



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MOTHER HALE ACADEMY / PS 65
DBN (i.e. 01M001): 07X065
Principal: MS. JASMINE GONZALEZ
Principal Email: JGONZALEZ@SCHOOLS.NYC.GOV
Superintendent: MS. YOLANDA TORRES
Network Leader: MR. DANIEL FEIGELSON

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
Jasmine Gonzalez	*Principal or Designee	
Kim Ray	*UFT Chapter Leader or Designee	
Paulette Williams	*PA/PTA President or Designated Co-President	
Joann Cintron	DC 37 Representative, if applicable	
TBA after election	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mildred Marin	Member/ Title 1 Parent	
Wanda Balines	Member/ Parent	
Jessica Borges	Member/ Parent	
Carmen Marciano	Member/ Parent	
Makeba Brooks	Member/ 5 th Grade Teacher	
Michelle Maltby	Member/ (Kindergarten Teacher	
Gail Monroe	Member/ Kindergarten Teacher	
Jeffrey Adler	Member/ Team Sports Teacher	
Samuel Morales	Member/ Parent Coordinator	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	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, the expectation is that students in Grades 4 and 5 will remain at the same range as their peers in mathematical communication and reasoning skills of the Common Core Learning Standards.

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.

By June 2014, returning students in testing grades identified in the school's lowest third will make progress above the citywide median. Collectively, they will average an adjusted growth percentile in English language arts of 59th.

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

Administrators will meet with other members of the Inquiry Team to plan for instructional goals in the area of mathematics for the upcoming school year. This will include:

1. Scheduling professional periods & common preparation periods to facilitate planning for instruction, analyzing data and student work, etc.
2. Professional development workshops, activities, and study groups.
3. Purchasing of instructional supplies.
4. Selection of model classrooms that exhibit best practices in Mathematics.

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

These sessions will be facilitated by the Inquiry Team Members, Coaches, and Principal.

Professional Development Workshops will focus on, but will not be limited to:

- How to encourage students to question, explain and justify their own views and interpretations as they work their way toward making sense of mathematical ideas.
- How to encourage students to question, explain, and justify their own views and interpretations.
- How teachers will lead discussions and question students, helping them to make connections.
- How teachers and students will explore mathematics using materials, oral language and/or written recording.
- How writing can help students develop concepts and thinking skills as well as free them to recognize what they know---and what they want to explore.
- How to create actions plans that tailor interventions for students that do not meet expected mathematical benchmarks.

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

1. Classroom walkthroughs, unannounced and formal observations, Teacher feedback on students' progress as evidenced by student work

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

1. September 2013 – June 2014

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

1. Weekly teacher team meetings with Coaches
2. Classroom Intervisitations to observe best practices
3. Viewing ARIS Learning Opportunities for support in best practices

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).

- Monthly parent meeting will be held to help support deeper parental understanding of grade level expectations
- Math workshops will be conducted in English and in Spanish
- 100th Day of School Math Celebration

Handouts will be given after each workshop in order to continue the work at home between child and parent

Budget and Resource Alignment

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

	Tax Levy	x	Title IA		Title IIA	x	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.

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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, 70 % of students with disabilities in grades 3 through 5 will increase their proficiency in reading as evidenced by an increase of at least 2 reading levels using the Fountas and Pinnell assessments. The assessment will be administered a minimum of three times throughout the school year.

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.

After analysis of the assessment results obtained from the 2011-2012 ELA, and school walk-through using the Quality Indicator Checklist (QUIPP) and writing rubric, an area of concern for the school was the performance of SWD in grades 3-5.

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 Continue to develop and implement differentiated instructional practices to engage and motivate students using tasks designed to enhance academic rigor.
 Collect and analyze data to inform instructional practices to identify student strengths and needs to meet the challenges of standardized literacy programs.
 Continue to develop and apply literacy strategies to improve reading comprehension, fluency, and vocabulary.
 Continue to collect and apply data results to inform student progress towards IEP goals and align to Common Core Standards across content areas.
 Continue within the ICT educator teams professional development sessions to increase instructional intensity for Students with Disabilities.
 Reinforce and actively implement the school wide RTI approach as an intervention strategy.

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

3. CFN 203 Special Education Specialists, QUIPP support

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

1. Classroom walkthroughs, unannounced and formal observations, Teacher feedback on students' progress as evidenced by student work

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

1. September 2013 to June 2014

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

1. Weekly Special Education Articulation periods, weekly common planning periods

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).

- 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;
- conduct monthly literacy workshop for parents in English and Spanish beginning September 2013
- educate parents on choosing "Just Right Books"
- Field Trips to Local Library
- Librarian Visits and Workshops to our School

Budget and Resource Alignment

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

	Tax Levy	x	Title IA		Title IIA	x	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.

As part of on-going efforts to engage families, families will increasingly learn and understand the academic, social and emotional expectations of their children in school. By June 2014, an increase of 60% of our parents will attend and participate in monthly academic, social and emotional workshops.

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.

Studies show that students whose parents/ guardians that work closely with the school benefit greatly from such a support structure. Our parent surveys indicate that parents are more likely to be involved with their child's studies if they understood the math and literacy curriculum. Parents have expressed a desire to become more equipped at helping their child with the homework.

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.

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

All workshops and handouts will be given in English and Spanish.

1. Parents will understand and support the PBIS school-wide expectations
2. Parents will understand what academic language looks like and sounds like in a classroom.
3. Parents will understand student's need to listen to their peers to add on, agree and /or disagree to the discussions in a math lesson and while expressing

- an opinion of a book.
4. Parents will learn how they can improve the quality of their child’s academic communication by asking questions and expounding on each day’s math lesson.
 5. Parents will understand that better speakers become better readers and writers throughout all content areas, especially in Mathematics.
 6. Parents will learn differentiated levels of questions to ask their children and how to help them expound on the lessons learned in school.
 7. Parents will support student academic vocabulary by posting key math words in the home for easy referral so that students use the language to express a multiple concept.
 8. Parents will understand that writing and sharing is a part of daily mathematics instruction.
 9. Parents must help students make the connection to the “why” of the mathematics. Why is this math necessary? How can I use this in my life? How do we use math at home?
 10. Parents will attend interactive academic workshops with their child and submit evidence of the home extension activity at the following meeting.
 - 11.

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

3. Monthly meetings will be held and conducted by Ms. Gonzalez, Principal, Ms. DeMichele, Literacy Coach, Ms. Presto, Math Coach and Mr. Morales, Parent Coordinator to provide parents with an overview of expectations of instructional goals in all academic areas for the upcoming school year.

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

1. Parent Survey, Parent Participation and follow up with assignments

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

1. September 2013 – June 2014

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

1. Parent Workshops will be held on various days and times throughout the school year to accommodate parent schedule; Day and evening workshops will be provided both in English and Spanish.

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).

- 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;

Budget and Resource Alignment

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

Tax Levy	x	Title IA	Title IIA	x	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 #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.

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. 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.						

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.

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.

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

1.

6. 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
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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	Interactive Writing	<p>All students in grades 3-5 are serviced in ELA during cycles provided during extended day program. Classroom and enrichment teachers provide differentiated instruction to <u>all</u> students in grades 3 -5 in small groups of 10 students or less once a week for 50 minutes.</p> <p>IEP teacher provides academic intervention to at-risk students in grades 3-5 using the Wilson program for fluency and comprehension work.</p> <p>After School Early Intervention Program</p>	<p>During the School Day</p> <p>After School Tuesday - Thursday</p>
Mathematics	Collaborative Group Work	<ul style="list-style-type: none"> • All teachers provide differentiated instruction to <u>all</u> 3 - 5 grade students in small groups of 10 or less during the Extended Day program for 50 minutes a week. Students are grouped by skill needs, based on NYS assessments, Performance Tasks and monthly Go Math Assessments. • After School Early Intervention Program 	<p>During the School Day</p> <p>After School Tuesday – Thursday</p>
Science	Group Work / Independent Projects	Extended Program for grades 4	During the School Day

		<p>grade students will offer support in science during the Fall 2014 semester cycle;</p> <p>All students will participate in a school-wide Science Fair in May 2014</p>	
Social Studies	Interactive Writing	All students receive social studies support through the literacy program which works in conjunction with the NYC Scope and Sequence	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and/or small group discussion	<p>Pending caseloads (our psychologist services two schools on site), the school psychologist has provided on the spot crisis intervention for students and has helped teachers create FBAs and BIPs to support students emotional and social needs.</p> <p>Depending on caseloads, our Guidance Counselors will provide on the spot crisis intervention for students in either minor or major crisis; Our Guidance Counselors also provides in class observations and assists teachers with creating FBAs and BIPs to address students' needs;</p> <p>At risk students are seen in groups and individually as needed. Activities given to develop social skills through play therapy, interactive games, role playing videos on conflict resolution, bullying, and anger management are shown and discussed with assistance from the guidance counselors.</p> <p>Contact with parent to share concerns and positive development</p>	During the School Day

		<p>of students. Positive acknowledgement when students achieve desired outcomes. Proper verbal etiquette is reinforced through role-playing on how to seek appropriate help from school staff and peers.</p>	
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Title I Information Page (TIP)
For Schools Receiving Title I Funding

A. 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.
It is imperative that when an applicant is being considered to work in our school, he/she: (not limited to, but including) <ul style="list-style-type: none"> • must have knowledge of the Common Core Standards • must present and execute a lesson plan including differentiated instruction to meet the specific needs of our students • must be flexible in their delivery of the lesson to meet the learning styles of our students • must have excellent communication skills enabling him/her to articulate their goals for student achievement In order to retain such individuals, highly effective Coaches, Lead Teacher, Administration and colleagues will: (not limited to, but including) <ul style="list-style-type: none"> • assist with curriculum planning designed to meet all the diverse needs of students in each classroom • provide one on one mentoring support • co-teach, observe and model a lesson • introduce and support PBIS system • support understanding of student data • meet regularly to discuss professional goals for the year • meet with the teacher 3x a year to support and/or refine goals based on student data • support and enhance parent involvement • support and enhance professional contributions to our school and local community • interpret data, notice class trends for designed next steps for student support • provide workshops and professional development courses both in-house and from outside agencies

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).
Classroom walkthroughs, unannounced and formal observations, Teacher feedback on students' progress as evidenced by student work; Weekly teacher team meetings with Coaches Weekly Professional Development sessions on Danielson's Framework for Teaching Classroom Intervisitations to observe best practices Viewing ARIS Learning Opportunities for support in best practices Weekly Professional Development workshops on best practices aligned CCLS, Incorporating Instructional Shifts in ELA and 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.).
Leadership Program for STH: weekly meetings in school. Agendas include, but not limited to, academic support in Mathematics and Literacy; Peer Intervention discussions; Problem Solving Strategies

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.).

All PK – 5th grade parents are invited to the monthly parent workshops; PK is an integral part of our school and partake in all school functions and celebrations throughout the school year.

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.

Parent and Teachers are active members of our SLT, PBIS Team and MoSL Committee that share in the decision making aspects of our school.

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).

**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 TBA after election

- 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;
- **providing peer parent support to improve student attendance in order to close the achievement gap;**

Our PS 65'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;

PS 65 will 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, phone messages, texts, emails;

PS 65 will 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. PS 65's 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 07	Borough Bronx	School Number 065
School Name Mother Hale Academy		

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 Jasmine Gonzalez	Assistant Principal Jayne Hunt
Coach Danielle Presto, Math Coach	Coach Ingrid Demichele, Literacy Coa
ESL Teacher Richard Mehno, ESL Teacher	Guidance Counselor Laurie Ross
Teacher/Subject Area Samson Mamo-Bilingual SpEd TBE	Parent Paulette Williams, PTA Pres.
Teacher/Subject Area Margarita Otero-Bilingual TBD	Parent Coordinator Samuel Morales
Related Service Provider Asael Ramos, IEP Teacher	Other type here
Network Leader(Only if working with the LAP team) Dan Feigelson	Other Caihua Huang, Network ELL Inst

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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	416	Total number of ELLs	74	ELLs as share of total student population (%)	17.79%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 <small>(60%:40% → 50%:50% → 75%:25%)</small>			1			1								2
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In		1		1		1								3
Pull-out	1				2									3
Total	1	1	1	1	2	2	0	8						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	62	ELL Students with Disabilities	24
SIFE		ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	1

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	16		4			2	1		1	17
Dual Language										0
ESL	46		11	9		6				55
Total	62	0	15	9	0	8	1	0	1	72

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			14			3								17
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	14	0	0	3	0	17						

*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
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									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	5	13	6	10	11	7								52
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French						2								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1			1								2
TOTAL	5	13	7	11	11	10	0	0	0	0	0	0	0	57

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)	4	3	2	1	3	5								18

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)		7	12	2	6	5								32
Advanced (A)	1	3	7	8	2	3								24
Total	5	13	21	11	11	13	0	0	0	0	0	0	0	74

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					0
4	9	1			10
5	9	1			10
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									0
4	9	1	1						11
5	9	2	1						12
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.

At P.S. 65X, early literacy skills are assessed using the DRAs and Fountas and Pinnell methods and the NYSESLAT. These assessments provide us with valuable data and information as to our students' oral fluency, reading comprehension skills, and English proficiency levels. These data assist us in planning and implementing our differentiated instructional plans to best meet the learning needs and learning styles of our ELL students, and to make progress against any apparent learning gaps. The Renzulli program allows us to create group projects and individualized learning activities based upon the varying interests and learning styles of our students. The students in grades K-2 are emergent in story books and develop their reading fluency within their grade leveling within the first six months. By midyear, students' retelling of accounts in the story improve, along with the interpretation (skill to infer) as to the main idea and reflection of a story. This year we are incorporating the ReadyGen curriculum that provides literacy support across content areas for our ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The patterns are as follows: The students that scored Advance in the NYSESLAT from previous years' results as Beginners/Intermediates are the students in first and second grades. The students that progress to Intermediates from Beginners are the students in third or above grades. Students in 3rd, 4th or 5th grades that scored Intermediate in their first year (2nd or 3rd grades) score Beginner in 4th or 5th grades; (after 2 years of USA schooling.)
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](#))

Patterns across the NYSESLAT modalities of listening/speaking and reading/writing dictate the level of instruction the students receive based upon their individual needs. The greatest area of need occurs in the reading/writing modalities of the NYSESLAT. This data drives our guided reading periods in which each class receives an additional qualified instructor to reduce the student/teacher ratio. Furthermore, P.S. 65x will continue our inquiry studies to evaluate our writing curriculum across the grades.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our students in the transitional bilingual program (TBE) are improving to achieve higher scores on the New York State ELA exam. This is evident in the progress made in their DRA levels that the proficiency in their English scores in the NYSESLAT and NYS ELA exams. In our freestanding ESL program, our students are also making steady advances to achieve higher proficiency levels as the school year advances. All of our ELL students are working on improving their reading comprehension skills, as well as improving their language skills of listening, speaking, reading, and writing. Teacher teams and administrative teams are utilizing all assessment results and accompanying data to provide better instruction to meet student needs and gaps. We are also implementing differentiated instruction for all instruction to better help our students succeed. At P.S. 65x we strongly adhere to the belief that our ELL students require differentiated instruction and time modifications to meet the standards, demands, and requirements of our state mandated curriculum.

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](#).)

Data as the LAB-R and previous year's NYSESLAT scores are used to determine our ELL students current level of English proficiency. Additionally, teachers administer DRA's, every 30 days or less, to gather detail data as to fluency and English reading comprehension skills. PS 65X is currently using the NYCDOE approved ReadyGen literacy that is common core aligned curriculum that includes the Response to Intervention (RtI) methodology for our Teachers to provide step-by-step Tiers 1 and 2 support to our ELLs. Intentional small-grouping, with classroom teachers and ESL teacher, affords the students the opportunity to practice oral and written language with strong vocabulary support and topics that include home and cultural knowledge connections. ELL students have writing journals that capture ELL student English language progress and provides on-going data to teachers as to further instructional support to provide our ELLs. These RtI practices are used in mathematics, science, social studies and in our morning meetings used for social-emotional development. Teachers provide many opportunities in small-group and whole-group instruction allowing all students, especially ELLs, opportunity to engage in purposeful conversation and writing.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Instructional decisions are evident in teachers' lesson planning, individual teacher-student conference notes and student journals are the artifacts that language development for all our students, including our ELLs, are considered.

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?

PS 65X does not offer a Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our programs are rich in intentional oral communication (conversation), as evident in the high NYSESLAT speaking scores.

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](#).)

At the beginning of the academic school year, P.S. 65x initially identifies English Language Learners (ELLs) through the administration of the Home Language Identification Survey (HLIS) by our New York State certified ESL teacher, New York State Certified Bilingual Teacher or Assistant Principal. The HLIS is administered to the parents/guardians of all first time student enrollees into the New York City Department of Education school system. This formal initial assessment of parental responses on the HLIS (in the parents' native language), in conjunction with an informal interview of the parent/guardian in both English and the native language when possible, enables the ESL teacher/coordinator to make a determination on administering the Language Assessment Battery-Revised (LAB-R) to the student, which is administered within the first ten (10) days of the student's admittance into P.S. 65x. Those students identified as LAB-R eligible are then LAB-R tested by the ESL teacher/coordinator. Additionally, if the LAB-R results indicate that a student is an ELL and the home language is Spanish, the student is also administered the Spanish LAB by the ESL teacher/coordinator and a Spanish-speaking pedagogue to determine language dominance. In the spring, as mandated by the state of New York, all ELL students are given the New York State English as a Second Language Achievement Test (NYSESLAT) under the administration of the ESL teacher/coordinator. The ESL teacher/coordinator will generate the NYSESLAT eligibility report to create a schedule which ensures that all four (4) modalities of the NYSESLAT (listening, speaking, reading, and writing) are given to our ELLs.
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.

At the beginning of the school year and throughout September, parents/guardians are invited to several parent orientations held by the assistant principal, the ESL teacher, and the parent coordinator. All three team members reach out to parents/guardians through direct oral communication, the mailing of notification letters, and letters distributed to individual students and placed in backpacks and homework packets for the students for home delivery. Parent orientations are held both in the morning and after school for the convenience of our parents, and are held several times throughout the month of September, with notifications accompanying each parent orientation announcement. At our orientations, parents receive a copy of the NYC DOE Guide for Parents of English Language Learners in both English and their native language, and watch the NYC DOE parent orientation video in their home language. The video describes the three (3) placement programs provided by the New York City Department of Education: Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a Second Language (ESL). The parents/guardians are encouraged to ask any questions they may have regarding their child's placement and program choice. If parents are unable to attend any of the scheduled parent orientations, they are invited and encouraged to make an appointment with the assistant principal, ESL teacher, and/or parent coordinator to address any concerns or questions they may have regarding their child's ELL identification and program placement. In addition, for those parents requiring information, forms, or contact

with P.S. 65x in a language other than English or Spanish, we avail the services of the New York City Department of Education's Translation and Interpretation Unit, an internal resource for accessing written translation and oral interpretation services with which we may better communicate with and better engage the limited-English-proficient parents of our English language learners.

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](#)].)

Entitlement Letters and Parent Survey and Program Selection Forms are distributed in both English and the home language using the forms, tools, and resources provided by the New York City Department of Education website. These letters are sent home to parents informing them of their entitlement of program selection for their child based upon their status as an English language learners (ELLs), as determined by their current level of English proficiency resulting from the recently administered LAB-R. When the entitlement forms are not returned in a timely manner to the school, reminder letters are sent home and phone calls are made by the ESL teacher and parent coordinator. If the entitlement forms are not returned, the default program of Transitional Bilingual Education is chosen for ELL students per CR Part 154. For parents whom choose a program not provided by P.S. 65x, such as a Dual Language program which we currently do not provide, we will provide the parents with a list of schools in the neighborhood which offer the program, and inform the parents that they have available the option and right to transfer their child to a school which offers a Dual Language program. If there are fifteen (15) or more students in a grade or two consecutive grades, and parents request a Transitional Bilingual Education (TBE) or Dual Language (DL) program, it is the obligation of P.S. 65x to open such a program.

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.

At P.S. 65x, the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs are the Home Language Identification Survey (HLIS), formal assessments and testing, and parent consultations. Parents are also informed of the three (3) English language learner (ELL) instructional programs offered by the New York City Department of Education for their child: (1) Dual Language; (2) Transitional Bilingual Education; and (3) Freestanding ESL. Parents are informed of the Parent Survey and Program Selection Form by the assistant principal and ESL teacher, and instructed to complete their choice of ELL program on the Parent Survey and Program Selection Form. Placement letters are sent to the parents confirming their choices of program selection based upon their selections on the Parent Survey and Program Selection Forms.

If parents choose to place their child in our freestanding ESL program, these students are provided ESL instruction by our ESL teacher in the push-in or pull-out instructional model. If parents choose the transitional bilingual education program (TBE), we begin the process of assessing the number of students and grade levels requesting the transitional bilingual education program (TBE) and attempt to form a TBE class or classes as requested by the parents. If fifteen (15) or more English language learning students (ELLs) exist within the same grade level and home language, a transitional bilingual education (TBE) class is provided by P.S. 65x. For the 2013-2014 academic school year, we currently have a second (2nd) grade transitional bilingual education (TBE) Integrated Co-Teaching (ICT) class, and a bridged fifth (5th) grade transitional bilingual education (TBE) special education self-contained class. If parents choose a dual language program for their child, we inform them that P.S. 65x does not currently provide a dual language program. We then provide these parents with the proper information and a list of those schools in the New York City public school system which offer dual language programs. All other English language learning students at P. S. 65x in grades kindergarten through fifth (K-5) are served under our freestanding ESL program in both the push-in and pull-out methods.

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.

Every spring, ELL students are assessed with the NYSESLAT. The ELL students are individually tested by the NYS Certified ESL teacher or a NYS Certified Biligual Teacher in a separate location for the SPEAKING portion of the test. The ELL students are grouped by grade and are taken to a separate location, other than their classroom, where the ESL or Bilingual teacher administers the NYSESLAT Exam in accordance to the NYSED Testing Handbook.

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.  The recent trends during fall 2013 in program choices at P.S. 65x are evidenced by a majority of about 100 percent of our incoming kindergarten and first grade parents preferring the Freestanding ESL program. This majority wants their children to receive all of their instruction in English. We did not have any requests for a Dual Language program, but we will provide any

parental requests for Dual Language programs with the names and addresses of other schools in the neighborhood which do provide a Dual Language program (P.S. 65x does not have a Dual Language program at this time). And lastly, about sixty-six (66) percent ($19/29 = .655$) of parents chose to place their second grade childr in our Transitional Bilingual Education (TBE) Integrated Co-Teaching (ICT) program. Currentlyat P.S. 65x, we have two (2) Transitional Bilingual Education (TBE) programs: a bridged kindergarten/first second grade TBE-ICT class and a fifth grade TBEI special education self-contained class.

The program models offered at P.S. 65x are aligned with our parents' requests to the best of our abilities and resources. Our instructional program models are based upon the current needs of our neighborhood and community, as well as the guidelines provided by and mandates required by the state of New York for English language learners. P.S. 65x adheres to these New York State guidelines and mandates to best serve our English language learner population. Our recent trends indicate that our parents choose mainly between the freestanding ESL program and transitional bilingual education program when presented with their options and choices. Parents of students whom present with a limited knowledge of English for themselves or their children often opt for the freestanding ESL program, while those parents and students with little to no previous English language experience opt for the transitional bilingual education program.

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])?

At P.S. 65x, instruction is delivered efficiently and effectively in a push-in or pull-out method as mandated by the State of New York. The instruction for our English Language Learners (ELLs) consists of the following organization and model:

- a. The organizational model used for our freestanding ESL program is a combination of push-in and pull-out by the ESL teacher. Students assessed as 'beginner' (B) proficiency and 'intermediate' (I) proficiency receive three-hundred sixty (360) minutes of ESL instruction per week, and students assessed as 'advanced' (A) proficiency receive one-hundred eighty (180) minutes of ESL instruction per week, as mandated by the state of New York. The organizational models for second grade TBE ICT class and our fifth grade TBE special education classes are both self-contained.
- b. The instructional model for our freestanding ESL program at P.S. 65x is both push-in and pull-out, and determined by the grade levels and English proficiency levels of our ELL students. The instructional models for our second and fifth grade transitional bilingual educational self-contained classes are determined by the same grade levels and alike home languages of the students in these programs.

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)?

Our ESL teacher, Mr. Mehno, and our transitional bilingual teachers, Mr. Mamo and Ms. Otero, are aware of the New York State mandated minutes of instruction for their English language learning students. ESL students identified as either Beginner (B) or Intermediate (I) receive three-hundred sixty (360) minutes of ESL instruction per week, and ESL students indentified as Advanced (A) receive one-hundred eighty (180) minutes of ESL instruction per week. Our transitional bilingual programs provide content area instruction in both English and Spanish based upon the learning styles, current language abilities, and differentiated instructional needs of our transitional bilingual education students.

Our ESL teacher, TBE teachers, and ELA teachers provide ninety (90) minutes of uninterrupted reading instruction in which whole group, guided reading (with push-in co-teachers), and differentiation of books and activities by proficiency level are implemented daily.

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.

Content instruction is delivered by the students' classroom teachers, as well as by the ESL teacher during our freestanding ESL push-in and pull-out programs. The ESL teacher also integrates social studies, science, and math into the freestanding ESL reading curriculum. The ELL students in freestanding ESL receive content instruction in one-hundred percent (100%) English. The transitional bilingual content instruction is delivered by the classroom bilingual teachers, and in both English and the transitional bilingual students' home language of Spanish. The teachers use the NYCDOE approved ReadyGen and Go Math curriculum that contains RtI support for our ELLs which include but is not limited to graphic organizers, thinking maps, repetition, scaffolding, direct-instruction, modeling, visual aids, technology, cooperative learning, activation of knowledge, building knowledge, flexible grouping, and numerous other strategies to make the content comprehensible and to enrich language development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our ESL and TBE students are also appropriately evaluated with the DRA's (running record) assessments and state-wide annual ELA assessments, as exercised by grade level and mandated by NYC DOE rules and regulations.

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

English language learners in the Transitional Bilingual Education programs at P.S. 65x are supported in their Native Language Arts by their Spanish and English language speaking teachers in their self-contained classrooms. Students are provided with materials in both English and Spanish to support their transitional bilingual educational instruction. Additionally, our second

grade TBE students are provided daily instruction in the Spanish language-based Estrellita method. Students in the freestanding ESL program at P.S. 65x are not provided with Native Language Arts per se, but they are provided with native language support through the provision of bilingual dictionaries and bilingual content area glossaries. Newcomer ESL students are provided with bilingual books and dictionaries to support their learning, and special education ELL students are provided with bilingual paraprofessionals, when available.

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).

Language instruction for ELL subgroups is differentiated by the varying proficiency levels of the students: advanced (A), intermediate (I), and beginner (B), and by the DRA reading levels established by DRA assessments.

a. We do not have any Students with Interrupted Formal Education (SIFE) at the current time of the 2013-2014 school year. We currently identify and classify our SIFE students as newcomer ELLs who enter the third grade or above with little or no previous academic experiences. Our instructional plans for SIFE students would be based upon a differentiation of ESL and classroom instruction for our SIFE students, as well as additional support through Academic Intervention Services (AIS). Our SIFE students would also participate in our extended day and Title III after-school programs and activities to support their reading and writing comprehension and fluency.

b. ESL students identified as newcomers (ELLs in U.S. schools less than three years) are provided with differentiated instruction based upon their DRA reading levels, initial LAB-R scores, and NYSESLAT scores as they become available. Newcomer ELLs receive freestanding ESL instruction for the mandated three-hundred sixty (360) minutes per week at the 'beginner' (B) and 'intermediate' (I) levels of English proficiency, and one-hundred eighty (180) minutes per week at the 'advanced' (A) level of English proficiency. Our ELL students also receive Title III after-school ESL instruction by our ESL teacher, as well as AIS support, and small group instruction, in which our focus is on developing their reading and writing comprehension and fluency skills, as well as phonemic awareness and vocabulary-building.

In terms of our instructional plans at P.S. 65x for our ELL students in relation to the NCLB requirements of ELA testing after one year of ELL and classroom instruction, our ESL and classroom instructions are implemented in a standard, well-balanced approach in which students receive daily thematic unit-based instruction of academic content in support of the language modalities of listening, speaking, reading, and writing, as well as in vocabulary and word work. All ESL instruction is apportioned in accordance with the New York City Department of Education's Language Allocation Policy and is consistent with Part 154 requirements as determined by students' performance on the LAB-R and/or NYSESLAT.

c. Our ELL students whom have been receiving ESL services for four to six (4 – 6) years are provided with differentiated instruction based upon their LAB-R and NYSESLAT scores and individual English proficiency levels. These ESL students also receive the same standard, well-balanced approach to learning in which they receive daily thematic unit-based instruction of academic content in support of the language modalities of listening, speaking, reading, and writing, as well as in vocabulary and word work. Additionally, we provide these ESL students with a Title III after-school program designed to support and enhance their vocabulary improvement and reading and writing comprehension and fluency. ESL students requiring additional support based upon their reading and writing scores on the NYSESLAT are provided Academic Intervention Services (AIS) in small groups designed to improve their reading and writing skills, as well as the daily ESL services intended to improve their reading and writing comprehension and fluency strategies and English language learning abilities.

d. Our long-term ELL students whom have completed six (6) years of ESL services are also provided with differentiated instruction based upon their LAB-R and NYSESLAT scores and individual English proficiency levels. These long-term ESL students also receive the same standard, well-balanced approach to learning in which they receive daily thematic unit-based instruction of academic content in support of the language modalities of listening, speaking, reading, and writing, as well as in vocabulary and word work. Additionally, we provide these long-term ESL students with a Title III after-school program designed to support and enhance their vocabulary improvement and reading and writing comprehension and fluency. Our long-term ESL students requiring additional support

based upon their reading and writing scores on the NYSESLAT are also provided Academic Intervention Services (AIS) in small groups designed to improve their reading and writing skills, as well as the daily ESL services intended to improve their reading and writing comprehension and fluency strategies and English language learning abilities.

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?

P.S. 65x provides daily reading and writing instructional blocks as well as small group guided reading instruction utilizing the SpellRead program, ReadyGen, as well as the On Our Way to English curriculum to increase reading comprehension skills.

In addition, our third, fourth, and fifth grade students participate each Tuesday and Wednesday in an extended day program which focuses specifically on the content areas of math and literacy. Teachers provide students with meaningful visual aids, graphic organizers, and thinking maps to assist in student learning. Students are also provided with direct instruction, modeling, scaffolding, hands-on activities, realia, repetition, and cooperative learning to support their instructional needs, as well as to helping our students to narrow and close any reading, writing, and math gaps. Our ESL curriculum is a standard, well-balanced approach to learning in which students receive daily instruction in all areas of language, including listening, speaking, reading, writing, vocabulary, and word work. All ESL instruction is apportioned in accordance with the New York City Department of Education’s Language Allocation Policy and is consistent with Part 154 requirements as determined by the performance of our students on the LAB-R and/or NYSESLAT.

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?

Our curricular, instructional, and scheduling flexibility designed to meet the diverse needs of our ELLs-SWDs in the least restrictive environment at P.S. 65x include opportunities for differentiated instruction according to the reading and writing levels of our students, as well as differentiated instruction based upon the varying English proficiency levels and learning needs of our individual ELL-SWD students. Collaboration with the classroom teacher, as well as mutually-agreeable scheduling, are important curricular and instructional components in meeting the academic needs of our ELL students by our ESL teacher, IEP teacher and classroom teachers.

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:			
Social Studies:			
Math:			
Science:			

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

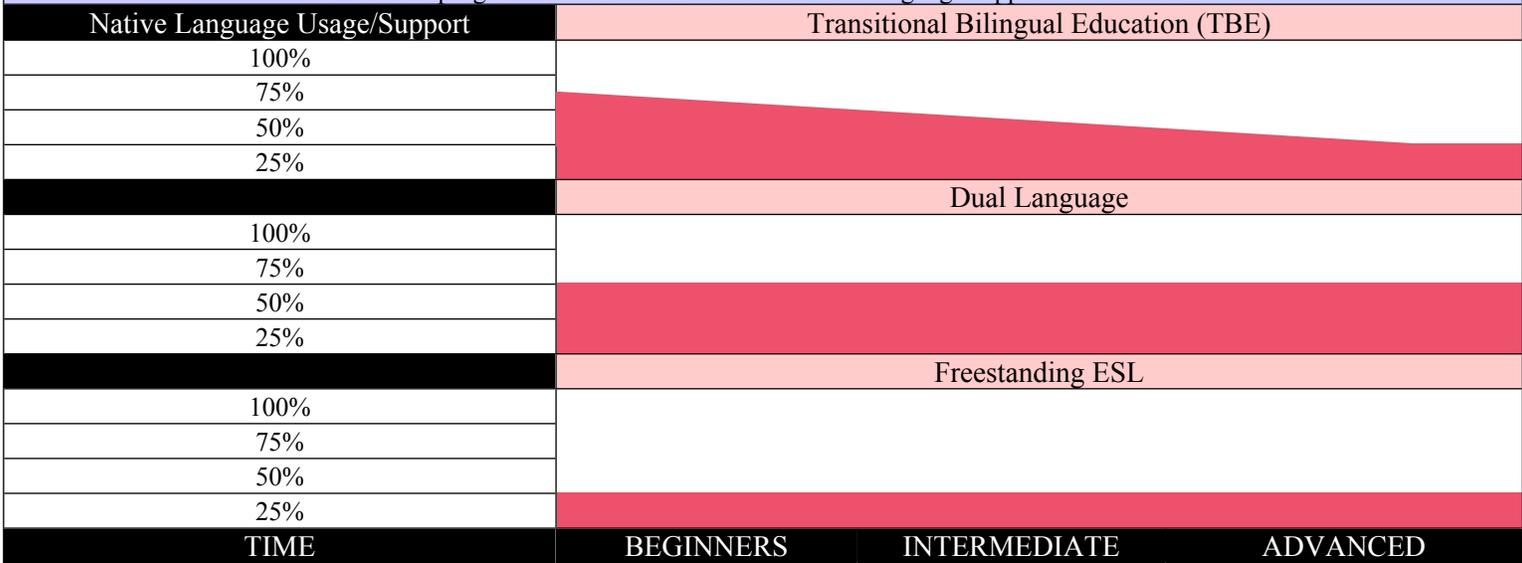
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

We have many targeted interventions in ELA, math, and content areas for ELLs which include:

- a. The new NYCDOE ReadyGen literacy curriculum, leveled reading books, and multicultural songs, reading, and activities.
 - b. Small differentiated guided reading groups.
 - c. The Go Math curriculum, hands-on activities, and meaningful games.
 - d. Kaplan's SpellRead intensive intervention program for decoding and word recognition.
 - e. Our ESL classes provide differentiated instruction by process, content, environment, and affect according to our students' interests, learning profiles, and readiness levels. We also provide vocabulary support, reading and writing comprehension and fluency strategies, grammar instruction, and speaking and listening skills through our instruction of thematic units.
 - f. Our science and social studies curriculums are language-supported for ELLs with bilingual dictionaries and content-specific bilingual glossaries. Our ELL students are also supported instructionally through the in-classroom use of hands-on experiments, projects, and activities designed and implemented to support our students in their discovery and exploration of science and social studies learning.
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 program is NYS and NYCDOE approved common core aligned curriculum that integrates the academic intervention and supports to meet the diverse needs of our ELLs in literacy, math, science and social studies.
11. What new programs or improvements will be considered for the upcoming school year?
- In the 2013-2014 academic year, we are improving our implementation of differentiation in reading and math, as well as in content area subjects, for our ELL students. We provide ESL instruction and strategies of group reading and writing in
12. What programs/services for ELLs will be discontinued and why?
- In the 2013-2014 academic year, we will not be discontinuing any programs or services for our ELL students. We will continue to provide freestanding ESL and transitional bilingual education programs as mandated by the state of New York.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At P.S. 65x all students, including ELLs, have access to all materials and programs. For our ESL students, and under the aegis of our Title III funds for ELLs, we have implemented an after school program using Abrams Readers Theatre, a reading skills program that focuses on comprehension, fluency, and vocabulary. This after school program will also help develop and strengthen the listening, speaking, reading, and writing skills of our ELL students in a fun yet meaningful way. Our ELL students also participate in extended day and after-school programs implemented to increase their overall listening, speaking, reading, and writing skills as English language learners.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs have access to computers, listening center stations, and multicultural books and stories in their regular classrooms and the P.S. 65 computer lab. Each classroom and teacher are provided with a computer and Smartboard/Promethean Board used to access various interactive and educational websites to enhance our ELLs' learning, as well as to increase our students' exposure to and hands-on use of technology. ELL students also have access to picture dictionaries, bilingual dictionaries, bilingual content-area glossaries, visual aids, realia, graphic organizers, and other visual and tactile learning tools to increase their learning and comprehension of both language and content material.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our freestanding ESL program, our English language learning students receive native language support through the use of bilingual dictionaries and bilingual content-area glossaries. Our special needs ELLs also receive additional native language support through the inclusion of bilingual paraprofessionals in their classrooms. Our TBE programs provide content area instruction in both English and Spanish based upon the learning styles, current language abilities, and differentiated instructional needs of our transitional bilingual education students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Our required services support and our resources correspond to our English language learners' varying ages, grade levels, and different levels of language proficiencies. Our ESL students are also supported through required services in their content areas subjects and content area instruction in the classroom by both the ESL teacher and classroom teacher.

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.

Prior to the beginning of the school year, we provide our parents and guardians of our incoming English language learners at P.S. 65x with a newsletter and pamphlets welcoming new parents to our school. These newsletters and pamphlets are translated into the various home languages of our parents and students, as well as in English. On the first day of school and throughout the next week or so, our parent coordinator greets and welcomes new parents and students at the entrance of the school and holds parental meetings to introduce them to P.S. 65x. Our ESL teacher, Mr. Mehno, also provides our newly enrolled ELL students with a tour of the school and provides any interested parents an opportunity to sit in on an ESL or transitional bilingual education class to assist them in determining their choice of an English language learning program for their child and our new students. At P.S. 65x, we strive to maintain a life-long learning community in which our students feel safe and comfortable in their school.

18. What language electives are offered to ELLs?

Other than our current transitional bilingual education program (TBE), P.S. 65x does not provide any language electives for the ELLs or any other students in our school 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)?

PS 65X does not offer the 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.

All of our ELL personnel and teachers of ELLs are highly encouraged to attend and participate in numerous professional development seminars intended to provide additional support and knowledge regarding the instruction of our ELL students, and all students, throughout the academic school year. At P.S. 65x, we hold weekly administration-initiated and/or teacher-initiated professional development workshops for all teachers. In addition, our ESL teacher frequently attends professional development seminars and workshops related to ESL curriculum and instruction throughout the academic school year. Our teachers, support personnel, and administrators attend various professional development seminars throughout the year. This year we are focusing on Response to Intervention in many of our professional development seminars. All of our teachers are attending various sessions with a DOE STOPP counselor specifically assigned to deliver instructional and professional development to P.S. 65x on Tier I, Tier II, and Tier III interventions.

As a member of the Children First Network (CFN), P.S. 65's ESL teacher attends monthly professional development seminars provided by our ELL Network Support Specialist. These professional development seminars are intended to support ESL curriculum development and instruction, as well as provide up-to-date information to our ESL teacher regarding the latest developments and mandates regarding our English language learners and their families. Our ESL teacher regularly attends CFN 203 English Language Learner professional development seminars held by the Office of English Language Learners. These CFN 203-supported professional development seminars are held approximately every two (2) months, and each seminar focuses on various curricular, educational, and organizational matters related to ELL teaching and ELL administrative duties.

Additionally, our ESL teacher, Mr. Mehno, will hold three (3) professional development seminars by the spring of 2014 for the P.S. 65x staff. This seminar will focus on the history, administration, and scoring of the NYSESLAT examinations. The second professional development seminar for our teachers will focus on language acquisition for ELLs and its effects on ELL learning in the classroom. The third and final professional development seminar will focus on differentiation for ELLs, as well as differentiation for our entire student population.

With an in-house teacher center specialist, the staff at P.S. 65x receives the necessary support needed for ELL students transitioning from elementary school to middle school. Additionally, under the supervision of our guidance counselor, all of our students have field trips to middle school to help ease this transition from the elementary school environment to the middle school environment. Bi-weekly and monthly student meetings are held to assist students with this transition by answering any questions or addressing any concerns our students may have regarding middle school.

Our guidance counselor assists our fifth grade students in transitioning from P.S. 65x to middle school. Our fifth grade students receive a district-wide booklet and application listing their choices of middle school. This booklet describes the programs offered by each middle school, as well as the number of students attending each school. Students are given the opportunity to select the schools of their choice in preferential order, and every reasonable attempt is made to fulfill one of the students' top two selected middle schools. Parents and classroom teacher must sign off on the student middle school selection sheet. Additionally, some schools require interviews and portfolio reviews in making the decision to accept our students into their middle school. Students are also given the opportunity to visit some of the middle schools in the district to assist them in making their decisions regarding middle school selection.

All of our staff, including our non-ELL teachers, will receive a minimum of seven-and-a-half (7.5) hours of training/professional development on implementing strategies such as thinking maps, visual aids, etc. to assist our ELL students in the classroom. These workshops will cover various instructional methods and topics such as differentiating instruction to meet the needs of all learners, language acquisition skills, and literacy workshop models. These instructional tools and strategies are to be implemented school-wide with a special emphasis placed on teaching our special education and bilingual students. These training and professional development workshops will be initiated by and led by our ESL teacher/coordinator, Mr. Mehno, and will focus on differentiated instruction, teaching strategies for ELLs, and ELL vocabulary development. Content area teachers will also receive training and professional development throughout the year, and the ESL teacher will receive training and professional development in the content area subjects and instruction. Our ESL teacher regularly attends CFN 203 English Language Learner professional development seminars held by the

Office of English Language Learners. These CFN 203-supported professional development seminars are held approximately every two (2) months, and each seminar focuses on various curricular, educational, and organizational matters related to ELL teaching and ELL administrative duties.

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?

The parents of all students, including ELLs, are highly encouraged to be directly involved in their child's learning and development at P.S. 65x. Parents are encouraged to attend PTA meetings, meet with the parent coordinator, attend parent teacher conferences, and talk to both administrators and teachers before school as they drop off their children and after school when they pick up their child. Parents and teachers are also encouraged to have regular and direct communication with each other regarding both academic and non-academic school-related issues and performances regarding their children and our students. Our ELL parents are afforded an open-door policy with our ESL teacher and parent coordinator to meet at any time at the convenience of the parent, and to visit our school and ESL classroom at the discretion of the parents or guardians of any of our ESL or ELL students.

At P. S. 65x we are planning to implement an evening ESL education program for the adult parents of our students during the 2013-2015 academic school year. This program will be designed specifically for our parents and other family members with limited English proficiencies, and will focus on improving the English listening, speaking, reading, and writing skills of the parents in our P.S. 65x learning and living community. We plan to begin this adult ESP program in late March/early April, to be held once a week for two hours for ten (10) continuous weeks, at a convenient time in the evening for our parents.

Our ELL parents are invited and highly encouraged to attend all P.S. 65 PTA meetings in which they may communicate their needs and expectations to the school administration, other parents, and the P.S. 65 community at large. Additionally, the parents of our ELL students are welcome to meet with our parent coordinator and ESL teacher at their discretion before, during, or after school, and to visit our school and ESL classroom at their convenience. Parents are also highly encouraged to complete parent satisfaction surveys and to attend our regularly scheduled parent/teacher conferences regarding their children and our students.

Our parent coordinator, Mr. Morales, assists our parents and guardians in all matters regarding their child at P.S. 65x. He is available to translate all documents in Spanish to our Spanish-speaking parents and guardians, as well as interpret and translate any conversations or information necessary on behalf of our students, our parents and guardians, or our school. Mr. Morales is also available to provide and act as the school's interpreter for any parent-teacher and parent-administrator conferences, meetings, or orientations at P.S. 65x.

All parent letters, permission slips, and other correspondence are translated and distributed to our parent in the home language of their choice, as indicated on their Home Language Survey or at request of the parent to our school. New York City Department of Education resources, such as the translation services and translation resources offered on the DOE's website, assist us in translating necessary documents and information for the parent and guardians regarding our limited English proficient students at P.S. 65x.

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.

No Additional Information.

Part VI: LAP Assurances

School Name: Mother Hale Academy - PS 65X

School DBN: 07X065

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jasmine Gonzalez	Principal		11/14/13
Jayne Hunt	Assistant Principal		11/14/13
Samuel Morales	Parent Coordinator		11/14/13
Richard Mehno	ESL Teacher		11/14/13
Paulette Williams	Parent		1/1/01
Samson Mamo, TBE	Teacher/Subject Area		11/14/13
Margarita Otero, TBE	Teacher/Subject Area		11/14/13
Danielle Presto	Coach		11/14/13
Ingrid DeMichele	Coach		11/14/13
Laurie Ross	Guidance Counselor		11/14/13
Dan Feigelson	Network Leader		11/14/13
Asael Ramos	Other <u>IEP Teacher</u>		11/14/13
Caihua Huang	Other <u>Network ELL Instruct</u>		11/14/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 065X School Name: Mother Hale Academy

Cluster: 2 Network: CFN

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 P.S. 65, we access the Home Language Information Survey (HLIS) to initially assess the home language of the parents/guardians of our newly enrolled, first-time students. We also access our students' cumulative folders maintained by the classroom teachers to make yearly copies of our ELL students' Home Language Information Surveys as a way of remaining up-to-date, and in-check of maintaining our student records. Additionally we use the Department of Education's ATS system to access the numerical data and demographic information specifically related to our students' home languages, as well as the home languages of their parents/guardians. From these records, we ascertain our parental written translation and oral interpretation needs to ensure that all parents/guardians are provided with appropriate and timely information in a language they can understand. All parent/guardian letters and school-related information are sent to our parents/guardians in English, as well as in English and Spanish to our Spanish-speaking parents/guardians, in English and French to our French-speaking parents/guardians, and in English and Bengali to our Bengali-speaking parents/guardians. Additionally, our bilingual Spanish-speaking administrator and parent coordinator are available to explain any informational forms, answer any questions, or address any concerns to our Spanish-speaking parents/guardians.

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.

P.S. 65 has a majority of Spanish written translation and oral interpretation needs, followed by a small minority of French written translation and oral interpretation needs, and a small minority of Bengali written translation and oral interpretation needs. Our findings are reported to the school community through letters to parents/guardians, newsletters, and direct on-site/in-school informational materials and signs and posters to the parents/guardians themselves from the school administration and staff.

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.

P.S. 65 will provide all written communication with translated services in the home language of the parents/guardians of our students, which at the present time is a majority of Spanish and minority of French and Bengali. We will provide in-house written Spanish translation by the administration, parent coordinator, and/or Spanish-fluent teachers and staff at P.S. 65. For our French-based and Bengali-based written translation services we will avail the services of the Translation and Interpretation Unit provided on the New York City Department of Education website. To ensure timely provision of translated documents, we will prepare our materials-to-be-translated ahead of our scheduled release dates by working within a turnaround date for the translation to be completed and returned, whether in-house or by an NYC Department of Education contracted outside vendor, when necessary and/or applicable.

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.

P.S. 65 will provide all oral communication with interpreted services in the home language of the parents/guardians of our students, which at the present time is Spanish, French, and Bengali. We will provide in-house oral Spanish interpretation services by the administration, parent coordinator, staff, and/or Spanish-speaking teachers at P.S. 65. We will provide French interpretation services by our in-house French-speaking literacy teacher at P.S. 65, by the services of the Translation and Interpretation Unit provided on the New York City Department of Education website, and/or by an NYC Department of Education contracted outside vendor when necessary and/or applicable. We will provide Bengali interpretation services by the services of the Translation and Interpretation Unit provided on the New York City Department of Education website, or by an NYC Department of Education contracted outside vendor, when necessary and/or applicable.

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

P.S. 65 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services through the implementation and execution of the following procedures:

1. Provide each parent/guardian whose primary language is a covered language and who require language assistance services with a copy of the "Bill of Parent Rights and Responsibilities" in both English and their translated covered language. The "Bill of Parent Rights and Responsibilities" includes a section on parental rights regarding translation and interpretation services;
2. Post in a conspicuous location at or near the primary entrance to P.S. 65 a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services;
3. The P.S. 65 safety plan will contain procedures for ensuring that parents/guardians in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers;
4. Although not applicable at the present time, P.S. 65 is aware that at such time the parents/guardians of more than ten percent (10%) of the children at P.S. 65 speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to Section VII of Chancellor's Regulations A-663, and shall post and provide such forms in accordance with the abovementioned Section VII;
5. We acknowledge and shall provide our parents/guardians with the information that the New York City Department of Education's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Mother Hale Academy	DBN: 065X
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 49
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 65X will implement an ESL/ELL after school program in which the students will listen, speak, read, and write in English through the use of plays and drama. This after school program will utilize the Abrams Reading Theatre to actively engage the participation of and raise the interests of our ESL/ELL students in the four modalities of listening, speaking, reading, and writing through this use of drama. Our program will meet two (2) times per week for two (2) hours per session on Tuesdays and Wednesdays. A snack in the cafeteria with conversational English with the program teachers will begin the students' after school program, followed by an exercise and movement activity when we reach our classroom. The main portion of our after school activities will then take place with the students' participation in the reading, performing, and development of plays based upon the Abrams Reading Theatre and the students' own imagination. The plays will also be produced for performances before fellow students, their parents and other family members, and the community surrounding our school. We anticipate the participation of fifteen (15) to thirty (30) ELLs as active and regular after school drama participants, from grades two through five (grades 2 - 5). The ELL after school program will utilize each of the four modalities of listening, speaking, reading, and writing in each after school classroom session. Also, student groups will be formed according to proficiency levels, grades, and ages, and each of the two participating teachers will monitor each groups' participation and interactions through the use of the four modalities in English. Our two after school ELL teachers are one each of an ESL-certified teacher and a bilingual/content certified teacher, and will make use of their areas of expertise and teaching experience to enhance their delivery of play-related and ELL-related curricular materials and instruction in our ELL after school program. The materials to be used will primarily consist of the Abrams Reading Theatre, Set 1 and Set 2, as well as any academic and drama-related materials provided by our two teachers. We expect our ELL students will be highly motivated to participate and learn in our after school drama program based upon their enthusiasm and participation in the past. Our ELL students will be given the opportunity to actively participate and learn while practicing their English language communication skills of listening, speaking, reading, and writing, as well as learning to work in groups, on teams, as characters, in role-play, and in the sharing of ideas while learning. Additionally, our ELL students will participate in culminating drama activities through their active involvement in and the excitement of live productions to be presented before students, parents, family members, and the P.S. 65 community. We anticipate the production of these performances in May and June, with specific calendar dates to be chosen closer to these actual upcoming months. We will hold both in-school and after-school performances to maximize the potential audiences ability to see these performances. Each performance will consist of three or four plays performed by the ELL students on these future dates, with costumes and sets designed by the students.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Our ESL teacher regularly attends English Language Learner professional development seminars held by the Office of English Language Learners under the direction of CFN 203 and the Department of Education. These professional development seminars are held throughout the school year and cover various English Language Learner topics and concerns directly benefiting English as a Second Language teachers and ELL students. Past professional development seminars have focused on various curricular, educational, and organizational matters related to ELL teaching, ELL learning, and ELL administrative duties. I would anticipate that future ELL professional development seminars would focus on like-minded topics, as well as any new ELL topics, concerns, and areas information related to our teaching of and learning by our ELL students.

Our ESL teacher, Mr. Mehno, will hold various professional development seminars in spring 2013 for the P.S. 65 staff and administration. These seminars will be held after school hours on Monday professional development days set aside by P.S. 65 for professional development, with dates and topics to be firmed up later by Mr. Mehno and the P.S. 65 administration. Topics to be focused on will include an overview of the NYSESLAT, NYSESLAT testing and results, differentiation for ELL students and others, the push-in and pull-out models, and a focus on ESL/ELL students in the classroom and their various learning abilities and needs for support. All ELL professional development seminars will be given twice by Mr. Mehno on different dates: once to our Kindergarten, first, and second grade teachers and support staff, and again to our third, fourth, and fifth grade teachers and support staff.

Part D: Parental Engagement Activities

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

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

Begin description here: Our ELL students will present several of their rehearsed plays to the parents throughout the course of the after school program. We will present plays from the Abrams Reading Theatre and from plays written and produced by the students themselves. We expect our performances to take place both during our after school program and at a separate assembly when we present our play-acting and play-writing skills in a public performance in the spring. All of our ELL after school drama activities will involve performances by all of the students participating in the after school program. The rationale behind these activities is to increase our ELL students' familiarity with and use of the four

Part D: Parental Engagement Activities

modalities of listening, speaking, reading, and writing, while simultaneously promoting a sense of pride and accomplishment while increasing their self-confidence to perform before each other and a live audience. Our ELL students will also acquire a greater knowledge of and improvement in their overall English skills while attaining a greater confidence in reading, writing, and speaking as they increase their vocabulary, comprehension, and fluency in English. Parents will be notified of our ELL play productions by letters, phone calls, flyers, student word-of-mouth, and our parent coordinator’s effective outreach of information to our parents, families, and the P.S. 65 community, in general.

Our ESL teacher, Mr. Mehno, also plans to hold a Saturday academy of English language learning for our students and their parents wanting to learn English in the spring of 2013. This program will run for eight (8) to twelve (12) weeks, and will focus on teaching English to the parents and other family members in our P.S. 65 community, with our ESL students acting as student-educators of English to our community members with a beginner to intermediate understanding and use of English. We plan to invite our parents, families, and other community members to participate in these workshop sessions as a way of increasing school involvement in our community, increasing community involvement in our school, and increasing our ELL students’ use of and improvement in their modalities of English through modeling English language learning and teaching to their parents and families in the P.S. 65 community.

Additionally, our ESL teacher, Mr. Mehno, communicates with our ELL parents and their families through frequent letters and flyers sent directly home to inform our parents of important ELL information and updates. Parental notifications are sent home at the beginning of the academic school year to our ELL parents and guardians in the form of Entitlement Letters, Continued Entitlement Letters, Non-Entitlement Letters, Parent Preferred Language Forms, Placement Letters, and ELL Parent Brochures in their home or preferred language. Parents of newly identified ELLs are also invited to P.S. 65 for a Parent Orientation and a viewing of the Parent Orientation Video explaining their options and rights as the parent or guardian of an ELL student. In the fall, the parents also receive the Title II Letter explaining the supplemental services their child will receive as an ELL student, and the details of the after school program in which their child is invited to participate. In the spring, letters are sent to the parents informing them of the upcoming NYSESLAT assessments, their meaning towards establishing their child’s level of English proficiency based upon the results of the NYSESLATs, and the importance of their child’s participation in the NYSESLATs.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		

Part E: Budget

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

Allocation Amount: \$

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