



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 65 – THE ACADEMY OF INNOVATIVE LEARNING
DBN (i.e. 01M001): 31R065
Principal: SOPHIE SCAMARDELLA
Principal Email: SSCAMARDELLA2@SCHOOLS.NYC.GOV
Superintendent: JESSICA JENKINS
Network Leader: NEAL OPROMALLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sophie Scamardella	*Principal or Designee	
Christine Ferragano	*UFT Chapter Leader or Designee	
Victoria Anderson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Liz Rodriguez	Member/ UFT	
Danielle Anzalone	Member/ UFT	
Joanne Gigante	Member/ UFT	
Christine Gross	Member/ Parent	
Michele Pickering	Member/ Parent	
David Scheffler	Member/ Parent	
Monica Contreras	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

By June 2014, there will be a 10% increase in the number of all students tested in meeting and/or exceeding grade level standards in ELA as measure by the 2014 NYS ELA assessment (excluding Students with Disabilities and English Language Learners).

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.

Results of the 2013 ELA assessment showed that there was a significant decrease in the number of “all students tested” at levels 3 and 4. This year only 33.9% of “all students tested” scored at level 3 or 4. This was a 37.1% drop from the previous year.

After analysis of our school’s Progress Report, we weren’t successful in closing the achievement gap in ELA for our special needs students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development focusing on: Universal Design for Learning (UDL), CLOSE Reading, looking at student work, and using student data to plan for “next steps”. Inter-visitation to increase understanding of “best practices”.
2. Cohesive, rigorous instruction that demonstrates Danielson levels 3 and 4.
3. Intensive Academic Intervention during and after school.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Coach, AIS teachers, Classroom teachers
2. Classroom teachers
3. Academic Intervention teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All classroom teachers will receive ongoing professional development to support the implementation of skills and strategies that lead to “best practices”. Student work will be collected and carefully the impact on teaching and learning.
2. All teachers will receive immediate and timely feedback from their observations with “next steps” to be implemented within a given timeframe.
3. Students will be carefully tracked and monitored and data will be collected regularly.

D. Timeline for implementation and completion including start and end dates

1. September, 2013 – June, 2014
2. September, 2013 – June, 2014
3. September, 2013 – June, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers receive one additional prep period each week to meet with the administration for professional development around UDL, CLOSE Reading, examining student work and discussing “next steps”.
2. Teachers will view lessons conducted by outside teachers and rate their findings on the Danielson scale to gain a better understanding of what is needed in every lesson.
3. Academic Intervention staff will be hired to work with students during the school day. There will also be an after-school program to assist students who are not meeting the grade’s standards.

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 following strategies have been implemented at PS 65:

- Parents are invited to come in during “Literacy Week” so that they may observe their child engaged in a Literacy lesson and learn strategies teachers use in the classroom.
- Workshops are offered to our parent community in Literacy. Workshops are determined by interest surveys distributed at the beginning of the school year.

- A "Family Literacy Program" sponsored by the JCC has been established to assist our English Language Learners and their parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III	x	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 10% increase in the number of all students tested in meeting and/or exceeding grade level standards in MATH as measure by the 2014 NYS MATH assessment (excluding Students with Disabilities and English Language Learners).

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.
Results of the 2013 Math assessment data indicate that there was a decrease in the number of "all students tested" in levels 3 & 4. This year only 35.6% of "all students tested" scored at levels 3 & 4. This comprised 47.3% drop in test scores for "all students tested".

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Professional development focusing on: Universal Design for Learning (UDL), Problem-Solving, looking at student work, and using student data to plan for "next steps". Inter-visitation to increase understanding of "best practices" Cohesive, rigorous instruction that demonstrates Danielson levels 3 and 4. Intensive Academic Intervention during and after school.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Principal, Assistant Principal, Coach, AIS teachers, Classroom teachers Classroom teachers Academic Intervention teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> All classroom teachers will receive ongoing professional development to support the implementation of skills and strategies that lead to "best practices". Student work will be collected and carefully monitored to determine the impact on teaching and learning. All teachers will receive immediate and timely feedback from their observations with "next steps" to be implemented within a given timeframe. Students will be carefully tracked and monitored and data will be collected regularly.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> September, 2013 – June, 2014 September, 2013 – June, 2014 September, 2013 – June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Teachers receive one additional prep period each week to meet with the administration for professional development around UDL, CLOSE Reading, examining student work and discussing "next steps". Teachers will view lessons conducted by outside teachers and rate their findings on the Danielson scale to gain a better understanding of what is needed in every lesson. Academic Intervention staff will be hired to work with students during the school day. There will also be an after-school program to assist students who are not

meeting the grade's standards.

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).

- Parents are invited to come in during "Math Week" so that they may observe their child engaged in a Math lesson and learn strategies teachers use in the classroom.
- Workshops are offered to our parent community in Math. Workshops are determined by interest surveys distributed at the beginning of the school year.
- Family Math program has been offered to our parent body.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	x	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

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

By June 2014, there will be a 7-10% increase in the number SWD and ELL students meeting and/or exceeding grade level standards in ELA as measure by the 2014 NYS ELA assessment.

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.

The recent data reflects an overall increase in the number of SWD and ELL students who scored in Levels 1 & 2 on the 2013 NYS ELA assessment. Our recent Progress Report indicates that we did not make "AYP" in ELA for students with disabilities.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development focusing on: Universal Design for Learning (UDL), CLOSE Reading, looking at student work, and using student data to plan for "next steps". Inter-visitation to increase understanding of "best practices".
2. Cohesive, rigorous instruction that demonstrates Danielson levels 3 and 4.
3. Intensive Academic Intervention during and after school.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Coach, AIS teachers, Classroom teachers
2. Classroom teachers
3. Academic Intervention teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All classroom teachers will receive ongoing professional development to support the implementation of skills and strategies that lead to "best practices". Student work will be collected and carefully monitored to determine the impact on teaching and learning.
2. All teachers will receive immediate and timely feedback from their observations with "next steps" to be implemented within a given timeframe.
3. Students will be carefully tracked and monitored and data will be collected regularly.

D. Timeline for implementation and completion including start and end dates

1. September, 2013 – June, 2014
2. September, 2013 – June, 2014
3. September, 2013 – June, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers receive one additional prep period each week to meet with the administration for professional development around UDL, CLOSE Reading, examining student work and discussing “next steps”.
2. Teachers will view lessons conducted by outside teachers and rate their findings on the Danielson scale to gain a better understanding of what is needed in every lesson.
3. Academic Intervention staff will be hired to work with students during the school day. There will also be an after-school program to assist students who are not meeting the grade’s standards.

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 following strategies have been implemented at PS 65:
- Parents are invited to come in during “Literacy Week” so that they may observe their child engaged in a Literacy lesson and learn strategies teachers use in the classroom.
 - Workshops are offered to our parent community in Literacy. Workshops are determined by interest surveys distributed at the beginning of the school year.
 - A “Family Literacy Program” sponsored by the JCC has been established to assist our English Language Learners and their parents.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	x	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

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

By June 2014, there will be a 7-10% increase in the number SWD and ELL students meeting and/or exceeding grade level standards in MATH as measure by the 2014 NYS MATH assessment.

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.

The recent data reflects an overall increase in the number of SWD and ELL students who scored in Levels 1 & 2 on the 2013 NYS MATH assessment. Our recent Progress Report indicates that we did not meet AYP in Mathematics for students with disabilities.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development focusing on: Universal Design for Learning (UDL), Problem-Solving, looking at student work, and using student data to plan for “next steps”. Inter-visitation to increase understanding of “best practices”.
2. Cohesive, rigorous instruction that demonstrates Danielson levels 3 and 4.
3. Intensive Academic Intervention during and after school.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Coach, AIS teachers, Classroom teachers
2. Classroom teachers
3. Academic Intervention teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All classroom teachers will receive ongoing professional development to support the implementation of skills and strategies that lead to “best practices”. Student work will be collected and carefully monitored to determine the impact on teaching and learning.
2. All teachers will receive immediate and timely feedback from their observations with “next steps” to be implemented within a given timeframe.

3. Students will be carefully tracked and monitored and data will be collected regularly.

D. Timeline for implementation and completion including start and end dates

1. September, 2013 – June, 2014
2. September, 2013 – June, 2014
3. September, 2013 – June, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers receive one additional prep period each week to meet with the administration for professional development around UDL, CLOSE Reading, examining student work and discussing “next steps”.
2. Teachers will view lessons conducted by outside teachers and rate their findings on the Danielson scale to gain a better understanding of what is needed in every lesson.
3. Academic Intervention staff will be hired to work with students during the school day. There will also be an after-school program to assist students who are not meeting the grade’s standards.

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 following strategies have been implemented at PS 65:
- Parents are invited to come in during “Math Week” so that they may observe their child engaged in a Math lesson and learn strategies teachers use in the classroom.
 - Workshops are offered to our parent community in Math. Workshops are determined by interest surveys distributed at the beginning of the school year.
 - A “Family Literacy Program” sponsored by the JCC has been established to assist our English Language Learners and their parents.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III	x	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

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

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Foundations RTI, Soliday Learning System, Lexia Learning System, Great Leaps Reading, Foundations of Writing, New Heights Fluency Program, Benchmark Fluency Kits, Interactive Activities on the SMART Board	Small group	During the school day After school program
Mathematics	Great Leaps Math, Moving With Math, Harcourt RTI	Small group	During the school day After school program
Science	Interactive activities on the SMART Board	Small group	During the school day
Social Studies	Interactive activities on the SMART Board	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Character Development; Resiliency program	One-to-one Small group	During the school day' After school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All teachers are placed in their designated licensure area/grade. Professional Development is differentiated and ongoing to support teachers in their acquisition of "best practices" in line with Danielson Levels 3 7 4.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff receives ongoing, sustained professional development in: <ul style="list-style-type: none"> - Designing lessons that promote student thinking, discussion, and engagement - Looking at student work to determine proficiency levels with a "normed rubric" - Planning "next steps" for: teacher practice, student achievement - Sharing of "best practices" - CLOSE Reading - Hands-on Mathematics

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All monies are used to support students who have been identified as "at risk" with: a full-time school counselor, Character Development programs, additional supplies, including backpacks, notebooks, etc.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
In order to facilitate a smooth transition from Early Childhood programs, our staff has met with the directors of the Early Childhood program sites in our community to review the curricular and pedagogical strategies that are implemented in our PK and Kindergarten programs. Our Parent Coordinator and other staff attend workshops and information sessions at the Early Childhood Centers in an effort to ensure curriculum alignment.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Weekly data meetings are used to conduct professional development as well as to identify students who are struggling and research strategies, materials and programs that will best meet every child's needs.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 31	Borough Staten Island	School Number 065
School Name The Academy of Innovative Learning		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Sophie Scamardella	Assistant Principal Carolyn Reilly
Coach n/a	Coach n/a
ESL Teacher Caroline Coraci	Guidance Counselor Liz Rodriguez
Teacher/Subject Area Patricia Brady 4th grade	Parent Victoria Anderson
Teacher/Subject Area Keri Kielty K/1 special ed.	Parent Coordinator Norma Santaliz
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	369	Total number of ELLs	7	ELLs as share of total student population (%)	1.90%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	0	0	0	0	1	0								1
Pull-out	2	2	2	0	1	0								7
Total	2	2	2	0	2	0	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	1	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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6		4	1		1				7
Total	6	0	4	1	0	1	0	0	0	7

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

*EP=English proficient student

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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

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

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) These assessment tools will help to identify specific student needs and align instruction.

October 2013 DRA 2 Reading Levels

Kindergarten: 1 student

Pre A*

First Grade: 2 students total

D: 1 student

F: 1 student*

Second Grade: 3 students total

A: 1 student*

H: 1 student*

G: 1 student*

Fourth Grade: 1 student

K*

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. As of October 2013, the DRA 2 Reading Level data shows that 6 out of 7 ELLs are currently reading below grade level. The implication for this year's LAP is to utilize data from the DRA 2 assessments in order to focus instruction in the ESL program and in classrooms with ELLs towards raising performance levels in reading to grade level or above for all ELLs.

The Fall 2013 LAB R results shows that one incoming Kindergarten student is at the Advanced level and an incoming second grader scored at the Advanced Level .

The following is a data analysis on the proficiency of our ELLs as determined by the 2013 NYSESLAT. Data reports have been obtained from the RLAT functions on ATS. One Kindergarten student scored at the Advanced Level. Two First graders scored at the intermediate level. One first grader scored at the advanced level. One Third grader scored at the intermediate level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

N/A

4. For each program, answer the following:
- 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?

4a. The patterns across proficiencies and grades show that there 60% of the students at the advanced level, 40% are at the intermediate level and there are none at the beginner level. .

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 2012-2013 school year, and therefore we do not have any data on native language exams.

b; c.. During the 2012-2013 school year, PS 65 only had 2 students in the 3rd grade and therefore we did not administer the ELL Periodic Assessments (Grade 3-12). At the present time, PS 65 only has one ELL in Grade 4, of which scored at the Intermediate level on

the 2013 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
5. Based on our data, we will pinpoint our individual ELLs academic needs and provide instruction in accordance to the RTI framework. We will provide rigorous and evidence based curriculum and English language development supports in the Tier I instructional model in both the regular classroom and the ESL program. If we see some students struggling, we will provide them with Tier II instructional supports such as , extra attention and more differentiated activities to help and guide them so thate they can get the most support in their academic studies. If a student still needs additional support after the Tier I and Tier II instructuional supports have been implemented those students will be targeted as receiving Tier III insructional supports, which include intensive and individualalized instruction (small group or 1:1 support).
6. How do you make sure that a child’s second language development is considered in instructional decisions?
6. We will make sure that a child's second language development is considered in instructional decisions. For example: having bilingual dictionaries and glossaries available for them. Also, by incorporating the "buddy system", which is having an ELL student pair up with another student who speaks the same native language so that he or she can explain directions and other classroom activities in their own native language to the ELL student.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. We will evaluate the success of our program with ELLs by analyzing the results of the NYSESLAT exam and comparing results of each child from year to year to see if the child is progressing to the next level (example: from intermediate to advanced level); and also look at state test results (ELA and Math State tests) to see if the ELLs are progressing and conferring with the ELL's classroom teachers to see how they are progressing in the classroom.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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 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. 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.
 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. Data is also collected from the Parent Survey and Program Selection Form is entered on the ELPC function on ATS.

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

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. 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.

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. 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

5. Each year, the ESL teacher will run the RLER report on ATS to acquire all the names of students who are eligible to take the NYSESLAT. She will also make sure that any new ELL students who have taken the LAB-R and are eligible to receive ESL services are also included as being eligible to take the NYSESLAT. When it is time to administer the sections of the NYSESLAT, the ESL teacher will follow the time frames (dates) given by the Dept. of Education as to when to administer each section: Speaking, Listening, Reading and Writing. She will administer the NYSESLAT in a separate classroom away from any extraneous noise and will hang up a testing sign to ensure that all staff and students are aware that a test is being administered. She will also make sure all of the ELL students are administered each section of the NYSESLAT and all guidelines are followed for each section.

6. 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.) 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. [i](#)

6. During the past few years the trend in program choices that parents have requested is the ELL program. Please refer to chat below.

Program Choices, 2010-2013

	ESL	TBE	DL
2010-2011	4	0	0
2011-2012	1	0	0
2012-2013	2	0	0
2013-2014	2	0	0

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

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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
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 2013-2014 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 as much as possible. 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. 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)?

2. Most students are serviced through a Pull-Out 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 Paraprofessionals travel with their ELL students to Pull Out ESL sessions.

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 foster language development and meet the demands of the Common Core Learning Standards.

3. The ESL teacher is state certified in ESL instruction by New York State. In addition, she is licensed in Common Branches by New York State. The current instructional program, which is delivered in English, fosters language development and meets the demands of the Common Core Learning Standards. Our program 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. All of the ELLs will take the NYSESLAT in the spring . This will assess what level each has achieved in each of the the four

modalities: reading, writing, listening and speaking.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. 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) For students who have been receiving services for 4 to 6 years, teachers will support student reading skills through 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.

7. 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. 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. 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, and related service provider(s) 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, 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.

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:			

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

Social Studies:				
Math:				
Science:				

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	45 minutes per day	45 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.



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

9. 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. The AIS teacher provides targeted intervention services in ELA and math through the AIS program. All AIS instruction is delivered in English. AIS programs include Sondag, 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current ESL program meets the need of our ELL population in both content and language development. We can see the effectiveness through the NYSESLAT results. Every year the results show that many of our ELLs move up a level or become proficient, this proves that they are progressing in the language development. Also, the ESL teacher ensures the ELLs are receiving content development because she frequently confers with ELLs' regular classroom teachers and makes sure the ELL lessons support the content they are currently learning in their respective grades/classrooms.
11. What new programs or improvements will be considered for the upcoming school year?
11. 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.
12. What programs/services for ELLs will be discontinued and why?
12. 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.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. 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, Sondag, 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. 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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. Required services support and resources correspond to ELLs' age and grade levels by having the 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. 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.

18. What language electives are offered to ELLs?

There are no language electives offered to students at PS 65 at this time.

19. For schools with dual language programs:

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

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. PS 65 provides Professional Development and support for all school staff. 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.

2. Our school offers professional development to teachers of ELLs and all other teachers in supporting ELLs as they engage in the Common Core Standards. This professional development includes: Analyzing the Danielson Framework: for example: Danielson's domain 3 (questioning techniques), faculty meetings, grade-level meetings, UDL (Universal Design for Learning), Text complexity, Sonday.

3. Support that will be provided as we transition our ELLs to middle school will include meetings with the ELL staff members and parents to get information about various middle schools. For example, PS 65 invites the Director of Enrollment, Paul Helfan, to come in and give workshops on middle schools. Also, our Vice Principal, Carolyn Reilly and guidance counselor, Liz Rodriguez offer advice to parents as to which middle schools best suit their child, help with the application process, and open house information. Our Parent Coordinator, Norma Santaliz, distributes flyers which are translated into different languages to inform parents of upcoming open houses. She also inputs student information into SEMS so that the middle schools will receive it and then the schools will let us know if a student is missing information such as taking a special exam to enter a school.

4. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

1. Mrs. Norma Santaliz is our Parent Coordinator . Mrs. 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.

The Parent Coordinator provides oral interpretation services in Spanish. 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. Mrs. Santaliz intends to continue offering Adult ESL workshops during the 2013-2014 school year. Other

worshops offered to parents include: "Family Math Game Night", in this workshop parents and children get to reinforce math skills and problem solving strategies by playing math games. Parents are also allowed to take home math kits to continue to be involved with their children's math skills development. There are also parent workshops during PTA meetings given by teachers. Topics include: vocabulary development, test preparation, using the word wall, sight words, text complexity, etc.

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.

E. 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 response to question 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)
Sophie Scamardella	Principal		11/1/13
Carolyn Reilly	Assistant Principal		11/1/13
Norma Santaliz	Parent Coordinator		11/1/13
Caroline Coraci	ESL Teacher		11/1/13
	Parent		
Patricia Brady 4 th grade	Teacher/Subject Area		11/1/13
Keri Kielty K/1 Special Ed.	Teacher/Subject Area		11/1/13
n/a	Coach		
n/a	Coach		
Liz Rodriguez	Guidance Counselor		11/1/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R065 School Name: Academy of Innovative Learning

Cluster: 4 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.

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 25 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. 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. 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.