

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):	19K065
School Name:	PS 65
Principal:	DAYSI GARCIA

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Daysi Garcia	*Principal or Designee	
Leonardo Tabbita	*UFT Chapter Leader or Designee	
Jannitza Dilan	*PA/PTA President or Designated Co-President	
Estella Arroyo	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mary Maraldo	Member/ Teacher	
Luz Paternostro	Member/Teacher	
Mercedes Duran	Member/ Parent	
Lucrecia Cepeda	Member/ Parent	
Amada Rodriquez	Member/ Parent	
Ruth Hernandez	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Public School 65 is a learning community in which students, staff members, parents, administrators and community work collaboratively towards achieving success. There is a strong focus on professional development in order to address the needs of new and experienced teachers in developing their growth as professionals in order to inspire teaching and learning experiences for all students. We are working towards developing high academic standards in all of our students in order for them to achieve their fullest potential. The school tone reflects a nurturing and caring environment where students are encouraged to believe in themselves and to develop a sense of responsibility. P.S. 65K is a thriving educational community school, which provides a rigorous and differentiated curriculum for all of its students in order prepare them for career and college readiness by having high quality discussions and expressing them in our writing, in literacy, math, science and social studies. Collaboration is a central theme in the cultural dynamics of our school. Teachers, support staff and administrators work together to provide students with enriching and challenging instruction. School leaders and faculty have immersed themselves in understanding all aspects and implications of the Common Core Learning Standards (CCLS). Their efforts are manifested in refined units of study targeting writing and math reasoning that are aligned to Common Core Learning Standards (CCLS) expectations in all subjects. Grade level teams are ambitious in curriculum mapping that include units of study with rigorous guiding questions, benchmark skills, lesson alignment, and assessment evidence. Vocabulary, differentiated instructional strategies through tiered tasks, and resources are added features to ensure attention to the needs of the large population of English language learners (ELL's), special education students, and those challenged by specific skill deficits. School leaders and faculty are collectively responsible for collecting, analyzing and sharing data. Data is used to drive instruction and differentiate lessons to meet the specific needs of individual students. In order to provide a diverse learning experience for our students, we maintain healthy working relationships with our parents, families and community members. As a result the percentage of students who scored a Level 3 or 4 on the New York State ELA made a gain of 4% from 2014, they also made a slight gain of just 1% on the New York State Mathematics exam, putting them on track for achieving an annual school goal to increase levels 3 and 4 on the State assessments to close the achievement gap.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After conducting a needs assessment of student performance on the New York State English as a Second Language Achievement Test (NYSESLAT), we noticed that the percentage of students performing at the proficiency level in reading and writing was consistently lower than students in listening in speaking in the same grade levels. Therefore the need for this goal was generated due to our high population of English Language Learner’s and to close the academic gap, based on the results from the Diagnostic Reading Assessment and the New York State English as a Second Language Achievement Tests indicate that 39 % of our English Language Learner’s are below the Proficient level .

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all English Language Learners in Kindergarten through 5th grade at P.S. 65 will demonstrate progress in achieving an increase of 2 reading levels as measured by the differentiated entry points of the Fountas and Pinnell Benchmark Assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<p>1-All teachers and grade leaders will work closely with the Administration to revise Common Core alignment within the ELA Curriculum and the ReadyGen reading program, create reading pacing calendars and tasks aligned with each unit.</p> <p>Vertical Teacher Team: Teachers from each grade will work closely with administration to align the Common Core Learning Standards with our current ELA curriculum</p>	All classroom teachers in grades Kindergarten through 5 th grade	September 2014 through June 2015	All classroom teachers and Administration

<p>ReadyGen.</p> <p>2-Professional Learning Opportunities: PLO's will be provided on the following topics: Common Core Learning Standards, curriculum mapping including planning units based on citywide expectations, differentiated instruction, learning objectives, Universal Design for Learning.</p>			
<p>Saturday Academy: students in 3rd through 5th grade including English Language Learners (ELL's) and Students with Disabilities (SWD's) will be invited to attend to work on skills necessary for preparation for the New York State ELA & Math assessments.</p> <p>Select teachers at P.S. 65 in grades 3-5 will utilize materials such as NY Ready, Focus, STARS, CARRS, Get Set For Reading. Teachers will utilize data for goal setting and differentiated instruction with a focus on At-Risk students, Students with Disabilities, and English Language Learner's.</p>	<p>Students in Grades 3 through 5</p>	<p>September 2014 through June 2015.</p>	<p>Selected classroom teachers in grades 3rd- through 5th grade and Administration</p>
<p>3- Teacher-led workshops for parents to address various topics of interest to English Language Learners parents in reading and writing to support the English Language Learner's.</p> <p>The Parent Coordinator will work with teachers and parent representatives to develop a menu of workshops that interest and support parent engagement in the school. Parents will be invited to attend and participate in English as a Second Language acquisition sessions designed for adult learners.</p> <p>All written communication sent home in English will be translated.</p>	<p>Parents and or guardians of students attending P.S. 65</p>	<p>September 2014 through June 2015</p>	<p>Classroom Teachers, Parent Coordinator.</p>
<p>4-Teachers will participate in inter-visitation of classrooms, mentoring, lesson studies, common planning and revising to ensure multiple entry points in order to access the curriculum and cognitive engagement for all students. The teachers use the following assessment of skills to measure progress, effectiveness of the program; practice tests at the end of the unit, the Diagnostic Reading Assessment (DRA) -to note growth, End of Chapter assessments and progress in the classroom as reported by the classroom teachers.</p>	<p>Classroom Teachers</p>	<p>September 2014 through June 2015</p>	<p>All school personal at P.S. 65</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule

adjustments, etc.

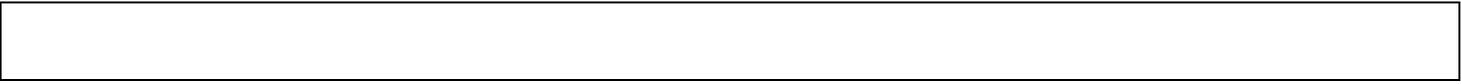
- Educational Consultants work with each grade to incorporate reading strategies and give support within the ReadyGen Program.
- Assistant Principals meet with their assigned grades weekly to facilitate common planning and to support any concerns in meeting the CCLS.
- Grade wide teacher teams meet to discuss and plan strategies to implement with their students.
- Vertical Teams meet monthly to analyze school-wide data and to plan next steps to turnkey to their grades
- Saturday Academy-14 teachers will be hired to work with students in grades 3-5

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Extended Day- program offered to targeted English language learners three days a week Assistant Principals, and Educational Consultants									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
<p>The teachers use the following assessment of skills to measure progress, effectiveness of the program;</p> <ul style="list-style-type: none"> • Practice tests at the end of the unit • Diagnostic Reading Assessment -to note growth, given Sept., Nov., Jan., March, and May • End of Chapter assessments • Mid-Year Assessments-Periodic Assessments & ELA and Math Assessments created by grade to analyze student growth • Progress in the classroom as reported by the classroom teacher . • Promotion In Doubt-Letters sent home to parents to warn of failing grades • Progress Reports-sent home in October & February • If additional services are required, the targeted students are then identified and Response to Intervention (RTI) is implemented by February 2015. 				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

P.S. 65 has incorporated the” Respect for All” curriculum after considering the importance of establishing a program of positive behavior supports rather than continue to incorporate the typical punishment based strategy of loss of privileges, reprimands and office referrals. Research has shown that this form of discipline is ineffective and therefore the use of modeling and reinforcing positive social behavior is an important step of a student’s educational experience. Students are made aware of the importance of respecting others as well as themselves. This program enhances self-esteem and self-advocacy as well as consideration and concern for others. P.S. 65 also implements P.B.I.S. Program (Positive Behavior Interventions and Supports) which promotes personal growth and character development through self-reflection and offers tangible rewards.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will provide all students with social and emotional support by implementing a school-wide Positive Behavior Intervention Support Initiative (P.B.I.S.) to improve their social and emotional health, as measured by a 5 % decrease in student infractions as evidenced by Online Occurrence Reporting System (OORS).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
5-P.B.I.S. - implements Program (Positive Behavior Interventions and Supports) which promotes personal growth and character development through self-reflection and offers tangible rewards.	All students at P.S. 65 in Kindergarten through 5 th grade.	September 2014 through June 2015	School Guidance Counselor
6-Peer Mediation-provides opportunity to learn skills in order to self-analyze, communicate and resolve issues.	All students at P.S. 65 in	September 2014	School Guidance Counselor

At-Risk Counseling- Students are offered supportive services as needed and identified by students, parents, or teachers.	Kindergarten through 5 th grade.	through June 2015	
7-Administrators and the guidance counselor will invite parents to attend workshops that will introduce and outline the newly established PBIS program that will include strategies used with the students at P.S. 65.	Parent of students attending P.S. 65	September 2014 through June 2015	Administration, School Guidance Counselor
8-In order to build the Element of Trust, P.S. 65 will create a culture of trust by inviting the parents to workshops, Principals Breakfast, School trips, and performances, award ceremonies, as well as hold one on one meetings to discuss a student's academic and social well-being.	Kindergarten through 5 th grade	September 2014 through June 2015	Administration, Guidance Counselor, Classroom teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Behavior Bucks will be created for the School Guidance Counselor, teachers and Administration to distribute to students in order to exchange for motivational materials.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
Benchmark will be determined by the number of Online Occurrence Reporting System (OORS) reports by February 2015.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

To facilitate parental involvement (for both English and non-English speaking parents) with the school and support for their child's education, P.S. 065K has established procedures and created by an in-house team to provide translation and interpretation services. The team consists of staff members (Teachers, Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, Secretaries, and parent volunteers). Based on Section VII of Chancellor's Regulations A-663, students whose primary language is a covered language will have documents translated pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms. City and State test information will be distributed in the family's home language so parents will know the importance of the tests, the schedules of the exams, and how children can prepare for the examinations. Report cards are sent home in parent requested languages. School policies and procedures will be translated into the family's home language. Letters and forms about the middle school application process will be translated into the family's language to ensure parents have adequate information to make informed decisions. Letters and documents from the school will be translated into the family's home language, such as upcoming city/state exams, discipline notices, potential holdover notices, notice of important parent meetings, workshops, and permission slips. Both bilingual teachers and support staff are used to provide written translation services to the parents of our students. When translation or interpretations needs arise the school staff/teachers will notify the school office with the request. The service will then be arranged in a timely fashion. Conferences/discussions are frequently held with parents, teachers, the parent coordinator, family worker, secretaries, and the school administration. Through these conferences and meetings, the following situations were determined to be in need of oral interpreters: Parent/Teacher Conferences, Administrations/parent meetings, Parent orientation meetings, Parent Association meetings, Academic guidance issues, Registration periods, Emergency contact. For all situations oral interpretations services will be provided to the parents and students by in-house staff which includes both trained pedagogues and support staff as well as and parent volunteers and our Parent Coordinator. In addition, P.S. 065K has created a parent engagement monthly schedule where teachers in grades K-5 dedicate their Tuesday afternoons from 2:30-3:10 to one of the following parent engagement activities: Parent workshop, update and revise website for parents in Spanish and in English, create weekly newsletters in Spanish and in English, update parent logs, and student work celebrations and awards. P.S. 065K recognizes that establishing a strong family and community is essential to student achievement, therefore we treat our parents and our community members as family. We hold dinners, food drives, book fairs, and many more activities that give the parents and members of our community a positive environment that is welcoming.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers’ will engage in weekly collaborative grade-level Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide all students, including Student’s with Disabilities (SWD’s) and English Language Learner’s (ELL’s) with scaffold supports needed to make growth as evidenced by a 3 % increase in the **ELA/Math MOSL** from the

baseline to end of year assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
15-In grades 3-5, all students are required to stay after school Wednesday and Thursday from 2:30 to 4:00 p.m. for extra help in Mathematics and English Language Arts. In grades 1-2, English Language Learners are required to attend the Title III after-school program Wednesday, Thursday, and Friday.	All students in grades 3-5	September 2014 through June 2015.	Grade Leaders, Administration
16-Parent Engagement Plan: Tuesday's from 2:30-3:10, rotating schedule between the following activities: Parent workshop, update and revise website for parents in Spanish and in English, create weekly newsletters in Spanish and in English, update parent logs, and student work celebrations and awards.	Parents of students at P.S. 65	September 2014 through June 2015.	Grade Leaders, Administration
17-Dinners, PTA meetings, food drives, award ceremonies, student celebrations, workshops on the Common Core Learning Standards, Ready Gen, and Go Math.	P.S. 65 school community	September 2014 through June 2015.	Grade Leaders, Administration
18- In order to establish an element of trust, teachers, administration and other school personal create and distribute weekly newsletters and calendars that are written both English and Spanish to keep parents informed of the projects and activities at P.S. 65.	P.S. 65 school community	September 2014 through June 2015.	Grade Leaders, Administration, classroom teacher and other school personal.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Use of Administration, teachers, Grade leaders, to develop lessons and weekly newsletter to promote student learning and parental participation and involvement.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Non-Contractual administration for per-session
 Professional development to align Common Core Learning Standards (CCCLS) to grade level tasks.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

19-Diagnostic Reading Levels (DRA) are utilized 5 times a year, September, November, January, March and May to evaluate and monitor growth and identify students who need academic intervention. End of chapter assessment in both English Language Arts (ELA) and Mathematics are given to further pinpoint deficits in academic growth.
20-Mid-Point progress monitoring is by January 2015.

Part 6b. Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In order to address the Citywide Instructional Expectations for the 2014-2015 school year, effectively evaluate and support teacher development utilizing Advance and to strengthen teacher feedback, administration will be providing timely feedback to all staff members. This feedback will help teachers to improve their instructional practices and ultimately will yield in cohesive teaching throughout the building. When teachers are able to reference a unified framework for teaching, it provides them with effective and critical attributes as it pertains to their daily instructional lessons. Students performance on State English Language Arts (ELA) & Mathematics exams will be positively impacted, which supports the development of teacher pedagogy.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, leadership will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 5 % of teachers rating effective and highly effective for component 3c. Engaging Students in Learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
25-Weekly Professional Development sessions held on Monday’s with instructional focus and results from Quality Review that incorporates the Danielson Framework for teaching and the Common Core Learning Standards (CCLS) instructional shift into teacher practice and student learning. Our instructional focus is to prepare students for college and	All Classroom teachers in Kindergarten through 5 th grade.	September 2014 through June 2015.	Administration ELA Specialist Math Specialist.

careers by having high quality discussions with the Common Core Learning Standards (CCLS) tasks aligned to grade, Data used to drive instruction, Multiple entry points that engage all learners, Differentiated instruction across all subject areas (centers, different tasks/same outcomes) based on different types of learners.			
26-Educational Consultants model lessons and assist fluid grouping of students for all students especially English Language Learner's (ELL's) and Students with Disabilities (SWD).	All Classroom teachers in Kindergarten through 5 th grade.	September 2014 through June 2015.	Administration ELA Specialist Math Specialist
27-Communication and support for families understanding of high expectations for college and career readiness are addressed through Weekly Newsletter, Parent Communication Logs, Parent Workshops, Student work showcases celebrations, Project based learning through assignments, Cypress Afterschool Program, Nutrition and Wellness committee, Student Government.	All Classroom teachers in Kindergarten through 5 th grade.	September 2014 through June 2015.	Administration, ELA and Math Specialist.
28--Observation cycles for each teacher will be developed by the administration team. Communication of high expectations to staff, inclusive of training and a system of accountability via Teacher Reference Guide, Ongoing/Differentiated Professional Development, weekly newsletter to teachers guided and focused, Administration feedback (formal/informal).		September 2014 through June 2015	Administration, School Personal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Advance website, NYCDOE email

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>30. Specify a timeframe for mid-point progress monitoring activities.</p> <p>29-Classroom observations paired with feedback help teachers develop clear and measurable next steps to further improve their practice and student outcomes. Professional Learning Opportunities are developed in order to address deficits noted by administration in order to improve student outcomes by captivating students, controlling behavior,</p>

challenging students and consolidating knowledge.

Teachers are evaluated as per their classroom observations using the Danielson Frameworks and based on the results of the first round of observations next steps are then part of the Professional Learning Opportunities during the allotted time on Monday afternoons.

30-Mid-Point Progress monitor-January 2015.

Part 6b. Complete in February 2015.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After analyzing attendance at PTA meetings, workshops and Principal Breakfast from the previous school year, and upon recommendation on our Learning Environment Surveys, we realized we needed to strengthen the involvement of our P.S. 65 families. In addition, we would like parent/guardian perspectives to be included in the school’s decision-making process and help enhance our school for the benefit of the children’s needs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, strong family and communication ties will be evidenced by an increase in parental /guardian involvement in parent workshops by a 5 % in attendance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
35-We will form SHIP. SHIP is an acronym for School/Home Integration Partnerships. It will be P.S. 65’s Parent Advisory Council that will consist of parents/guardians of P.S. 65 students, the Parent Coordinator. The members will attend monthly meetings. In addition, they will be asked to attend PTA meetings monthly. The SHIP members will aid in sharing ideas, developing partnerships and will work to	Parents and guardians of students attending P.S. 65	September 2014 through June 2015.	<ul style="list-style-type: none"> ● Principal ● Assistant Principals ● Parent Coordinator

<p>increase parent and family involvement. SHIP will help provide the school with feedback and insight, and serve as an advisory, not a decision- making body, which makes recommendations, encourages brainstorming, and provides opportunities for parent involvement.</p>			<p>Principal</p> <p>Assistant Principals</p> <p>Parent Coordinator</p> <p>Classroom Teachers</p> <p>PTA Members</p> <p>SLT Members</p>
<p>36-In addition, a team of staff members will be created to work together to increase efficiency and to motivate parents/guardians to take a more active role in their child’s school. The team, ROPESS, (Reaching Out to Parents Increases Students Success) will consist of an Assistant Principal, the Parent Coordinator, Writing Enrichment Teacher, Classroom Teachers and the PTA President. At monthly meetings, these members will brainstorm and plan activities for both during the day and at night for parents/guardians. Many of those events will include parents/guardians and their children. Once the planning stage is completed, a monthly calendar will be created.</p>	<p>Parents and guardians of students attending P.S. 65</p>	<p>September 2014 through June 2015.</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Parent Coordinator</p> <p>Classroom Teachers</p> <p>PTA Members</p> <p>SLT Members</p>
<p>37-We will hold monthly performances, presentations, and/or interactive workshops</p> <p>Enrichment Clusters at night</p> <p>Bring Your Dad to School</p> <p>Literacy and Math workshops</p> <p>Winter Show and End of Year Grand Finale performed by children</p> <p>Magic of MIM Celebrations showcasing the children’s talents</p> <p>Principal Breakfast - Once a month parents/guardians will be invited to listen to a presentation by a speaker and ask questions. Refreshments are served</p>	<p>Parents and guardians of students attending P.S. 65</p>	<p>September 2014 through June 2015.</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Parent Coordinator</p> <p>Classroom Teachers</p> <p>PTA Members</p> <p>SLT Members</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Opportunity to join SHIP (School/Home Integration Partnership) was given to entire parent/guardian population
- Monthly meetings are held on a Monday at 9:00AM.
- Members worked together to form by-laws and logo for council
- Formed as a result of feedback from school survey

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

39-An increase of Parental involvement at Principal’s Breakfast, Workshops, and meetings as noted by attendance taken at each event.

40-Mid-Point Progress benchmark-January 2015.

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students will be evaluated for AIS services based on: Reading levels, Baseline Assessments, End of Chapter Assessments, Classroom Observations, Not meeting grade level standards	ReadyGen, RTI, Wilson Foundations, MYON, Starfall, Data Based groups based on Baseline Assessments and End of Chapter Exams.	Push-in/Pull-out Small Groups as well as intervention services during RTI and small group instructional periods.	Services provided with the instructional school day as well as Extended Day and Saturday Academy
Mathematics	Students will be evaluated for AIS services based on: Reading levels, Baseline Assessments, End of Chapter Assessments, Classroom Observations, Not meeting grade level standards	Go Math, Data based groups based on Baseline Assessments and End of Unit Exams.	Push-in/Pull-out Small Groups as well as intervention services during RTI and small group instructional periods.	Services provided with the instructional school day as well as Extended Day and Saturday Academy
Science	Students will be evaluated for AIS services based on: Reading levels, Baseline Assessments, End of Chapter Assessments, Classroom Observations, Not meeting grade level standards	Differentiated Instruction/Groups	Push-in/Pull-out Small Groups as well as intervention services during RTI and small group instructional periods.	Services provided with the instructional school day as well as Extended Day and Saturday Academy.
Social Studies	Students will be evaluated for AIS services based on: Reading levels,	Differentiated Instruction/Groups	Push-in/Pull-out Small Groups as well as intervention services during RTI	Services provided with the instructional school day as well as

	Baseline Assessments, End of Chapter Assessments, Classroom Observations, Not meeting grade level standards		and small group instructional periods.	Extended Day and Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Differentiated Small Groups	Students will receive counseling first by their mandate (if any) and upon the counselor's schedules. The counselor will have to make available 30 minutes 2-3 days a week for at-risk counseling. Team will meet to discuss continuation of services or recommendation of services inside the school or connected agencies.	Breakfast, lunch

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>In order to develop the talents of these teachers we are giving them the opportunity to mentor other teachers and serve as grade leaders.</p> <p>Provide weekly professional development as follows:</p> <ul style="list-style-type: none"> • Differentiation of instruction • Differentiated tasks • Depth of knowledge & rigor • CCLS integration with curriculum maps • Use of rubrics for student, peer, and teacher assessment • Citywide expectations • Danielson's Frameworks • Quality of instruction and effective questioning • Accountable talk • Conferencing/charting student progress

2b. 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).
<p>In addition provide the following added supports:</p> <ul style="list-style-type: none"> • New teacher monthly professional development sessions • Provide Educational Consultants to model lesson and assist in the fluid grouping of students • Hire additional ELL teacher to assist in classrooms with large number of English Language Learner's (ELL's) • Smart Board 10 week training • Provide per session dollars for after school training

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

We currently do not have a Preschool Program at our school for the 2014/2015 school year.

4b. 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.

- Teachers will meet during common planning periods to discuss CCLS and implementation of units.
- Teachers will discuss what differentiation strategies are successful to achieve the Math standards
- Various teacher teams are involved in the gathering of information and analyzing data for improvement purposes – Teacher Teams, School Leadership Team, Vertical Teacher Teams, and Administration

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	101,766	X	Page 9 Page 14 Page 16 Page 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	120,608		
Title III, Part A	Federal	11,175		
Title III, Immigrant	Federal		X	Page 9 Page 14
Tax Levy (FSF)	Local		X	Page 9 Page 11 Page 14 Page 16 Page 20

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. PS 65, 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 the school and the families. The 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 the school community. **PS 65** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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-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, the 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 School 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 the school 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 the school's 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 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 the school and will work to ensure that the 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;

P.S.65 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-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;
- 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 (SPC)

PS 65, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my

child and his/her age;

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>P.S. 065</u>	DBN: <u>19K065</u>
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: On Wednesday's and Thursday's, P.S. 065 provides an after-school program for grades 3-5. This after-school program supports daily instruction, prepares students for the state exams, and provides the students with the extra academic support they need in Mathematics and Literacy. The English Language Learners in grades 3-5 attend this after-school program for extra support as well. Currently, the English Language Learners in grades 1 and 2 do not have extra support after school. Because the primary grades are extremely important in creating career and college ready students in the upper grades, we felt it necessary to provide the first and second grade English Language Learners with the same extra support the English Language Learners in grades 3-5 have on a weekly basis. In addition, it is extremely difficult for the first and second grade English Language Learners who are beginners to read and write to meet the expectations of the Common Core Learning Standards. Therefore, P.S. 065 is proposing to have an after-school ESL supplemental program targeting the English Language Learners in the second grade who achieved the standard of Beginner, Intermediate, and Advanced on the NYSESLAT exam. Furthermore, we will be targeting the lowest third (beginners) in the first grade as well as the intermediate students in first grade. These students achieved "Beginner" and "Intermediate" level on the NYSESLAT exam. The after-school program will take place on Wednesday, Thursday, and Friday from 2:30 p.m. to 4:00 p.m. This program will start November 12, 2014 and will continue until mid-June, 2015. We will have one licensed ESL/bilingual teacher to teach the beginners and intermediate students in grades 1&2 for a 45 minute time period. We will then have a common branch teacher teach the advanced ELL students to push the advanced students further in the curriculum, to challenge them, and to provide them with more academic rigor for a 45 minute time period. Then, the two teachers will switch students so that the certified ESL teacher will educate the advanced students for 4 minutes and the common branch teacher will continue to support the beginner and intermediate level students for 45 minutes. More advanced ELL lessons will be executed in the advanced program. Starting in January, the first and second grade ELL students will also have the opportunity to attend Saturday Academy with grades 3-5. The first and second ELL Saturday Academa will continue to reinforce areas of need that were targeted during the regular school day and the ELL after-school program. This Saturday Academy program will be three hours per Saturday. The Title III ESL teacher will be teaching the Saturday Program as well and a supervisor will be present, pushing in and pulling out as well. In addition, one supervisor, the K-2 assistant principal who specializes in literacy will be supervising the program after school and will be pushing in and pulling out to support the teachers and the students in the ELL program. The language of instruction will be in English and in Spanish, because there will be Spanish native language support in addition to English. Instructional activities will include phonics work, using repetition examples such as poetry and song to help with language memorization, word work, sight word activities, writing practice activities, a listening and technology center where students can practice skills together and independently. Materials will include a SmartBoard, computers, writing workbooks,

Part B: Direct Instruction Supplemental Program Information

word/phonetics games, [tablets](#), [books](#), [textbooks](#), [personal whiteboards](#), and [computer software](#).

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: [The Title III Program teacher will attend professional development in-house and outside of the school building. The in-house professional development will be given by the K-2 supervisor and outside service providers. The outside service providers will train her on how to use their ESL services effectively. For example, the software Achieve 3000 has an intervention program for second grade English Language Learners. This program integrates all four language arts elements: reading, writing, listening and speaking. The program also helps the teacher execute meaningful lessons by teaching reading strategies, focusing on vocabulary development, building and activating background knowledge, and teaching language through content and themes. The achieve 3000 service providers will schedule time after school to meet with the Title III Program teacher to assist her in planning and executing the software successfully. In addition, there are many webinars and online professional development sessions given where the Title III teacher will stay after school to view and plan for the following week. The first grade students will mainly use books, tablets, and hands-on activities to help build their phonics skills, decoding skills, and sight word skills. Professional development with the K-2 supervisor will be on Wednesday, Thursday, and Friday mornings from 7:00 a.m.-7:45 a.m. In addition, once a month for an hour, Achieve 3000 representatives will work with the Title III Teacher to support her in using the program to its fullest capacity. Other dates for professional development are as follows:](#)

- Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators, Event: March 3, Full Day
- Using Technology as a Vehicle for All Students to Access the Common Core Standards, Events: May 29 8:00 a.m.-4:00 p.m.
- STEM Conference: A Platform to Success: Building Academic Language for English Language Learners in Mathematics and Science, Event: May 16, 8:00 a.m.-3:00 p.m.
- Boosting ELL Achievement Through Teacher Practice, Event: June 5, 8:30 a.m.-3:00 p.m.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: Parental engagement activities will include parent/teacher workshops the last Tuesday a month for a two hour session. During this monthly session, the Title III teacher will review the after-school curriculum. The other three Tuesday's of the month will include student work celebrations and awards, weekly parent newsletters translated in Spanish, and the update of parent contact logs where the Title III teacher will make phone calls to update parents on their children's growth. Also, the teacher will educate parents on how to help support their children by consistently educating them at home. Refreshments will be provided at these meetings as well as take-home materials for the parents to use with their children. We will also have a multi-cultural night to celebrate the diverse population of our students in the English Language Learners after-school program. In addition to supplying the parents with the skills and strategies they need to help support the English Language Learners in our school, we will also be providing reading, writing, and technology workshops for our parents to help build their literacy skills so they can better support our students at home. All of the parents will be notified in their preferred language. Parent telephone correspondance will be in their preferred language. Newsletters will be translated into their preferred language. Workshops will be given in their preferred language. The Title III teacher and the Parent Coordinator will serve as translator assistants during workshops. We also have many staff memebbers that speak many different languages who will be more than happy to help out.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 19	Borough Brooklyn	School Number 065
School Name Cesiah Toro Mullane		

B. Language Allocation Policy Team Composition [i](#) 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 Daysi Garcia	Assistant Principal Wendy Glash; Hilma Whaley
Coach N/A	Coach N/A
ESL Teacher Rosa Ruiz	Guidance Counselor N/A
Teacher/Subject Area Mary Maraldo, SETTS	Parent Jeannette Mejia
Teacher/Subject Area N/A	Parent Coordinator Edna Vega
Related Service Provider Kima Johnson, Speech	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	634	Total number of ELLs	109	ELLs as share of total student population (%)	17.19%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	143	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	98			11						109

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	98	0	0	11	0	0	0	0	0	109
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	36	31	24	24	17	11								143
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	36	31	24	24	17	11	0	143						

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)		6	9	2	3	2								22
Intermediate(I)		2	10	7	10	5								34
Advanced (A)		0	3	11	3	1								18
Total	0	8	22	20	16	8	0	74						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	1			16
4	7	1			8
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	12		5					18
4	1	7		6		1			15
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	7	0	3	0	0	0	13
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0	0	0	N/A
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics	0			
Global History and Geography				
US History and 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At PS 65 we use DRA2 running records to assess the early skills of our ELL's. This data is used to determine each students independent and instructional level for reading instruction. Small groups are formed to facilitate targeted instruction for the students needs. Through analyzing the errors on the running record we can focus instruction for the students to overcome any deficits while working at

their own pace. Studenta are expected to raise their reading levels two levels per year. We have grade level inquiry teams that focus on the ELL's within their grade and determine the strategies necessary to move these students to reach their goal. These strategies include but are not limited to AIS services, Extended day, morning tutorial and Saturday Academy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
By analyzing the data from both the Lab-R and the NYSESLAT we were able to determine that vocabulary still is the biggest obstacle for our ELL students. As the students progress in the grades the data indicates that they are improving but many are remaining within the intermediate range rather than the advanced range. With targeted instruction and materials such as Voyager, Sadlier Phonics, and Moving into English we are providing the intermediate students with extra support to move them forward to the advanced level. Therefore we have also purchased a vocabulary workbook, picture dictionaries and spanish english dictionaries for the students to use in school and at home.
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](#))

The four modalities will be analyzed for patterns of growth to determine which areas in each grade need to be improved. Once the student needs are determined the ESL teacher, Ms. Ruiz will collaborate with the classroom teacher to differentiate the work for the students according to the RTI plan. Upon analysis of the data from last year, we discovered that there is a large gap in cognitive vocabulary as well as the usage. We have purchased several different dictionaries, picture and literary, to assist our students with this. We also use a vocabulary workbook and ChallPop phonics to help students pick up through matching sounds and pictures.

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?

PS 65 has only a free standing ESL program. Ms. Ruiz is the teacher for grade 3-5 and Ms. Lorusso is the teacher working with the lower grades. All of the patterns indicate that our ELL students need to close the gap in vocabulary usage. These students have been given picture dictionaries, literary dictionaries and thesauruses to assist them with their vocabulary when writing, which is the lowest scoring modality. Teachers meet once a week with their supervisor to focus on their ELL students as part of their inquiry study this year. These meetings are used to collaborate and strategize to close the gap between ELLs and the general population of the school.

School leadership has a role in the grade level inquiry for the ELL students as well as a vertical Inquiry team that meets once a month to analyze and disaggregate periodic assessment data and classroom data. They look for trends and patterns. Then they set an action plan in place for those students. This work is documented on ARIS so that we can use it again to follow growth patterns.

The periodic assessments enable us to set short term goals for the students and help make them attainable for the students. If a strategy is not working, we can then change and correct it without much time passing.

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](#).)

In an effort to move our students forward, in terms of meeting state academic achievement standards, we engage our students academically through programs that focus on strengthening their application and use of the necessary skills and strategies needed in both literacy and math. All of our ELLs and Students with disabilities students in grades 3-5 will participate in Morning Tutorial, Extended Day and Saturday Academy Program with a focus on preparing for the NYS tests, specifically, ELA, NYSESLAT, and Math. Each program will be taught by teachers who are Common Branch certified, these teachers will team teach with ESL or Bilingual Extension Certified teachers. The teachers will collaborate and plan instruction together. The two teachers help to lower the students to teacher ratio and are able to provide differentiated instruction in a small group setting. Dependent on the delivery of the material and the material itself, the teachers will either co-teach, or one teacher will teach a larger group and the ESL teacher can pull a smaller, more beginner ESL group of students in the back to provide differentiation of instruction as well as materials, if necessary. The ESL teacher can help to elaborate specific points and/or retell parts of the lesson. The learning environment will be a cooperative setting that helps to establish and foster socialization among the students. All of the ESL students in the 3rd, 4th, and 5th grade will be invited to participate in the Saturday Academy program. The instruction language will be English with additional native language support from ESL and Bilingual Extension certified teachers, as needed. There will be 6 teachers 3 Common Branch co-teaching with 3 ESL or Bilingual certified teachers. Supplementary materials to be used for this program include Finish Line for the Common Core covering both ELA and Math.

The students with disabilities will have interventions that are provided are: Targeted small groups with differentiated instruction, AIS Pull-out/Push-in with programs such as Starfall, Dolch sight words, MYON and ABC Mouse.

The school assesses the implementation and effectiveness of the RTI services by looking at the targeted students academic growth and

then decides if more action is needed for a particular student. The school documents the RTI services by looking at the attendance for the Tier 1 students who go to morning tutorial, small group differentiated instruction that is noted on teachers weekly lesson plans and the Tier 3 students that are pulled for AIS services is documented by the providers.

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

A child's second language development is considered in all instructional decisions. Each classroom teacher is aware of the students that are classified as ELL's through the ARIS interface. We have monthly professional development sessions with teachers to analyze the data they have collected from informal assessments as well as summative assessments, such as unit tests, baseline standardized tests and performance based assessments in all subject areas and cross reference it with data from the ESL teacher at common preparation period times. We look at growth within curriculum areas in relation to the growth in the second language by cross referencing scores from the monolingual classroom and the ESL classroom. Decisions are made from this data by both the classroom teacher and the ESL teacher as they continue to correspond about each students progress.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A:

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

As the data is collected from the end of year assessments such as final exams, NYS exams and NYC performance tasks. We look closely for correlations between the proficiency levels in the curriculum areas and the second language proficiency. We expect the students to grow at least one performance level in their second language which will translate to growth across the curriculum. We evaluate our materials and methods of instruction for effectiveness based on the progress the students make at the end of the year. We develop more intensive programs for the students that do not meet the indicators. These students are then included in the AIS morning tutorials, extended day sessions and given small group instruction with texts specifically designed for ELL students.

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](#).)

All parents or guardians of newly enrolled students, students who are new to the city or state, not students who are transfers from another NYC or NYS Public School, are required to complete the Home Language Identification Survey (HLIS) provided in their home language. This survey allows us to identify what languages other than English are used in the home. Ms. Espada, the Pupil Accounting Secretary, provides translation services for our parents while a trained pedagogue, either the ESL teacher, Ms. Rosa Ruiz, another teacher, or an administrator, Ms. Garcia, gives the HLIS to the parent and conducts the informal interview in either English or Spanish as necessary. If the parent speaks a LOTE that is not Spanish, we refer to the list of bilingual teachers in the building who speak a language other than English or Spanish. If there is no one in the building, we call the translation service for assistance in conducting the interview. If the HLIS indicates that the child uses a language other than English, within 10 days of admission, he or she is administered an English proficiency test, Language Assessment Battery-Revised (LAB-R) by the ESL Coordinator/Teacher, Ms. Rosa Ruiz, who is trained to administer the test. The ELL identification process is completed within 10 days of initial enrollment. Performance on this test determines whether the child is eligible to receive state-mandated ESL services. Students who have taken the LAB-R, and whose home language is Spanish are given the Spanish LAB, also administered by the ESL Teacher/Coordinator. This test determines underlying transferable skills in Spanish and language dominance in that it is similar to the English LAB-R test. Students who score below proficiency on the LAB-R become eligible for ESL services are then provided with the 3 following documents: Entitlement Letter, survey and selection form (at the parent orientation) and a placement letter. The students who scored at or above proficient on the LAB-R test are sent home letters of Non-Entitlement.

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.

Students who have been identified s eligible as based on the LAB-R, will have Entitlement letters sent to their parents to ensure that entitlement letters are distributed copies are kept. The Entitlement letters are sent to the parents in their home language, along with a notice informing them of a Parent Group Orientation meeting. This is the key structure that is used to ensure that parents understand all three programs available within the New York City Educational system. The ESL teacher, Ms. Rosa Ruiz, is trained and working together with the Parent Coordinator, Ms. Vega, arranges for the Parent Orientation meetings, which take place shortly after administering the LAB_R and the Spanish LAB. Informational question and answer sessions are provided through the Parent Group Orientation meetings and are addressed by the ESL Teacher, Ms. Rosa Ruiz.

Two days are selected to hold the meetings, one in the morning and one after school hours to provide more leeway for those working and unable to make the morning session. We send out a notice in the language of the parent and additionally, the Parent Coordinator calls each of the parents to encourage attendance informing them of the importance of the meeting. A sign-in sheet is used to record of parents who attend. During the Parent Orientation Meeting, translated materials in the home language are distributed i.e., Parent Brochure, Parent Survey, and Selection Form. The brochure explains the three programs available in New York City (T.B.E, Dual, and Freestanding ESL). Along with the brochure, the orientation video and an oral presentation which explains the three options and is supported by evidence is given by the ESL Teacher. The parents are then equipped with the information to make an informed decision about the three programs when completing the Parent Survey and Selection Form. The forms are collected by the ESL Teacher at the end of the meeting. If and when 15 or more parents from two consecutive grades choose a different model other than what is offered in our building, the class will be formed. The ESL and Parent Coordinator are available after the meeting with any additional questions/concerns or can be reached at any time by phone. For parents who are unable to attend the first orientation meeting, the Parent Coordinator and ESL Coordinator set up a second meeting with the same format, again providing a morning and an after school hours session as the first meeting. Those who have still not completed the survey will be followed up by way of a phone call from the Parent Coordinator or the ESL Teacher/Coordinator to arrange for a time that is convenient for them in which they can meet for a one to one session in order to complete the Parent Survey and Selection Form.

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 [\[see tool kit\]](#).)

The ESL teacher, Ms. Rosa Ruiz, the pupil Accounting secretary, Ms. Betsy Espada and the ELL coordinator, Ms. Wendy Glash coordinate the distribution of the letters. The letters are copied, student names that are eligible are entered onto the letter, the letter is placed in an envelope and sealed to be sent home to the parents notifying them of their students eligibility. the letters are distributed to the students by the ESL teacher, MS. Rosa Ruiz and collected by her each day. All documents are stored in the following manner: Copies of all documents are kept in the office of the ESL Teacher, Ms. Rosa Ruiz, where a file cabinet with a key is located, and each student has a folder in which a copy of the HLIS, Parent Survey and Selection Form, entitlement/nonentitlement letters, continued entitlement, and placement letters are placed. The original HLIS & Parent Survey Selection Form are placed in the cumulative folder of the students.

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.
The procedure followed to place identified ELL students in either bilingual or ESL instruction program is based on the Parent Survey and the Selection form the parents received and completed. If we do not have the desired program, we inform the parents of the schools that do offer the program. Throughout the year, as newly admitted students become eligible for services, the Parent Coordinator, Ms. Edna Vega, working together with the ESL Coordinator, Ms. Wendy Glash, and the ESL teacher, Ms. Rosa Ruiz, arrange to meet with the parents either one on one or in small groups to provide them with the opportunity to receive information, ask questions about the services, and complete the survey. Every effort is made by PS 065 to ensure that all parents fo ELL students are informed of what is available to them in terms or program selection and to honor the parents choice. In order to honor parent choice we try to give the parent the first choice for their child. If that is not possible, we invite the parents for a meeting to discuss honoring the parent's second choice. If the parent does not agree and wants the first choice, we give the parent other options such as other schools in the NYC Public School system that offer the first choice for the parent and the child. If more than 15 parents from 2 consecutive grades choose Dual we will form a class. Copies of all documents are kept in the office of the ESL Teacher, Ms. Rosa Ruiz, where a file cabinet with a key is located, and each student has a folder in which a copy of the HLIS, Parent Survey and Selection Form, entitlement/nonentitlement letters, continued entitlement, and placement letters are placed. The original HLIS & Parent Survey Selection Form are placed in the cumulative folder of the students.

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.

During the Spring, all students who are identified as ELLs are administered the New York States as a Second Language Assessment Test (NYSESLAT) during which time the following proficiency levels are identified: Beginner, Intermediate, Advanced, and Proficient across the four modalities of listening, speaking, reading, and writing. A REELL report is generated which gives a list of all the ELLs in

the building and at which levels. Additionally, all incoming Kindergarteners and new admits that may not be included on the RELL report are also NYSESLAT tested. The ESL Teacher, Ms. Rosa Ruiz, and the ESL Coordinator, Ms. Wendy Glash, administer all four parts of the NYSESLAT test. The school allocates extra time for the students to take the NYSESLAT test and makes every effort to ensure that all four parts of the exam are given to the child, because the exam takes longer than the scheduled forty minute periods in the school day. Additionally, students with disabilities are allotted extended time in their IEP. Students whose overall level is at or above Proficient are sent home letters of Non-Entitlement/Transition in the Fall of the following school year when the results are obtained. Those who continue to be eligible for services based on their NYSESLAT results, will be sent home letters of Continued Entitlement.

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. *①*

All documents are stored in the following manner: Copies of all documents are kept in the office of the ESL Teacher, where a file cabinet with a key is located, and each student has a folder in which the HLIS, Parent Survey and Selection Form, entitlement/nonentitlement letters, continued entitlement, and placement letters are placed. The original HLIS & Parent Survey Selection Form are placed in the cumulative folder of the students.

5-6 The trend in program choice over time has been approximately 70 percent ESL model and 30% Dual. PS 065 has programs that are in alignment with the request of the parents. The parent trend has been the ESL model this year and in the past it has been half ESL model and half Dual because we previously offered a Dual Language program in the building. We monitor trends in parent choice by keeping a record of the Parent Choice surveys, one in the Cum Folder and one in a binder created by the ESL teacher. We keep a record of the parents choice by creating a document that tells us how many parents chose each program. We plan to continue monitoring trends of parents and for future programming we are considering re-opening a Dual Language program per grade level because of the large ELL population in our school.

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])?

The organizational model that is currently in use is the Pull-out/Push-in model. Beginners and intermediates students receive the mandated 360 minutes per week and those at the advanced level receiving the mandated 180 minutes per week. ESL methodology and instructional strategies and materials used to make content comprehensible. Textbooks and many other books are available in Spanish. The school library has books in Spanish as well. Native language support is used to aid in content comprehension. For example, we introduce our students to cognates and similar endings such as the Spanish 'cion' and the English 'tion.' F-Status pedagogues provide help provide support for ESL teacher and ELLs, working with ESL materials to ensure that students are receiving additional help in the classroom. We are also using Moving into English alongside our Journey's materials and the content is delivered in English. Journey's materials provide suggestions for ELL support as well as provide the stories for each unit in Spanish on the website. We are using Finish Line for ELLs and the Empire ESL NYSESLAT. A schedule of the ESL teacher is posted outside her office and the teachers are given a schedule of when the ESL teacher will push-in to their classroom along with a list of the students who are ELLs. Teachers are also informed of when some of their students will be pulled out.

The classes are heterogeneous (mixed proficiency levels) in makeup and travel in groups. We engage in ongoing collaboration with the classroom teachers to discuss grouping, curriculum and assessments in order to more effectively meet the academic needs of the ESL students.

Here at P.S.65 we have a literacy program which includes at least 175 minutes of literacy instruction with a 120 minute block for all grades in the morning. The 120 minute block includes elements of Balanced Literacy/ reader's workshop which focuses on read aloud, guided reading, shared reading and independent reading. As part of the push-in schedule, the ESL teacher comes in during the literacy time to work with students either one on one, or in a small group setting. To make content comprehensible and to enrich language development, differentiated instruction and scaffolding techniques are employed while incorporating ESL strategies, such as the use of realia, graphic organizers, journals and explicit instruction in vocabulary and the structure and use of the English language across the four modalities of listening, speaking, reading and writing. Students in the upper grades who are in need of more intensive academic help are pulled out and given assistance in areas such as language structure and literacy. Seventy five minutes of instructional time in math is provided every day, with at least 60 minutes in a single block.

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)?

The ESL teacher, Ms. Rosa Ruiz, works with the classroom teachers to ensure that all students receive the mandated minutes of ELA instruction, and to further prepare our ESL students for the ELA, particular attention is given to literacy across all the grades, proficiency levels and sub groups of ELLs, as this will also serve as a foundation to learning across all the content areas. Specific skills and strategies that will lead the students towards higher critical thinking across the content areas are modeled such as, asking clarifying questions, and finding text evidence to support responses within grade level text. Also included in ELA is close reading where the students are exposed to grade level text with support. The classroom teachers read the literature aloud and the students follow along as they dig deep into the text and analyze the author's work.

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.

In the ESL program, the students remain with the teacher for the core subjects and are given parallel instruction by the ESL teacher. Currently the school utilizes Pearson's ReadyGEN program for Literacy instruction and Go Math! for mathematics instruction. Both programs were written using the common Core Standards as their framework. Small group instruction is in place for all ELL students during each instructional block utilizing the RTI plan for ELL's. Again the instructional model within PS 65 is the ESL model with instruction supported through AIS and ESL pull-out programs. The ESL teacher provides content area instruction parallel to the classroom teacher. They plan collaboratively to create seamless instruction and support for the ELL students. All lessons are planned using curriculum maps and Backward design templates that are aligned with grade level CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All curriculum area testing, other than English Language Arts, is available in the native language for ELL students. The students are given both exams and respond in the language in which they are most fluent.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are periodically tested during the year with the ESL teacher. This year we are utilizing the Pearson benchmark test for the four modalities.
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).

SIFE students, in addition to receiving ESL during the day, participate in the Morning Tutorial with the ESL teacher focusing on language acquisition across the four modalities. Our SIFE students participate in the mandated Extended Day Program which is for academic purposes. Taking into account their proficiency levels in English, foundational skills and strategies are taught in reading, writing and math in way that is scaffolded; progressively moving the students closer to their grade appropriate level. Classroom content is used to embed Tier 2 and Tier 3 vocabulary to promote the use and understanding of academic language in the classroom. Support is also provided by the ESL Teacher with native language as needed to make content comprehensible. Ongoing assessments are used to evaluate the progress of the student's acquisition of English.

Newcomers, those in school less than three years, receive the mandated number of minutes for ESL services as per the LAB-R. To facilitate a smoother transition to academic life, the ESL teacher will work with them in a small group and/or individual setting during Morning Tutorial Program, instructing them in the strategies and skills necessary to begin moving them toward the acquisition of English through content based instruction. Students who have demonstrated literacy in their native language are provided with native language textbooks as a means of making content comprehensible. We are also implementing the use of Rosetta Stone Program, which is a computer based program students can independently use and which can be monitored by the ESL teacher. Since NCLB requires ELA testing for ELLs after one year, specific instruction will focus on using the skills and strategies of reading, writing and test taking strategies in preparation for the ELA. Newcomers will participate in the Extended Day Program and Morning Tutorial to continue strengthening their use of these newly acquired skills and strategies, as a way to further their preparation for the ELA. Students are also invited to attend Saturday Academic Academy, which focuses on ELA and Math testing strategies.

ELLs who are 4-6 years will continue to receive mandated ESL services according to their designated proficiency levels, as per their NYSESLAT designated proficiency levels across the four modalities. They will continue to be assessed both informally and formally across the four modalities, with a view toward helping them to close the gap in areas that are keeping them from advancing to the Proficient level. Although many of them pass the listening and speaking portion they still struggle in either reading or writing and so continue to remain in the ESL program. With this in mind, revisiting and reinforcing the skills and strategies of both reading and writing is the target of instruction. They will continue to participate in small group Morning Tutorial and mandated academic Afterschool program. Students will also be using the newly acquired computer language program, Rosetta Stone as a supplement to the ESL services they receive.

At present, although we do not have Long Term ELLs, in the event that we do, we would continue to provide additional support and monitor their progress in an effort to help them make gains across the four modalities of English Language Aquisition.

Our former ELL students are permitted to have testing accomodations for up to two years after testing out on the NYSESLAT according to State memo and we make arrangements to ensure that they are provided these accomodations. They will continue to have their progress monitored and given transitional help as previously mentioned.

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?

Students who are ELLs in need of targeted intervention in ELA, math and other content areas, will continue to participate in the Morning Tutorial Program and a mandated Extended Day Program is offered for grades 3-5 three times a week in one-hour sessions. Differentiated support is provided in each of these programs. These programs are mandated for ELLs. Both of these academic programs provide targeted instruction in the skills and strategies associated with reading, writing for the ELA as well as math. The intervention program for math is Kaplan. Targeted intervention for ELA includes, but is not limited to, the use of STARS (Strategies to Achieve Reading Success) which has a variety of activities including multiple choice to simulate ELA testing. Other targeted intervention includes the use of introducing at least 7-8 vocabulary words per week complete with pictures and opportunities to use the words contextually in reading and writing in the classroom. Other targeted interventions are Wilson Foundations, Wilson Reading System, and Voyager. We also use Leap

Track, Leap Frog and Ticket -to- Read. Students needing help with test preparation are invited to attend the Saturday Academy Program, in which our ELL students are strongly encouraged to participate. In addition to these programs, students can be seen by the AIS teacher, who will either push-in or take a small group to another classroom for more focused study. Programs such as Wilson Foundations, and RTI specific strategies are also used to close some of the academic gaps of our students. Since the majority of our ELL population has Spanish as their first language, we use bilingual materials such as textbooks and dictionaries and glossories. We also provide them with knowledge regarding the language structures that share a relationship to Spanish, such as cognates, to help them more readily grasp the English language.

Students with disabilities will continue to receive the mandated number of minutes per week as determined by their proficiency levels on the NYSESLAT. Their IEPs will serve as source for determining considerations in instruction and what modifications will be necessary when taking the NYSESLAT. The SETTS teacher will work with those who need a smaller setting pushing into the classroom or, as necessary, pulling- out. Targeted intervention strategies will include the use of Wilson Foundations and RTI strategies. Decisions regarding the academic needs of our students with disabilities will be discussed with the special education teacher and any other related service provider whose input will enhance and streamline instructional efforts to achieve greater understanding of academic language and content in English. Our students with disabilities are evaluated by a School Based Support team that provides the following bilingual staff: a psychologist, and social worker. In addition, we have a bilingual speech therapist and a school counsellor who is also fluent in Spanish. We consult with the occupational therapist, as needed, for example if a student needs an adaptive aid to enable them to write with more control. Paste response to question here:

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?

At PS 65 our students that are ELL-SWD are in ICT classes with two teachers. These students receive additional service from attending morning tutorial, Saturday Academy and extended day classes. We use the Pearson ReadyGEN program, Pearson Word Study program, myON online library and Ticket to Read to help reinforce the skills learned during the schoolday. Those students receiving speech services also work one on one with our speech pathologist, Ms. Kima Johnson, who is bilingual as well.

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:	N/A	N/A	N/A
Social Studies:	N/A	N/A	N/A
Math:	N/A	N/A	N/A
Science:	N/A	N/A	N/A

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

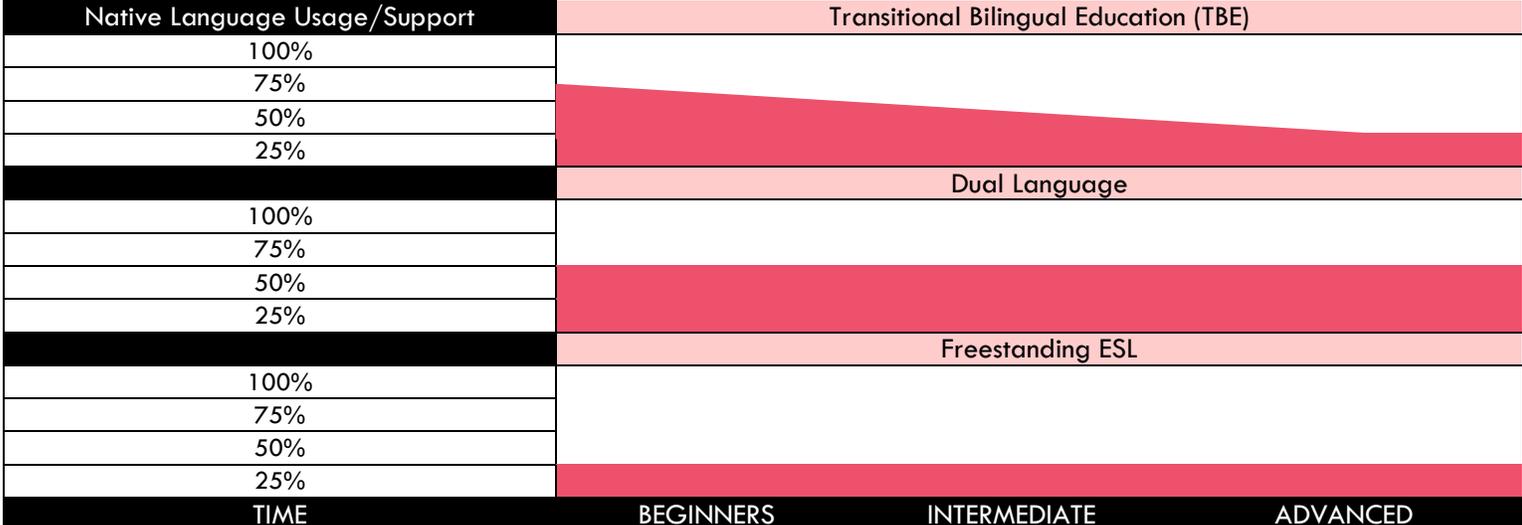
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.

TARGETED INTERVENTIONS

Students who are ELLs in need of targeted intervention in ELA, math and other content areas, will continue to participate in the Morning Tutorial Program and a mandated Extended Day Program is offered for grades 3-5 three times a week in one-hour sessions. Differentiated support is provided in each of these programs. These programs are mandated for ELLs. Both of these academic programs provide targeted instruction in the skills and strategies associated with reading, writing for the ELA as well as math. The intervention program for math is NY ReadyMath for the Common Core. Targeted intervention for ELA includes, but is not limited to, the use of NY Ready ELA for the Common Core which has a variety of activities including close reading to simulate ELA testing. Other targeted intervention includes the use of introducing at least 7-8 vocabulary words per week complete with pictures and opportunities to use the words contextually in reading and writing in the classroom. Other targeted interventions are Wilson Foundations, Wilson Reading System, and Vocabulary Works. We also use Raz-Kids, MyOn and Ticket -to- Read. Students needing help with test preparation are invited to attend the Saturday Academy Program, in which our ELL students are strongly encouraged to participate. In addition to these programs, students can be seen by the AIS teacher, who will either push-in or take a small group to another classroom for more focused study. Programs such as Wilson Foundations, and RTI specific strategies are also used to close some of the academic gaps of our students. Since the majority of our ELL population has Spanish as their first language, we use bilingual materials such as textbooks and dictionaries and glossaries. We also provide them with knowledge regarding the language structures that share a relationship to Spanish, such as cognates, to help them more readily grasp the English language.

Our former ELL students are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to State memo and we make arrangements to ensure that they are provided these accommodations. They will continue to have their progress monitored and given transitional help as previously mentioned.

We are always seeking to enrich and enhance our programs to meet the needs of our ELL population. This year we have added the use of a computer based language program for students by Rosetta Stone. The rationale for implementing this program is that it will further facilitate the acquisition of English (both social and academic), while fostering independence and use of technology by our ELL population.

A DESCRIPTION OF HOW ELLs ARE AFFORDED EQUAL ACCESS TO ALL SCHOOL PROGRAMS /A DESCRIPTION OF AFTER SCHOOL AND SUPPLEMENTAL SERVICES OFFERED TO ELLs IN OUR BUILDING.

All students, including ELL students, are offered equal access to all the programs we currently have here at P.S.65. Notifications about the programs are sent home to the parents in their home language and the Parent Coordinator also posts all school information in a visible location in the hallway at the entrance to the school. The Parent Coordinator and Teachers will also contact parents to encourage participation in the programs available for their children. All students, including ELLs, are encouraged to participate in the Saturday Academy Program and the Afterschool Enrichment Program run by our school (when funding permits), which allows students to engage in social activities such as basketball, chess, chorus as well as art, math, science and technology. ELLs also participate in the Academic Extended Day Program which focuses on reading, writing and math, as well as promoting test readiness. P.S. 65 also partners with the Cypress Hills Local Development Corporation, which uses our building to run an After School Program where a large number of our students, including ELLs, receive support with homework, are instructed in Art and Music and engage in various other academic and social activities all which serves to help our ELL students acquire the English language.

INSTRUCTIONAL MATERIALS USED TO SUPPORT ELLs.

We use a wide range of instructional materials throughout the day. Many of our classrooms are equipped with Smartboards and desktop computers as well as laptops. Students are encouraged to engage in proactive learning by using such web-site programs as Ticket-to-Read and STARFALL. A variety of centers in the early grades are established including the use of Raz-Kids and Reading A-Z to foster learning. Students also have access to materials at our library, which is continuing to build a strong collection. Language materials include dictionaries, glossaries, books and websites in both Spanish and English. We are using the computer program Rosetta Stone for grades 3-5 to move our ELLs forward in an independent manner in their acquisition of English. This program allows the teachers to follow the progress of the students as well. The required services support our ELLs needs according to their grade and proficiency levels and our resources correspond to their age, grade level and language proficiency levels also. We use the NYSESLAT and LAB-R to ensure we are targeting their specific language needs. We work along side the classroom

teacher to further assess the needs of our ELL students and ongoing data is collected in forms of DRA2 for K-3, and running records for the upper grades as well as other interim assessments. The data gathered drives the instruction of our students.

Native language support is given by teachers and staff who are bilingual and a strong form of support comes in the form of peer-interactions. In addition, the ESL teacher will use Spanish as needed with the students.

All required services support and all of our resources correspond to the ELLs ages and grade levels. All of our ELL students receive support from the entire staff.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Currently, we are in our first year of implementation of Pearson's ReadyGEN literacy program. There are specific scaffolding strategies within the program that are in place for ELL students. These strategies are incorporated on a daily basis to assist ELL students when reading grade level text. Teachers meet with small groups of students using the scaffolding strategies to aid in comprehension of complex text.

11. What new programs or improvements will be considered for the upcoming school year?

We have purchased picture dictionaries, Spanish -English dictionaries and workbooks to increase the ELL students vocabulary. We also have purchased site licenses for Ticket to Read, Learning A-Z and myON digital library.

12. What programs/services for ELLs will be discontinued and why?

We do not plan on discontinuing any programs, only adding additional support for our ELL students.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All programs at PS 65 are available to all students. Letters are sent home in English and Spanish to be sure all parents are aware of the programs that are available. Our parent coordinator uses the school messenger program to call parents about available programs and important meetings for them to attend.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We implement the NYC Core Curriculum at PS 65. We have site licenses to several academic programs that were listed before. All classrooms have SmartBoards, laptop carts and desktop computers for the students to use.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Ms. Ruiz, the ESL teacher, is bilingual and able to support the students she services in their native language. Several classroom teachers, the school aides, and the parent coordinator are also bilingual to provide additional support when needed.

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

We differentiate all activities at PS 65. We use the students ability, not just their grade level, as our guide for the resources which span the grade levels from Pre-K materials up through the 5th grade. Each classroom has a full library with books that are chosen by the individual level of the students in that class. There is a SMARTBoard in every classroom to provide sensory experiences with learning. Each classroom has a cart of laptops for the students to be able to use the various programs of which we have site licenses.

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.

When an ELL student is enrolled prior to the school year, their parents are given a backpack full of resources to assist their student in preparing for the school year. Each student is interviewed at the time of registration to assess the grade level and given the appropriate materials to practice prior to the first day of school.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

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.

The ESL teacher attends ESL district meetings monthly facilitated by a (Childrens First Network) CFN specialist and other ESL specialists. The ESL teacher may also attend other DOE sponsored Professional Developements offered by the Department of English Language Learners. The ESL teacher is responsible for turn keying any pertinent information to other staff members. The information presented to the staff will serve toward helping those on staff to satisfy the 7.5 hours of ELL training. Staff members may also elect to attend professional development sessions provided by the DOE either online or at other location aside from the school. Information on workshops that support teachers who have ELL students in their classes, will also be made available by the ESL teacher. Many of our teachers are long time staff members who have completed the required training. Teachers sign in for all staff deveopment meetings and certificates may awarded.

Common branch teachers, subject area teachers , special eductaion teachers, paraprofessionals are provided with professional development by either a turn-key session with our ESL Coordinator or they are provided PDs through other personnel such as the reading coach, who provides in-house professional development training for Reading First, Balanced Literacy and Journeys. Staff memebers may also elect to attend professional development sessions provided by the DOE either online or at other physical locations outside our school.

The occupational therapist, speech teachers, psychologists and guidance counselors all receive professional development from their respective organizatons.

Secretaries receive PDs such as how to access information on the ATS. If there is a new ATS document for ELLs this is how they will be introduced to it.

Our Parent Coordinator attends informational meetings provided by the DOE specifically for all Parent Coordinators.

Our staff PD's are mostly in-house and, as such, is still a work in progress. This year we have had PDs in math, Guided Reading, How to use the Smartboard, and the use of Four Square in writing. Our data inquiry teams have had PDs on how to read data.

The parent coordinator and ESL Teacher are all available to assist paents and ELLs in questions they may have about moving onto Middle school. They are given advice as to whether the schools of their choice offer DL, TBE or an ESL program and assisted in securing answers to any questions or concerns they may have as they prepare to make the transition to Middle school. Materials are provided in the home language of the families to enable them to make an informed decision as they choose a middle school for their child.

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?

A DESCRIPTION OF PARENTAL INVOLVEMENT ACTIVITIES AND HOW WE EVALUATE AND ADDRESS THE NEEDS OF PARENTS

At P.S. 65 we actively seek to have strong parental involvement among all the parents of our students. To this end, our administration, teachers, School Based Support Team (SBST), Parent Coordinator and Parent Teacher Association (PTA) each plays a distinct and vital role, while also working in a complimentary manner in reaching out to the parents, providing them with a variety of opportunities for participating, not only in the education of their children, but also in addressing their own needs and concerns as well. Parents of ELLs are given equal opportunity and access to all activities and information in their home languages, both in writing and through the use of interpreters.

Our Principal is able to communicate in both Spanish and English, and can therefore speak directly to the parents of our ELL students, the majority of whom have Spanish as their first language. The Principal attends our ELL Parent Orientation meetings and on a monthly basis hosts a Principal/Parent breakfast with an open discussion format for parents to present ideas, questions and concerns. At this time the Principal may also share information that would be of interest to the Parents. Parents can also meet with the Principal aside from this forum. Our office staff has several personnel, including the secretary, who directly interact with the parents on a daily basis and can therefore address concerns, as well as, explain and provide pertinent information to them.

Teachers communicate with parents keeping them current on the progress of their students, addressing any academic concerns they may mutually have regarding their children, not only during the two Parent Teacher Conferences, but during other times as well. We are in the process of creating individual classroom pages at our school website which may be accessed by the Parents of our students. Throughout the school year, parents along with their children are invited by their teachers to attend and participate in field trips, which serve as a means of providing an extended and enriching experience to the academic and social life of our students.

We have a School Based Support Team that includes a bilingual Psychologist and Social Worker who can provide support in the home language of the parents of our ELL population whose children may need to be evaluated for IEP related issues. Additionally, we have a full-time bilingual guidance counselor that is available to meet with any of our ELL Parents to address any concerns regarding their children.

Our Parent Coordinator, who is also bilingual, provides support to the parents of our ELL students by way of personal contact and access to information. Working closely with the ESL Coordinator, arrangements are made for ELL Parent Orientation meetings, and follow- ups with phone calls of those unable to attend. Parents are given forms such as the Parent Survey and Selection form , a form used by parents to make a program choice for their children who are eligible to receive ESL services.

The Parent Coordinator provides the parents with a variety of opportunities to attend workshops and is available to speak help address any concerns or issues a parent may have. She creates workshops in accordance with their concerns. Workshops addressing the following have been conducted: Guiding parents in the use of ARIS (this is an online system available through the DOE, available in several languages), How to Understand the ELA and Math NY State tests and Transitioning from Elementary to Middle school. The school had a Science Fair, which also included workshops for parents. Parents of ELL students are notified of special citywide Department of Education (DOE) Events in which specific issues and concerns relating to ESL are addressed. Arrangements are made by the Parent Coordinator to accompany a group of parents who are interested in attending.

For parents interested in learning English, the Parent Coordinator arranges for basic ESL classes which are held here at the school. We also partner with The Cypress Hills Local Development Corporation, which provides not only a strongly attended afterschool program, but services such as counseling in obtaining housing, and assistance in achieving career and education goals. Parents are also given resources by the Parent Coordinator on where to get outside counseling. A monthly calendar of events is sent home to the parents and posted in prominent location, where parents enter the building.

Parents are invited to participate in field trips with their child's class and they are provided translation of all materials pertaining to their children's ongoing education. Parents are notified of the Parent Teacher Conferences held 2 times a year and are

provided with translation services in order to express their own concerns and questions during the conference.

We have parents on our school leadership team and parents trained to serve as volunteers in the classroom.

Teachers who need to make appointments with parents, whose first language is Spanish, can make arrangements with the Parent Coordinator, who will serve as a translator.

We also have a Parent Association that meets monthly and actively works to support the school. All parents are invited to participate.

There is an open and ongoing dialogue between the parents and the school that has been established by our administration, the Parent Coordinator, the Parent Association, and the entire educational school staff.

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.

Part VI: LAP Assurances

School Name: <u>PS 65</u>		School DBN: <u>19K065</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Daysi Garcia	Principal		
Wendy Glash	Assistant Principal		1/1/01
Edna Vega	Parent Coordinator		1/1/01
Rosa Ruiz	ESL Teacher		1/1/01
Jeannette Mejia	Parent		1/1/01
Mary Maraldo	Teacher/Subject Area		1/1/01
N/A	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
N/A	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Kima Johnson	Other <u>Speech Pathologist</u>		1/1/01
	Other _____		1/1/01
	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: 19K065 School Name: PS 65

Cluster: 02 Network: 210

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.

PS.065 is a K-5 school that serves the community with a large number of parents who speak a language other than English at home. The majority of the population is Spanish speaking. This diversity ensures an atmosphere rich with culture for our students but can also present many challenges in terms of communicating with parents. P.S. 065 strives to eliminate communicational barriers between parents, teachers and administrators. When a student initially registers at our school, a parent or legal guardian will specify their home language on the HLIS form. This form is evaluated by a trained pedagogue and an informal interview in the home language is conducted between the pedagogue and the parent along with the child. If the parent/child speaks a language that is not spoken by any staff member in our building, the translation/interpretation unit is contacted. Upon completion of the HLIS and the information interview, the data is carefully entered into the computer system.

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.

A careful analysis of family language data at P.S. 065 in 2013-2014 school year indicates thus far that out of a population of 636 students, 78.46% are Hispanic, 13.36% are Black, 2% are Asian or Pacific Islander (Which includes Bengaili), .63% students are White (Non-Hispanic Origin), 5.19% students are American Indian or Alaskan Native, and .16% students are Native Hawaiian or other Pacific Islander. This shows the need for translation and interpretation services because of the any students who are new to the country and do not speak English. The school has multiple staff members that are fully bilingual in Spanish and English. They provide the translations for the parent letters, notifications and weekly newsletters. Our Parent Coordinator is Spanish speaking and is available to make phone calls home to parents or to translate letters home if needed. These staff members provide assistance needed with translation and interpretation services. Request for assistance is often forwarded to the NYCDOE Translation Unit to receive the desired translations and phone translation services. Supplemental translation and interpretation service funds will help support parent outreach and strengthen the communication needs of the P.S. 065

population. This will contribute to the schools' goal of high student achievement and an increase in family involvement.

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.

To facilitate parental involvement (for both English and non-English speaking parents) with the school and support for their child's education, P.S. 065K has established procedures and created by an in-house team to provide translation and interpretation services. The team consists of staff members (Teachers, Principal, Assistant Principal, Guidance Counselor, Parent Coordinator, Secretaries, and parent volunteers). Based on Section VII of Chancellor's Regulations A-663, students whose primary language is a covered language will have documents translated pertaining to health, safety, legal or disciplinary matters, entitlement to educational programs, and permission slips/consent forms. City and State test information will be distributed in the family's home language so parents will know the importance of the tests, the schedules of the exams, and how children can prepare for the examinations. Report cards are sent home in parent requested languages. School policies and procedures will be translated into the family's home language. Letters and forms about the middle school application process will be translated into the family's language to ensure parents have adequate information to make informed decisions. Letters and documents from the school will be translated into the family's home language, such as upcoming city/state exams, discipline notices, potential holdover notices, notice of important parent meetings, workshops, and permission slips. Both bilingual teachers and support staff are used to provide written translation services to the parents of our students. When translation or interpretation needs arise the school staff/teachers will notify the school office with the request. The service will then be arranged in a timely fashion.

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.

Conferences/discussions are frequently held with parents, teachers, the parent coordinator, family worker, secretaries, and the school administration. Through these conferences and meetings, the following situations were determined to be in need of oral interpreters: Parent-Teacher Conferences, Administrations/parent meetings, Parent orientation meetings, Parent Association meetings, Academic guidance issues, Registration periods, Emergency contact. For all situations oral interpretations services will be provided to the parents and students by in-house staff which includes both trained pedagogues and support staff as well as and parent volunteers and our Parent Coordinator.

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. 065K follows the regulations and guidelines with Section VII of Chancellor's Regulations A-663. Many of the guidelines are already in place. There is currently a sign indicating the school office location at the front entrance of the building in three major primary languages. There is also a sign in three primary languages in front of the main office informing parents that translation services are available at their request. According to A-663, parents will receive a written notification of their rights regarding translation and interpretation services and instructions on how to obtain such services. When a student initially registers or transfers into the school, a parent or legal guardian will be asked to specify his or her primary language and whether they require language assistance. Such inquiries will be presented to parents in English are available in a multitude of languages on the DOE website. The data is carefully compiled and continuously updated into the school computer system.