CCS, Curriculum Mapping, task development to meet the citywide expectations in Mathematics, Development of Extended Math problems that require higher order reasoning, UDL, DoK, Differentiation, Questioning Techniques, RTI, Assessment, including formative and summative, and student self-assessment in Mathematics
- Classroom teachers, Cluster teachers, Related Service providers, the Coach and the administration
- Weekly data meetings with staff, monthly grade and faculty conferences, and Lunch & Learn sessions
- September, 2012 – June, 2013

- **Academic Intervention Services** are offered to targeted students during the school day and after-school addressing specific student needs
- Students in all sub-groups
- Classroom teachers, Cluster teachers, and Related Service providers
- September, 2012 – June, 2013

- **Academic Tracking During Math period** is provided to students during the mandated guided reading period 5 days per week.
- Students in all sub-groups
- Classroom teachers, Cluster teachers, and Related Service providers
- September, 2012-June, 2013

- **Looking at Student Work** is ongoing. Both teachers and students look at pieces of student work to assess it with a CCS-aligned Mathematics rubric and determine “next steps” to develop a Level 4 piece of work.
- Classroom teachers, Cluster teachers, Related Service providers, and all students
- Inquiry sessions and classroom sessions
- September, 2012 – June, 2013

Strategies to increase parental involvement

- Parent Workshops on the new Mathematics Common Core Standards will be run throughout the school year to familiarize our parents/guardians on these.
- Mathematics Parent Workshops will be ongoing throughout the year to familiarize parents with our school-wide plan for carrying out rigorous Extended Math problems and justifying their solution.
- Parents/Guardians will be invited to “Math Week at PS 65!” so that they see math instruction in place to assist their children at home.

Budget and resources alignment

- Indicate your school’s Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

The JCC provides our students with homework assistance and tutoring after-school.

The Goodhue Center works with our students offering assistance with homework and other academic areas.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013, there will be a 5% increase in overall student progress in all student sub-groups.

Comprehensive needs assessment

The 2011-2012 Progress Report reveals a score of 31.1 in Student Progress out of a total of 60. We received a score of "B" in this area.

Instructional strategies/activities

- **Professional Development:** Teams of teachers will meet weekly to discuss strategies, programs, and data to make informed decisions regarding improved student outcomes. meetings will focus on establishing student performance standards in reading, writing and math and identify benchmark expectations for student performance; Establishing criteria to use in November, January, March, and May for evaluating every student's performance in supporting student progress in reading, writing, and mathematics
- All classroom teachers, Cluster teachers, Related Service providers, Coach, Network Instructional Coaches, Parent Coordinator and administration
- Weekly data meetings, professional development with Network Instructional Coaches
- September, 2012 – June, 2013

Strategies to increase parental involvement

Parent Meetings on how to access and use the Acuity Program

Parent Workshops on the Current CCS in both ELA and Mathematics, and samples of student work that constitute Levels 1-4

Parent Workshops on the new NYS ELA and Mathematics Tests

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

JCC provides after-school academic assistance to students.

JCC provides a "Family Literacy Program" to provide parents/guardians with information to assist their children with Literacy at home.

The Goodhue Center provides the students with a 5-day after-school academic assistance program.

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 N/A
Comprehensive needs assessment
Instructional strategies/activities
Strategies to increase parental involvement <ul style="list-style-type: none">•
Budget and resources alignment <ul style="list-style-type: none">• Indicate your school's Title I status: <input type="checkbox"/>School Wide Program (SWP) <input type="checkbox"/>Targeted Assistance Program(TAP) <input type="checkbox"/>Non-Title I• Select the fund source(s) that your school is using to support the instructional goal. _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other If other is selected describe here:
Service and program coordination

ANNUAL GOAL #5 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 #5 N/A

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Fundations RTI, Raz Kids, Lexia Reading Program, Wilson Reading Program, Great Leaps Reading Program, Finish Line Reading, Finish Line Writing	Small group	During, before and after school
Mathematics	Moving with Math, Great Leaps Math Program	Small group	During, before and after school
Science	Repeated experiments	Small group	During school
Social Studies	Additional investigative, research-based projects	Small group	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Character Development, Feelings, Motivation, Building Self-Esteem, Conflict Resolution, School-wide respect and tolerance for all	One-on-one, Small group, Classroom Guidance Lessons	During school

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

School secretary works closely with the HR Director to ensure that all positions are filled with “Highly Qualified” teachers. School works to ensure that “non-Highly Qualified” teachers meet all required documentation and assessment guidelines. There is a mentor at the school who works with all struggling teachers and all teachers who have been designated as “non- Highly Qualified”. The administration also oversees and assists struggling teachers and supports them in their journey to becoming “HQ”.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

**PS 65 Parent Involvement Policy
2012/2013**

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

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

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

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

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

Using such program as the Parent Reading Volunteer Program, we will encourage parent involvement in helping our struggling readers. Monthly Parent Workshops and visits to classrooms will be facilitated by the School Counselor, the Coach and the Parent Coordinator. *Family Reading Program* will be kept daily so that families may read together and their separate responses will be published monthly in the *Dolphin Splash Newspaper*. Parents will be involved as volunteers in the school so that students can see good role models of cooperation between parents and teachers, such as in the morning for Stop and Drop, for school-wide activities and for arts events. As needed, there will be referrals made by the School Counselor to classes for non-English speaking parents as well as GED classes sponsored by the Jewish Community Center at the school. The school will also bring the "JCC Family Literacy Program" into 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:*
 - i. *The State's Common Core Standards*
 - ii. *The NYS ELA and Mathematics Tests*
 - iii. *Title I Parent Committee*
 - iv. *How to monitor their child's progress*
 - 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 will be held during the day, after-school and at PTA meetings and will be translated for our Spanish speaking population.

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

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

6. P.S. 65 will, with the assistance of the DOE and parents, educate its teachers, pupil services personnel, administrator(s) and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools. Parent outreach and involvement remains a priority at PS 65. We will provide teachers with bi-monthly professional development, which will address content, pedagogy and how to engage parents as partners. Fall

curriculum day and night sessions will inform parents of grade curriculum and expectations. Monthly *Dolphins Splash Newspaper* and bi-monthly *Dolphins News Splash Newsletter* will keep parents informed concerning the specific needs of their child's class and how they can assist. They will also keep parents up to date on the curriculum. Class parents will provide a conduit for communication between home and school.

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

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

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

Monthly calendars, flyers, the monthly *Dolphins Splash Newspaper* and bi-monthly *Dolphins News Splash Newsletter* prepared by our School Counselor are distributed to the entire community and translated to meet the needs of our Spanish-speaking parents. The school's website and weekly E-Blast information keeps parents abreast of what is happening at the school. All of these are translated in the parents/guardians native language.

Adoption

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

This policy will be adopted by P.S. 65 on October 4, 2012 and will be in effect for the period of Sept 2012-June 2013. The school will distribute this policy to all parents of participating Title I Part A children on or before October 4, 2012.

Principal's Signature Sophie Scamardella electronically signed

**School Parent Compact
2012/2013**

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 State Common Core Standards mandated curriculum, grades, Kindergarten through grade 5 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-5 parents will be distributed during formal, scheduled parent teacher conferences in November, March and June.

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

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

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

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

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

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

Principal Sophie Scamardella	Assistant Principal No AP on staff
Coach Carolyn Reilly	Coach Only 1 coach on staff
ESL Teacher Mariel Covino	Guidance Counselor Liz Rodriguez
Teacher/Subject Area Crystal Soto, Grade 1	Parent Ed Wu, PTA President
Teacher/Subject Area Denise Dulligan, Kindergarten	Parent Coordinator Norma Santaliz
Related Service Provider Lori Anderson, AIS	Other Diane Lopez, Spanish Teacher
Network Leader Neal Ompromalla	Other Kelly Newman, SE Teacher

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	329	Total Number of ELLs	10	ELLs as share of total student population (%)	3.04%
------------------------------------	------------	----------------------	-----------	---	--------------

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 schedule is created to ensure that all students are in compliance with the NYS CR Part 154 mandated number of units of support. Services are provided through a combination Push In/Pull Out model of ESL.

Current ELLs are those students who have been previously 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	1	2	1	1	0	0	0	0	0	0	0	0	0	5
Total	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. [i](#)

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	
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
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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
TOTAL	0																			

**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
TOTAL	0									

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
TOTAL	1	5	2	2	0	10								

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.

a) Explicit ESL instructional minutes are delivered through a combination of Push In and Pull Out services to ensure that the specific mandate for each student is met. ALL ELA work done at PS 65 is presented in the workshop model using a comprehensive literacy approach for instruction. This will comprise the explicit ELA instruction for ELLs. Materials and resources such as books in the students' native languages are utilized in the ESL classroom to provide mandated native language support. Additionally, Alternate Placement

A. Programming and Scheduling Information

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

3. The ESL teacher is state certified in ESL instruction by New York State. In addition, she is licensed in Early Childhood by New York State. The current instructional program, which is delivered in English, includes the use of sheltered instruction in the content areas, TPR, hands-on activities, manipulatives, pictures, music and movement, frequent access to language learning software and various online educational websites, and employs a broad range of literacy strategies to support the ELL students. In addition, resources that align with Foundations and Harcourt Math are utilized to reinforce what the children are learning in class. For this school year, funds have been allocated to purchase a vocabulary development center that includes an extensive collection of realia as well as a wide variety of language learning software that is compatible with Smartboard technology. These new materials are located in the ESL Room. However, classroom teachers are encouraged to borrow these materials and incorporate them into daily lessons to support academic and linguistic goals.

Classroom teachers collaborate with the ESL teacher to ensure that content presented in the English language is made comprehensible to ELLs through appropriate application of ESL language learning methods and strategies, such as those described above. The ESL program includes a Push In component that has been implemented to ensure that students receive the necessary support during content area instruction. Additionally, the ESL Teacher collaborates with the AIS teachers and related service providers who service ELLs to ensure that appropriate strategies, methods, and approaches are utilized in the AIS program and during related service sessions.

4. Students who are Spanish dominant and do not score proficient on the LAB R are administered the Spanish LAB. At the present time, PS 65 does not have sufficient numbers in order to sustain a TBE or DL class. However, in the event that the school should open a TBE or DL program, native language assessments such as EL SOL, ELE Spanish Reading Test, or Chinese Reading Test or other formal assessments in the language of instruction in the TBE or DL program other than English will be utilized to appropriately evaluate students in their native language(s).

5. Instruction is differentiated based on the individual child's English language proficiency in each of the four modalities, as well as what is developmentally appropriate for the child's age and grade level. The coach, AIS teachers, and related service providers offer assistance in differentiating instruction to meet the needs of a multi-age class with mixed proficiency levels and diverse needs to ensure that additional appropriate strategies, methods and approaches are integrated into the ESL program .

a) We are currently not servicing any SIFE students. In the event that we need to provide service to a SIFE student, the student will be assessed and provided with the required ESL instruction in addition to any other intervention services found to be necessary. Additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program (Sunday, Spector Phonics, Raz Kids, Aha! Math, Earobics, and/or LEXIA), participation in related service(s) inclusion in the Extended Day program, parent support workshops or other available support services. Additionally, the ESL teacher, classroom teachers, coach, AIS teachers, and related service provider(s) would collaborate to ensure that the academic and language learning needs, as well as additional special needs, of all SIFE students are addressed.

b) Newcomers receive targeted instruction in the four modalities through Push In and Pull Out services, as well as benefit from the continued collaboration among the ESL Teacher, classroom teachers, coach, related service provider(s) and AIS teachers to ensure that each ELL's academic and language learning needs, as well as additional special needs, are addressed. We currently have two ELLs in the testing grades. The students receive additional academic and linguistic support through participation in the Extended Day program and other intervention services that are available at the school such as Sunday, Spector Phonics, Raz Kids, Aha! Math, Earobics, and LEXIA. Newcomers in testing grades will also receive the testing accommodations mandated for ELLs by New York State, which will also be extended to former ELLs for up to two years after scoring proficient on the NYSESLAT. Parent meetings of current and former ELLs in the testing grades will also be conducted in the parents' languages of choice to ensure that parents are aware of the testing requirements and to address their questions and concerns. Since NCLB now requires ELA testing for ELLs after one year, ELLs in this subgroup will receive additional services based upon his or her academic and linguistic needs, such as one on one tutoring through the Reading Volunteer Program, participation in an AIS program (Sunday, Spector Phonics, Raz Kids, Aha! Math, Earobics, and/or LEXIA), participation in related service(s), inclusion in the Extended Day program, parent support workshops or other available support services.

c) PS 65 does not currently have any ELLs who have been receiving services for 4 to 6 years. However, in the event that the school admits any students who have been receiving services for 4 to 6 years, an examination of the students' results in the four modalities as

A. Programming and Scheduling Information

assessed by the NYSESLAT to determine the area(s) of least proficiency. Targeted instruction in the language area(s) would be delivered. Classroom teachers and the ESL teacher would work in collaboration with the coach, AIS teachers, and related service provider(s) to improve ELL progress in the area(s) of least proficiency by developing individual goals for each student based on an analysis of performance on the NYSESLAT as well as classroom performance. Both the ESL teacher and classroom teacher would provide differentiated instruction designed to enable each student to achieve individual goals related to academics, language, and other special needs. Additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program (Sunday, Raz Kids, Aha! Math, or and/or Earobics), participation in related service(s), inclusion in the Extended Day program, parent support workshops or other available support services.

d) PS 65 does not currently have any Long Term ELL students. In the event that we need to provide service to a LTE student, the student would be provided with the required ESL instruction in addition to any other intervention services found necessary. Additional services may include one on one tutoring through the Reading Volunteer Program, participation in an AIS program (Sunday, Raz Kids, Aha! Math, or and/or Earobics), participation in related service(s), inclusion in the Extended Day program, parent support workshops or other available support services. Additionally, the ESL teacher, classroom teachers, coach, related service provider(s) and AIS teachers would collaborate to ensure that the academic and language learning needs, as well as other special needs, of all LTE students are addressed.

6. ELLs who have been identified as having special needs have been placed in accordance with his/her IEP, which indicates specific ESL instruction in addition to any special education services needed. ESL instruction is differentiated in order to meet the special needs of individual students, increase academic achievement, and support language acquisition. Paraprofessionals assigned to Special Education ELLs accompany their students during pull out ESL services. Additionally, the ESL teacher, classroom teachers, paraprofessionals, coach, related service providers, and AIS teachers collaborate to ensure that the academic and language learning needs of all ELL-SWD students are addressed, as well as other special needs. Additional services to which ELL-SWDs are entitled include one on one tutoring through the Reading Volunteer Program, participation in an AIS program (Sunday, Raz Kids, Aha! Math, or and/or Earobics), participation in related service(s), inclusion in the Extended Day program, parent support workshops or other available support services.

Special Education teachers implement the same literacy and content curricula as their General Education counterparts. Daily academic content area instruction in the classroom incorporates the use of research-based academic and language learning strategies that have been found to be successful with ELLs with special needs, as well as manipulatives, visuals, realia, hands-on activities, TPR, and music and movement to facilitate the acquisition of language and content area knowledge. The ESL Teacher and classroom teachers of ELL-SWDs collaborate to ensure that ESL language learning strategies are integrated into each lesson to support student achievement of both academic and linguistic goals. For this school year, funds have been allocated to purchase a vocabulary development center that includes an extensive collection of realia as well as a wide variety of language learning software that is compatible with Smartboard technology. These new materials are located in the ESL Room. However, classroom teachers are encouraged to borrow these materials and incorporate them into daily lessons to support academic and linguistic goals.

7. PS 65 uses curricular, instructional, and scheduling flexibility to meet the diverse academic and linguistic needs of ELL-SWDs within the least restrictive environment. All ELL-SWDs are placed in the least restrictive environment according to the requirements indicated on the most current IEP of each child. The ELL-SWDs whose IEPs require an alternate placement paraprofessional are assigned an alternate placement paraprofessional in the classroom. Additionally, alternate placement paraprofessionals accompany the ELL-SWDs to whom they are assigned to Pull-Out ESL services. All Special Education teachers implement the same literacy and content curricula as their General Education counterparts. The ESL Teacher, Special Education teachers, paraprofessionals (including alternate placement paraprofessionals), AIS teachers, related service provider(s) and coach collaborate to ensure that all ELL-SWDs are able to achieve curricular goals through support provided through ESL teaching methods and learning strategies and other research-based instructional practices that have been proven to be successful in making content comprehensible and further supporting English language acquisition for ELL-SWDs. Scheduling flexibility in the ESL program allows for the ESL Teacher to provide Push In services during content area studies as well as literacy instruction. When appropriate, scheduling flexibility in the ESL program also allows for ELL-SWDs to be mainstreamed into General Education settings during content area and/or literacy instruction. Mainstreaming decisions for individual ELL-SWDs are achieved through collaboration and discussion among the ESL Teacher, Special Education teacher, paraprofessional, coach, AIS teacher, related service provider(s), and administrators so that the most appropriate instruction for the ELL-SWD may be delivered in the least restrictive environment.

A. Programming and Scheduling Information

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

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

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

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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 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.

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, Sunday, 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 Language Support that is mandated to be integrated into the ESL program. Additionally, whenever possible, newcomers are assigned a "buddy" who is fluent in the newcomer's home language and English to assist the newcomer as he or she adjusts to the new school setting. Multicultural studies are also integrated into the ESL curriculum.

15. Yes. Required services support and resources correspond to ELLs' age and grade levels. Teachers who provide academic intervention services to ELLs consult the ESL teacher to ensure that all services and resources are appropriate for each student's individual age, grade levels, and language learning needs. When appropriate, instruction is differentiated and resources are modified to meet the needs of the learners.

16. In the event that the school is aware of an incoming ELL student prior to the beginning of the school year, opportunities such as inclusion in parent workshops, school tour, program review, and access to supplemental materials in English and/or the native language appropriate for the child are made available. Oral and written communication will be provided in the parent's language of choice.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. PS 65 provides Professional Development and support for all school staff. The ESL teacher will develop a personal professional development plan for the 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.

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 involvement is encouraged. Such activities include, but are not limited to, the following: attendance at parent-teacher conferences, participation in the PTA, class parent roles and responsibilities, and attendance at monthly school assemblies and other in-house activities (ex: classroom publishing parties).

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 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.

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 open to all parents and relatives who are seeking to improve their English skills. Ms. Santaliz intends to continue offering Adult ESL workshops during the 2011-2012 school year.

2. The school partners with the Staten Island Mental Health Society, Learning Leaders, Fidelis, Sylvan Learning, UPromise and the College of Staten Island to provide services to all parents, including ELL parents. Partnerships with additional agencies and Community Board Organizations will be pursued based upon parent needs.

3. Parent needs are evaluated through utilizing the Learning Environment Surveys, which are offered in English as well as the home language. In addition, the ESL teacher evaluates the needs and interests of ELL parents through the use of surveys to obtain feedback from the parents on the resources and services offered. For example, a survey was utilized last year to determine the level of interest that our ELL parents had in participating in a proposed adult ESL class held at the school.

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

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Intermediate(I)	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
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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

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.

2. 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 from the RNMR and RLAT functions on ATS. No Kindergarten students scored at the Beginning level on the Listening/Speaking portions. However, one Kindergartener scored at the Beginning level on the Reading/Writing portions. One Kindergartener scored at the Intermediate level on the Speaking/Listening portions, and two Kindergarten students scored at the Intermediate level on the Reading/Writing portions. One Kindergartener scored at the Advanced level in both the Listening/Speaking and Reading/Writing portions. Three Kindergarten students scored Proficient on the Listening/Speaking portions, whereas only one Kindergarten student scored Proficient on the Reading/Writing portions. Three first grade students scored at the Advanced level on the Listening/Speaking portions. On the Reading/Writing portions, one first grader scored at the Beginning level, one first grader scored at the Intermediate level, and one first grader scored at the Advanced level. One second grader scored at the Advanced level of the Listening/Speaking portions, and one second grader scored at the Proficient level of the Listening/Speaking portions. Both second graders scored at the Advanced level on the Reading/Writing portions.

This data reveals highly diverse language needs of our current ELLs, which is why instruction is differentiated based upon each student's individual linguistic needs.

3. 2011 NYSESLAT data indicates that the language needs of our current ELLs varies greatly across proficiencies and grades. Therefore, a combination Push In/Pull Out model of ESL instruction has been implemented in order to support the language acquisition and academic success of each child. Students receive one-to-one and small group support in the classroom from the state certified ESL teacher during Push In periods. The ESL teacher collaborates with the classroom teachers in order to develop targeted instruction that parallels the classroom instruction and is differentiated to best support the language and academic learning needs of each child during Pull-Out services. Individual ESL goals in Reading/Writing and Speaking/Listening are set and continually revised by the ESL teacher as each child progresses.

The ESL teacher, classroom teachers, AIS instructors, and coach have analyzed the student results and identified patterns across proficiencies and grades as indicated by the 2011 NYSESLAT and Fall 2011 LAB R. This data reveals highly diverse language needs of our current ELLs. Instruction is differentiated and resources and materials are modified based upon each student's individual academic and linguistic needs. Current instructional plans for Push In and Pull Out instruction in reading include, but are not limited to, the teaching of research-based reading strategies for comprehension, the use of visuals and realia to develop conceptual knowledge and build vocabulary necessary for understanding nonfiction texts, and explicitly teaching academic language and grammatical structures. Current individual instructional plans for Push In and Pull Out instruction in writing include, but are not limited to, the use of graphic organizers for

developing and expanding upon ideas, the use of visuals and realia to develop conceptual knowledge and build vocabulary, and intensive, research-based instruction in grammatical concepts with which the student struggles most.

4. a. The Fall 2011 LAB R results show that the incoming Kindergarten student is at the Beginning level, as he received a total raw score of 3 on the exam. A data analysis of 2011 NYSESLAT results has revealed that 90% of the Grade K-2 ELLs who were administered the exam scored at the Advanced or Proficient level on the Speaking/Listening portions. A greater majority of K-1 ELLs who were administered the 2011 NYSESLAT scored at the Beginner or Intermediate level on the Reading/Writing portions, whereas both second grade students scored at the Advanced level on the Reading/Writing portions. Based upon the patterns revealed by this data analysis, implications for instruction include targeting the specific areas in each language modality, with a focus on improving reading and writing skills, where the students are experiencing the greatest challenges in an effort to raise performance and/or achieve proficiency in these areas among our K-3 ELLs.

Since PS 65 currently offers only an ESL program, there is no basis for comparison of NYSESLAT results to other ELL programs. Additionally, PS 65 did not enroll any ELLs in the testing grades during the 2010-2011 school year, and therefore we do not have any data on native language exams.

b; c.. During the 2010-2011 school year, PS 65 did not have any ELLs in Grade 3 or above, and therefore we did not administer the ELL Periodic Assessments (Grade 3-12). At the present time, PS 65 only has two ELLs in Grade 3, both of which scored at the Advanced level on the 2011 NYSESLAT. As ELL enrollment in the upper elementary grades increases at PS 65 in the future, the school will administer the ELL Periodic Assessments. However, until such a time, ELLs in the upper elementary grades will continue to be assessed utilizing the NYSESLAT and formal classroom assessments such as DRA 2.

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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 2012-2013

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

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

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 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.

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.